Erasmus+

Set of activities on the topic of cyberbullying for use with students

Project Erasmus+ "Let's remove bullying and promote kindness to one another!"
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The necessity of using this material

Cyberbullying involves harassing, threatening, embarrassing or targeting another person online. Cyberbullying is a problem that is affecting students more and more. Schools need to establish clear rules to monitor students' online activity and students need to learn how to behave online and on how to act on online harassment. Teachers must carry out a series of school and extracurricular activities with students in order to prevent and combat this phenomenon.

This material is primarily intended for teachers who wish to work with students in counseling and guidance classes or in extracurricular activities to prevent and combat cyberbullying.

The material represents the results of the European project Erasmus+ "**Let's remove bullying and promote kindness to one another**", having as partners Great Britain, Romania, Spain and Poland. The main objectives of the project are: to decrease the incidence of cyberbullying and to create an online platform for the reporting of cyberbullying incidents.

In addition to the examples of project activities, the material also contains other activities carried out in our schools or that we could carry out with students to reduce the incidence of cyberbullying.

Chapter I: Activities on the topic of cyberbullying carried out in the Erasmus project

Engaging students in an Erasmus project on the topic of cyberbullying can be an effective way to raise awareness and promote a safer online environment. Here are some activities that may be considered incorporating into this project:

- **Questionnaires applied to students.** All teams collected data and made statistics related to cyberbullying in their schools.

- **Meeting teachers.** Teachers met to discuss the cyberbullying reports, the guidelines for schools to use in order to monitor/regulate the online activity and mobile use, the integration of social media activities for educational purposes: use a Facebook Group to post class updates, share homework assignments and encourage discussions, use Twitter as a class message board, use Instagram for photo essays, create a class blog for discussions, create a class-specific Pinterest board, using the educational platform like Google Classroom, include social media links on school website.
  Teachers proposed methods for the identification of cyberbullying situations by students, they also created a platform for reporting bullying incidents.

- **Guidelines for schools to monitor online activity and mobile use**
  1. Information, advice and assistance to students, parents about apps and services, how to deal with harmful content Establish a set of rules for using mobile devices or computers during classes display it in the classroom.
  2. Advice students about how to use the internet safely: do not offer personal informations, respect others on the Internet, take care of their accounts with secure passwords, block and report a person who harasses, offends, threatens, limit online socializing.
  3. Organize periodic meetings regarding the phenomenon of cyberbullying and ask them to quickly report any incidents.
  4. Let parents and students know that violence online is not tolerated in your school.
  5. Create a platform accessible to students and parents for reporting cