

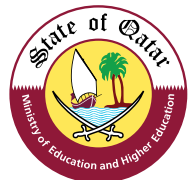


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# DIGITAL LITERACY CURRICULUM



**STUDENT'S WORKSHOP GUIDE**  
CYBER BULLYING



# Workshop Components

**Note:**

This document is inclusive only of the Workshop Guide. All other components for this workshop are listed below for the trainer's reference and can be found in the Cyber Bullying Workshop File.

- [Workshop Guide](#)
- [Background Reading for Trainer](#)
- [Background Reading for Student](#)
- [Cyber Bullying PowerPoint](#)
- [Workshop Practical Activities](#)
- [Workshop Notes](#)
- [Workshop Learner's Feedback](#)



# Introduction To Cyber Bullying Workshop

**Target Audience:** Students

**Workshop Duration:** 2.5 hours

**Workshop Components:**

- [Workshop Guide](#)
- [Background Reading for Trainer](#)
- [Background Reading for Student](#)
- [Cyber Bullying PowerPoint](#)
- [Workshop Practical Activities](#)
- [Workshop Notes](#)
- [Workshop Learner's Feedback](#)

**Workshop Overview:**

The Cyber Bullying workshop aims to provide students with a full understanding of Cyber Bullying and ways to react to it. The workshop targets students between the ages of 13 and 18. The workshop duration is about 2 hours and half with a maximum of 25 students. The workshop will define the different forms of the Cyber Bullying. The impact that Cyber Bullying could have on our daily lives will be highlighted along with different ways and methods to prevent and fight cyber bullying. To make sure that students understand the concepts of Cyber Bullying, they will engage in 6 different Practical Activities that give them the opportunity to practice what they're learning in workshop.



# Workshop Guide

## Cyber Bullying

**Duration:** Around 145 minutes

**Requirements:**

- Projector
- WIFI for the trainer
- regular room
- preferably round tables
- hand-outs
- folders

**Number of participants:**

Maximum 25 students

**Purpose:**

To provide students with a better understanding of Cyber Bullying, ways of avoiding it happening, and ways to react when it happens.

**Objectives:**

1. Introduce the topic of Cyber Bullying.
2. Define the different forms it can take.
3. Highlight the impact it could have on our daily lives.
4. Highlight the different ways and methods to prevent and fight cyber bullying.
5. Introduce the different entities involved that could help protect and prevent bullying.

**Materials to be used:**

- Flipcharts
- markers
- Workshop Guide
- PPT



Action	Trainer	Participants	Materials	Timing
<b>General Introduction to the program and today's topic</b> – Slide 1	This is an opening slide Introduces himself/herself and the program and today's topic DIGITAL LITERACY CURRICULUM. If needed asks participants to introduce themselves. If you think an icebreaker is needed – the trainer does it now.	Listen and introduce themselves.	PPT, icebreakers ACT 1.	15 min
<b>Why Safety?</b> – Slide 2	You may want to talk here about safety from health , traffic, and life perspective and after that go ahead and ask the participants how different the online world is from the real world and if it is important to be safe in the online world as well as being safe in the real world.	Listen and discuss why is Safety online is big concern as Safety in the real world.	PPT	10 min
<b>What is Cyber Safety?</b> – Slide 3	First encourage participants to define what could be a cyber-safety definition. Ask them what they think before you show them the scientific definition.	Listen and discuss.	PPT	10 min
<b>[ACT 2] Is Cyber Safety Important – List Online Threats (Group Work)</b> – Slide 4	Asks students to divide into groups of 5 and pass on a flip chart sheet and encourage them to write down why would they think we need to be safe online and based on their answers, say YES, that means there are threats and accordingly ask them to list at least 8 online threats.	Divide in groups of 5. Write down why they think it is important to be safe online. List at least 8 online threats.	PPT, Flip chart, markers, ACT 2 – List Online Threats (Group Work).	20 min
<b>Workshop Objectives</b> – Slide 5	Define the objectives of today's topic. You may want to give a very brief on Cyber Bullying but not much.	Listen.	PPT	5 min

Action	Trainer	Participants	Materials	Timing
<b>Cyber Bullying – Definition</b> – Slide 6	Here the instructor is required to introduce Cyber Bullying and break it down to three or four different levels. It first starts with bad expressions being used into chatrooms and in some advanced levels it might turn into a crime.	Listen.	PPT	10 min
<b>[ACT 3] Different Forms of Cyber Bullying (Group Work)</b> – Slides 7—9	Divide students in pairs and Introduce them to the different cyber bullying situations by giving them pictures and encouraging them to think what is it about.	Listen and share their opinion on the different cyber bullying situations.	PPT Slides 7-9, ACT 3 – Different Forms of Cyber Bullying (Group Work)	20 min
<b>[ACT 4] Difficult Situations Online (Group Work)</b> – Slide 10	Divide them into groups of 5. Give one scenario to each group and ask them all to think of the situation given to them and encourage them think of a role play depending on the questions asked in each scenario and divide roles amongst them all.	Students will be required to perform role plays and discuss situations described.	PPT 10th Slide, Flipchart, ACT 4 – Difficult Situations Online (Group Work) - SCENARIOS 1-5	25 min
<b>[ACT 5] Who can and What can we do (Class Discussion)</b> – Slides 11 & 12	Encourage participants to think and respond to the question on the slide. With each answer the instructor is required to write all answers on a flip chart and by the end it has to be highlighted that the answer to the 1st question is everyone and for the 2nd is building trust with parents and teachers, raise awareness, etc...	Listen, discuss and share their thoughts.	PPT, Flip chart, markers. ACT 5 – Who can and What can we do (Class Discussion).	10 min

Action	Trainer	Participants	Materials	Timing
<b>[ACT 6] Cyber Bullying (Mind Mapping) Lets mind map</b> - Slide 13	The instructor will be required to start a mind mapping process manually on a flip chart while having Cyber Bullying in the centre and encourage students to participate in the thinking to cover all the points covered throughout the day.	Participate in the mind mapping.	PPT 13th Slide, Flip Chart, markers, ACT6 – Cyber Bullying (Mind Mapping).	10 min
<b>Any Questions?</b> - Slide 14	Encourage participants to ask questions on the topic or even related to safety in general. Pass on Learner Feedbacks as well as an article for them read when they get back home.	Ask questions if any.	PPT, LEARNER FEEDBACK.	10 min



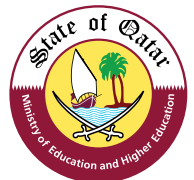


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# DIGITAL LITERACY CURRICULUM



**STUDENT'S WORKSHOP**  
**ACT 1. ICEBREAKERS**  
CYBER BULLYING





# ACT 1

## Icebreakers

### Notes for the trainer:

You can choose one of the icebreakers or pick an icebreaker you've previously done in your training practice. You don't have to do the icebreakers and usually with teachers you should choose those not requiring too much energy and moving around – a short conversation or a story from life is better than "hide and seek" or other activities of this kind. Just observe the group and think what they need – do they need more energy or less energy or do they just want you to go on with activities.

The icebreakers are described separately. Only use icebreakers if you feel they will help you in the workshop. They are not the core of your content – do not fill the workshop just with icebreakers.

Brief description of icebreakers you will find in teacher's materials.

### Variations:

Treat the list of icebreakers as inspiration. This kind of micro-activity is something each trainer collects and modifies all the time and uses it when appropriate. If you have a group of teachers from the same school do not use icebreakers which are supposed to help the participants memorize each other's names as it is irrelevant, if the group of participants consists of older and experienced teachers – do not try to make them run around and sing as they will probably refuse.

If you feel you have a micro-activity you prefer to use – use it.



### 1. Names

Participants sit in circle and one by one pronounce their names repeating also all the names of people talking before them. The first one has an extra round repeating all names in the end.

### 2. Names

Participants sit in circle and one by one pronounce their names saying e.g. Ann – artist – finding words describing them best and starting with the same letter as their names.

### 3. Names

Participants just pronounce their names one by one.

### 4. Hobbies

Participants stand on chairs in a circle and given a category – walk on chairs to put themselves in a given order (e.g. size of shoe).

### 5. Hobbies

All participants draw what is their favorite hobby. Then 4 chosen participants stand in corners of the room and not speaking but just watching the drawings the other participants try to guess with whom they share hobbies. They find place next to the drawing they find describing similar hobby to theirs. **Still no talking!** After completing the task the group sits together and discuss the outcomes – how the façade can be misleading. ☺

### 6. Pure fun

Participants are divided into groups of at least 3 and get a task to build “a machine for...”. Depending on a level of participants’ ability of abstract thinking they either build specific machines i.e. for grass mowing or can build for example a machine for making sun shine.

### 7. Pure fun

One of participants sits on a chair and four other participants try to lift him/her with their fingers.

### 8. Pure fun

Guessing characters – participants have sticky notes on their backs with names of characters (from cartoons or from politics or movies etc.). Their task is to guess who they are. They can ask others questions but only can expect a yes or no answer.

### 9. Feedback

Cigarette – participants write feedback and fold the sheet of paper one by one to form a cigarette at the end. Trainer can decide on the kind of feedback he/she wants.

### 10. Feedback

Participants draw their hand on paper – just a sketch. Then they write their name on it. Then they are asked to count how many positive features they have and write the number down. Then they are asked to add 2 to the number they’ve written down and this is the number of their features they are asked to name and write down.

### 11. Feedback

The trainer puts a bowl in an exposed place and asks the participants to put their feedback to it on sticky notes each time they feel they want to.

### 12. Miscellaneous

Participants get in pairs and speak about each other for one minute, the other taking notes. The task is then to draw all the things heard and show to the group and let them guess what is drawn.

### 13. Anti – stress

What makes you angry in... (school, work etc.)? Write it down individually. We’ll not read it. It’s for you to realize. Now tear the papers into as small pieces as you can. And imagine some funny creature. Now stick the pieces on paper to form the creature you thought of. ☺

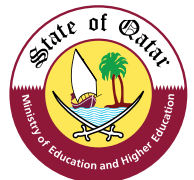


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# DIGITAL LITERACY CURRICULUM



**STUDENT'S WORKSHOP**  
**ACT 2. GROUP WORK**  
CYBER BULLYING



# ACT 2 – (Group Work)

## List Online Threats

**Topic:**

ACT 2 – List Online Threats

**Title:**

List Online Threats – Group Work

**Objectives covered:**

1. Participants will be able to explain why would they need to be safe online.
2. Participants will be able to list a couple of online threats.

**Time:**

20 minutes

**Resources**

PPT, Flip chart, Pen/ marker for each group  
– Slide 4.

**Notes for the trainer:**

Divide students into groups of 5. Pass on a flip chart and a pen to each group. Encourage them to write down why safety is so important and why would they need to be safe online in two minutes. After that, ask each group to list at least 8 online threats and to describe each of the threats into a brief sentence in three minutes. You should not expect them to write exact terms, but mostly the things they face online that could hurt them or their family and to categorise them in a list of items.

After they all finish ask them to pick one of the group to present outcome to the other groups in three minutes.

**Variations:**

If a group seems to be willing to complete the task but you notice they didn't understand it – assist them. Write for them one of the threats and encourage them to write and explain the rest. Let them think of what could happen or happened to them bad before and ask them to categorise that as one of the threats.

If the group is small, ask participants to shout out the reason of why it is important to be safe online and a number of online threats while you write them on a flipchart and then walk them through the list.

If computers are available and we have enough time, divide them into groups of five and ask them to look online for online threats and a definition of online safety in five minutes and then present the outcome to the rest of the group in three minutes.

If the session is being conducted in a library, divide them into groups of five and ask them to look for books on safety and pick an online threat and a definition of online safety in five minutes and then present the outcome to the rest of the group in three minutes.

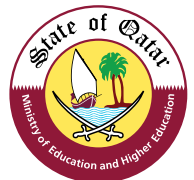


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# DIGITAL LITERACY CURRICULUM



**STUDENT'S WORKSHOP**  
**ACT 3. GROUP WORK**  
CYBER BULLYING



# ACT 3 – (Group Work)

## Matching Pictures

**Topic:**

ACT 3 – Different forms of Bullying.

**Title:**

Different forms of Bullying – Group Work.

**Objectives covered:**

1. Participants will be able to explain what cyber bullying is.
2. Participants will know the meaning of the following terms: Exclusion, Outing, Cyberstalking, Masquerading, and Harassment.

**Time:**

20 minutes

**Resources:**

PPT Slides 7—9, ACT 3 – Different Forms of Cyber Bullying (Group Work).

**Notes for the trainer:**

Divide students in groups of five depending on the number of attendees. Provide each group one picture (numbered inside the hand-outs 1-5), one pen or marker.

Ask each group in five minutes to think of the picture and try to imagine the cyber bullying situation or issue they think it's connected to. Ask each group to pick one of the group to present the outcome to the other groups in two minutes.

There are no right or wrong answers as long as the justification is logical.

In another five minutes explain each of the situations by showing the definition of each of the terms associated with its related picture.

**Variations:**

The group can be extremely large – if this is the case divide students into larger groups to save time. If you observe that the group is not really active in matching the pictures – assist them. If you see the task is too difficult you may decide to do it yourself with the assistance of students.

Pictures will be shown through the PPT slide, and in case it's a small group then have a discussion directly on each of the pictures in five minutes and then walk them through slides 8 and 9 to show them the exact definitions.

If you don't have time, walk them through slides 8 and 9 directly while explaining each of the pictures and showing them each of the definitions related.

# ACT 3 – (Group Work) Handout 1



# ACT 3 – (Group Work) Handout 2





# ACT 3 – (Group Work) Handout 3



# ACT 3 – (Group Work) Handout 4



# ACT 3 – (Group Work) Handout 5



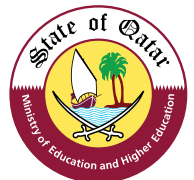


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# DIGITAL LITERACY CURRICULUM



**STUDENT'S WORKSHOP**  
**ACT 4. GROUP WORK**  
CYBER BULLYING



# ACT 4 – (Group Work)

## Difficult Situations Online

**Topic:**

ACT 4 – Difficult Situations Online

**Title:**

Difficult Situations Online – Group Work.

**Objectives covered:**

1. Participants will be required to describe the different situations given to them and to suggest solutions based on the different scenarios given to them.
2. Participants will be able to identify ways of dealing with bullying online.
3. Participants will be able to know that teachers and parents are always there to help them and protect them from any kind of bullying they may face.

**Time:** 25 minutes

**Resources:**

PPT Slide 10, Flipchart, ACT 4 - Difficult Situations Online (Group Work). SCENARIOS ON CYBER BULLYING – Scenarios 1-5.

**Notes for the trainer:**

If you have time, make it a role play otherwise proceed as follows.

Divide students to work in groups of 5. Distribute one scenario, one flip chart, marker to each group. Ask them to look into the scenarios given to them and ask them to describe the situation online that happened and list the following:

- People involved?
- Home or School?
- Detailed description of situation?
- How to solve it?

Give the students some time (not more than 5 minutes) to prepare. Give the students some time (not more than 5 minutes) to discuss and compare different solutions. Ask each of the group to elect one of them to present the situation with the best solution selected to all other groups within 3 minutes.

Students can use examples from their or their friends' experience. Stay alert! Some of them may be seeking support or advice in the problems they are experiencing.

### Variations:

Some of the students might claim they do not experience difficult situations online and for that they don't know what should be done. Ask them whether they have ever received spam or whether someone has ever written an unpleasant note under their post and maybe at a situation like that the best way is to inform your parents and they could help you deal with it. Most probably they will understand now what is required but if not – ask them to provide any solution that may think will help in solving the situation such as talking to a parent, or an adult informing them on what happened and asking them for guidance and advice on how to deal with the situation for the sake of the activity.

You can find out that most of the students do not have a proper solution to the situation. For example if someone got bullied they may say ignore the bully and that is not a solution. This can be a sign of a problem being present in the school community as they might be facing several issues as such and not able to deal with it properly. Let the students talk and show them you understand and you care and try to show them other ways of dealing with the situation if any. At the end highlight that most of the problems a student may face online could be easily solved if he/she reported it in an early stage to a teacher or a parent and convince them the teacher or parents will be able to help them solve the problem.



# Scenarios

## Difficult Situations Online

### Scenario 1:

A boy has written a poem and decides to send it to his friend in a private message on Facebook. His friend then forwards it to all of her Facebook friends. The next day at school all of the kids are making fun of him and his poem. What should the boy do?

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### Scenario 2:

A girl had her picture taken which made her feel uncomfortable. Later that week her friends tell her that the picture has been posted on another student's blog. What should the girl do? Should she fight back?

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### Scenario 3:

A teacher notices that during computer lab one student is not using the computer. The teacher approaches this girl and asks her why. The girl does not speak up right away and nervously looks around the room and replies that she does not feel like using the computer today. However, the teacher notices that a few of the other students are looking over and laughing. What should the teacher do? Is the teacher to assume that the girl is being bullied online? If the teacher finds out that cyberbullying is taking place what should she do next?

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### Scenario 4:

A boy brought his cell phone to school one day and used the phone to take pictures of other students in school. The next day the teacher sees that some of the students are threatening to beat up the boy. The teacher finds out that the pictures were posted on the Web with funny captions under each. What punishment should the boy get? Should the other students be punished for threatening him?

---

### Scenario 5:

Two boys at school are teasing each other during lunch time. They are calling each other names and laughing at one another. Both boys are punished and the teacher thinks that the fighting has stopped. Rather than fight at school the students have actually started an online fight. One boy created an entire Web page to make fun of the other. The boy who is on the Web site has told his parents. Now the parents have come to the teacher asking why and what is going on. What should the teacher recommend to the parents? What should the teacher do while the students are at school?

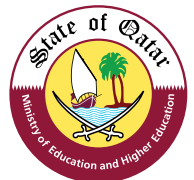


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# DIGITAL LITERACY CURRICULUM



**STUDENT'S WORKSHOP ACT 5.**  
**CLASS DISCUSSION**  
CYBER BULLYING





## ACT 5 – (Class Discussion) What Can We Do And Who Can Do It?

**Topic:**

ACT 5 – What Can We Do And Who Can Do It?

**Title:**

What can we do and Who can do it? – Class Discussion

**Objectives covered:**

1. Participants will know that it is important to build trust with their parents.
2. Participants will be able to recognise that they're responsible for their actions and they need to raise the awareness of their colleagues (helping them find ways out in case bullied i.e. who to talk to or what to do).
3. Participants will get to know the different entities in society that could help prevent bullying from happening.

**Time:**

10 minutes

**Resources:**

PPT, Flip chart, Pen/marker- Slides 11—12.

**Notes for the trainer:**

Encourage participants to think and respond to the question on the slide.

As for slide 11, encourage participants to think and discuss who can prevent Cyber Bullying from happening and bring all their answers on a flip chart and add more to the list if any exist.

As for slide 12, encourage participants to think and discuss what they can do about Cyber Bullying and bring all their answers on a flip chart and add more to the list if any exist.

With each answer the instructor is required to write all answers on a flip chart and by the end it has to be highlighted that the answer to the 1st question is everyone and for the 2nd is building trust with parents and teachers, and raising awareness among our community, etc...

**Variations (for slide 11):**

You may find some students struggling to find answers and this could be a sign of lack of awareness and from there you may try to define entities in the country and what their role is and even tell them what their parents could do i.e. taking care of them, making sure they're never hurt.. companies like Vodafone and Ooredoo could block some sites if reported as a risk to the community.



**Variations (for slide 12):**

You may find some students struggling to find answers and this could be a sign of lack of awareness in which they maybe already getting bullied at the early stages and don't know what to do; in such cases, you may give them some examples like if someone got bullied and they're have a close relationship with their parents in terms of telling them what they usually experience they could help them prevent it from happening by giving them the right advice at the right time before it's too late. Also, you may want to highlight that raising the awareness among your colleagues and classmates is a very good thing to be done.

**Expectation (for slide 11):**

- Parents
- Teachers
- School
- Police i.e. MOI
- Doctors
- Ooredoo
- Vodafone
- ..and many more

**Expectation (for slide 12):**

- Raise awareness.
- Get educated on the cyber world.
- Build trust with parents and the school community.
- Know what to do when bullied from an elder person such as your parents or teachers.
- ...and many more.



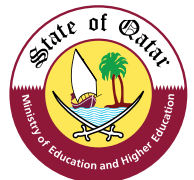


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# DIGITAL LITERACY CURRICULUM



**STUDENT'S WORKSHOP**  
**ACT 6. MIND MAPPING**  
**CYBER BULLYING**



# ACT 6 – (Mind Mapping) Cyber Bullying Wrap Up

**Topic:**

ACT 6 – Cyber Bullying

**Title:**

Cyber Bullying – Mind Mapping

**Objectives covered:**

1. Students will be able to identify all the different kinds of Bullying.
2. Students will be able to identify most of the prevention mechanisms.
3. Students will be able to highlight areas you have to focus on to avoid it happening.

**Time:**

10 minutes

**Resources:**

PPT Slide 13, Flip Chart, markers, ACT 6 – Cyber Bullying (Mind Mapping).

**Notes for the trainer:**

The trainer starts the mind mapping with Cyber Bullying at the centre and starts asking questions like what forms does it take, what situations, how to react, who's involved, etc.. and get all the answers and fill in the gaps on the mind map on a flip chart and by that the trainer make sure everyone understood the lecture and ready to apply in the online world what was learned.

Cyber Bullying mind map example site to get you started:

<http://www.mindmeister.com/40537557/cyber-bullying>

**Variations:**

If you see them struggle to find an answer try reminding them what was already covered during the day by mentioning titles and an answer or two as a teaser and expect the rest from them. If they weren't helpful enough to remember then do it yourself as a wrap up of what was covered.

You may leave it all blank with Cyber Bullying at the centre or fill in some and encourage the students to fill in the rest.

If there is a computer system, let them bring all the answers they learned from the lesson and ask them to dig for more online.

You may want to:

Username: safespaceqa2013@gmail.com

Password: safespaceqa2013safespaceqa2013

<http://www.mindomo.com/mindmap>



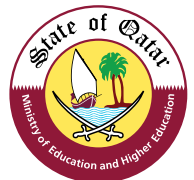


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**STUDENT'S WORKSHOP  
READING FOR STUDENTS  
CYBER BULLYING**



# Background Reading For Students

**Note:**

Have the students read the backounder before coming to the workshop or prior to kicking off the workshop session.



# Cyber Bullying For Students

**Cyber bullying** is writing, posting and popularizing in the cyberspace different data with the intention of causing harm to another person or group of people. This term is used for the phenomenon including children or youth. For the adults there is another term – cyber harassment.

It has very negative influence on our mood and our sense of safety and any case of cyber bullying should be reported and should not be tolerated. Cyber bullying may seriously harm you or your friends. Cyber bullying is bad and harmful and there is no one who “deserves it”. Some bullies try to convince the victim that he/she deserves being bullied. **Remember that it is not true!**

So we should report cyber bullying, support the victims and of course – we shouldn't cyber bully each other or let anyone cyber bully us.

#### **Examples of Cyber Bullying:**

- Sending rude messages.
- Telling lies about the bullied person online.
- Mocking the bullied person on chats and social networks.

#### **What should you do when you're being cyber bullied?**

1. Save the evidence (messages, pictures etc).
2. Block/report the person.
3. Tell your parents/teacher/other adult you trust.
4. Follow the instructions of the adults.

#### **What should I do when I feel bullied by someone?**

Sometimes you make jokes, laugh, make more jokes, laugh... and all of a sudden you notice that it's only you who is still laughing and the rest is crying or at least looks upset. Sometimes you do it by coincidence not even wanting to hurt anyone. In this case you have to act quickly:

1. **Stop!** Whatever you are doing – stop it.
2. Ask the person if you upset him/her.
3. Even if not – stop because probably you were close to it.
4. Apologize and ask whether there is anything you can do to make it up for the person you hurt.
5. Avoid doing it in future.



### **How does a cyber-bullied person or a victim feel?**

All the bad feelings (fear, anger, shame etc.). It is different for different people but the common thing is they do not feel safe.

### **What can we do as bystanders?**

Report cyber bullying, support the victim, isolate victim from the offender (e.g. take the victim with you to go report cyber bullying), and explain to the victim it's not his/ her fault. Stay calm and supportive. Look for solutions not revenge or punishment.

### **What makes the cyber bullies be cyber bullies?**

Different things. Sometimes they are weak and they want to hide their weakness. Sometimes they have some trouble and they want to take revenge on the whole world.

### **Who can be a cyber bully?**

Weak people who want to defend their position through being mean to others. People who don't know or don't want to obey the rules of social life.

### **Who can be cyber bullied?**

Everyone. There are different reasons for cyber bullying but each of us can face it one day. That's why it's so important to give support to a person being cyber bullied. We might also need it one day.

### **Who can fight cyber bullying?**

All of us. And we are all obliged to react. Only through this way we can make cyber bullies stop being mean to others.

### **Having the Right Attitude:**

Samy was a tall boy for his age and was often teased for his height. He was a gentle boy and an easy target at school. Today, he represents his university in basketball. However, the journey was not easy. Samy was tagged in pictures online with funny names and

commented upon by total strangers. It seemed as if his height was a curse, not a blessing – but Samy survived! He took advantage of what he was good at and moved ahead. Even today, his fellow students bring up old pictures and tags from younger years. It doesn't bother him any longer. He has learnt to cope with and overcome cyber bullying.

Samy overcame cyber bullying by making good choices. There are many teenagers like Samy in your class who are different yet do not choose to respond to the criticisms and jokes shared at their expense. We tend to take advantage of this trait and continue to make fun of them. However, we do not realize that it could be affecting them as well.

As teenagers we enjoy playing pranks and making jokes with others. Sometimes it is within our circle of friends, where we are few in number and can manage interactions. If the same bullying is done online, it can be difficult to manage the fallout and limit the audience to whom it is done. The personality we show online is at times different from how we are in person with others. The behavior that we exhibit in person with others has constraints because we are aware of people watching us. However, when online, these same restrictions disappear and do not seem to apply. So we post online without giving much thought to how it will be perceived by the other person.

**What you do when no one is watching, reveals your actual character.**

How would you like to be treated by your peers online? The golden rule remains - treat others the way you want them to treat you. If we indulge in cyber bullying, tomorrow the tables can turn and we may be the victims. Or worse, we may have to watch a sibling go through it.



There are certain guidelines that you can adopt personally as well as encourage others in your class and circle of influence to adopt. You can even make a nice poster of this and keep it in your classroom:

**1. Golden Rule #1:**

We are unique. We will treat each other with respect.

**2. Golden Rule #2:**

If a joke hurts, it is no longer a joke. It's time for an apology.

**3. Golden Rule #3:**

What is said is not always remembered, what is felt will last longer.

**4. Golden Rule #4:**

We watch out for each other and trust privacy.

**5. Golden Rule #5:**

Shared secrets are never secrets.

**6. Golden Rule #6:**

We will treat other's personal information the way we handle ours.

**7. Golden Rule #7:**

It is good to be respectful and kind online.

**8. Golden Rule #8:**

Real friends care and are not scared bystanders.

**9. Golden Rule #9:**

Never post online what you wouldn't say in person.

**Useful links:**

- <http://www.netsmartz.org/reallifestories/> – stories from life.
- [http://www.stopcyberbullying.org/what\\_is\\_cyberbullying\\_exactly.html](http://www.stopcyberbullying.org/what_is_cyberbullying_exactly.html) – cyber bullying information.
- <http://kidshealth.org/parent/positive/talk/cyberbullying.html> – more information on cyber bullying.



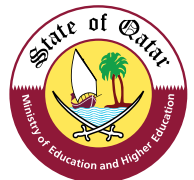


سيف سبيس  
Safe Space

# DIGITAL LITERACY CURRICULUM



**STUDENT'S WORKSHOP**  
**READING FOR TRAINERS**  
CYBER BULLYING



# Background Reading For Trainers

**Note:**

The objective of the background reading is to provide trainers with detailed content regarding the topics they will be explaining and sharing with the audience.



# Cyber Bullying For Trainers

**Cyber bullying** is writing, posting and popularizing in the cyberspace different data with the intention of causing harm to another person or group of people. This term is used for the phenomenon including children or youth. For the adults there is another term – cyber harassment.

It has a very negative influence on our mood and our sense of safety and any case of cyber bullying should be reported and should not be tolerated. Cyber bullying may seriously harm you or your friends. Cyber bullying is bad and harmful and there is no one who “deserves it”. Some bullies try to convince the victim that he/she deserves being bullied. **Remember that it is not true!**

So we should report cyber bullying, support the victims and of course – we shouldn't cyber bully each other or let anyone cyber bully us.

### Examples of Cyber Bullying:

- Sending rude messages.
- Telling lies about the bullied person online.
- Mocking the bullied person on chats and social networks.

### What should you do when you're being cyber bullied?

1. Save the evidence (messages, pictures ) etc.
2. Block/report the person.
3. Tell your parents/teacher/ other adult you trust (they might be afraid to tell someone, as that person might blame or punish them at the end. We have to convince them that

- being punished by parents or teacher is less harmful than not telling them at all.)
4. Follow the instructions of the adults.

### What should I do when I feel bullied by someone?

Sometimes you make jokes, laugh, make more jokes, laugh... and all of a sudden you notice that it's only you who is still laughing and the rest is crying or at least looks upset. Sometimes you do it by coincidence not even wanting to hurt anyone. In this case you have to act quickly:

1. **Stop!** Whatever you are doing – stop it.
2. Ask the person if you upset him/her.
3. Even if not – stop because probably you were close to it.
4. Apologize and ask whether there is anything you can do to make it up for the person you hurt.
5. Avoid doing it in future.

### How does a cyber-bullied person or a victim feel?

All the bad feelings (fear, anger, shame etc.). It is different for different people but the common thing is they do not feel safe.

### What can we do as bystanders?

Report cyber bullying, support the victim, isolate the victim from the offender (e.g. take the victim with you to go report cyber bullying), and explain to the victim it's not his or her fault. Stay calm and supportive. Look for solutions not revenge or punishment.

### What makes the cyber bullies be cyber bullies?

Different things. Sometimes they are weak and they want to hide their weakness. Sometimes they have some trouble and they want to take revenge on the whole world.

### Who can be a cyber bully?

Weak people who want to defend their position through being mean to others. People who don't know or don't want to obey the rules of social life.

### Who can be cyber bullied?

Everyone. There are different reasons for cyber bullying but each of us can face it one day. That's why it's so important to give support to a person being cyber bullied as we might also need it one day.

### Who can fight cyber bullying?

All of us. And we are all obliged to react. Only through this way we can make cyber bullies stop being mean to others.

### Drive out Cyber bullying from Schools:

It is certainly desirable to see schools adopt cyber safety guidelines and address threats such as cyber bullying in a responsible manner. When it comes to cyber bullying, schools are often linked to the incidents because the victim and the bully are likely to be students of the same academic community. What begins as a friendly post on a school community page can spread to chat rooms and eventually even lead to physical brawls and fights.

<sup>1</sup> <http://education.qld.gov.au/student-services/behaviour/qsaav/docs/cyberbullying-reputation-management-guidelines.pdf>

How can your school be made into a safe zone for kids so that cyber bullying is checked and healthy students grow successfully? Here are a few pointers to evaluate your school's current program for robustness and effectiveness:

1. Does the school have a formal policy against cyber bullying? It could be part of what the school stands for in terms of cyber safety initiatives.
2. If the answer to the above question is 'Yes', is this linked to all the primary stakeholders – namely students, parents and teachers? Does it find a place in the school handbook or website? Has it been discussed during the Parent-Teacher meetings?
3. Does your school have a clear process of handling incidents of cyber bullying? Does the student know who they can reach out to and what they need to do? Should they be facing a challenge themselves? Are teachers made aware of the same so that they can guide students in the right direction?

Schools should conduct counselling sessions for handling incidents of cyber bullying with parents and collectively decide upon best practices to be implemented both at home and at school to protect children from online threats.

4. Schools should adopt a proactive approach to handle incidents such as maintaining up-to-date behavioral management documents<sup>1</sup> and ICT acceptable usage guidelines.
5. Is fair play ensured for all investigations of cyber bullying and is the disciplinary process transparent to parents and students?

6. Banning technology can only give limited control which might reduce the occurrence of incidents on campus. However, the problem is not addressed if the behavior is not addressed. Does your school have counsellors who can work with children to address their behavioral issues and bring lasting changes?
7. Repeated pictures and photographs are a big part of the way kids bully each other when they're teenagers and the results can extend into their adulthood. Does the school have a media policy? Are media devices permitted and are children advised on responsible use? Yes schools should have media policies to govern students' online behavior and parents should be made aware of these policies. Students should be educated on dos and don'ts of online behavior.
8. Parents are the major influencers in a child's life. Does the school consider it important to discuss with parents the consequences of cyber bullying and the disciplinary action the child is likely to face if he or she indulges in the same?
9. Does the school conduct awareness workshops with parents and students, student campaigns and do what is necessary to help children become aware of their rights and responsibilities? If so, how often is it reviewed for effectiveness? Yes, schools should conduct awareness workshops on a regular basis (annually) for students, parents and educators. These workshops and campaigns should explore on the current online problems and the solutions implemented to address such problems.

These are just some of the aspects to evaluate how well your school is prepared to address the challenge of cyber-bullying and how you can influence these areas in a positive manner.

**Useful links:**

- <http://www.netismartz.org/reallifestories/> – stories from life.
- [http://www.stopcyberbullying.org/what\\_is\\_cyberbullying\\_exactly.html](http://www.stopcyberbullying.org/what_is_cyberbullying_exactly.html) – cyber bullying information.
- <http://kidshealth.org/parent/positive/talk/cyberbullying.html> – more information on cyber bullying.

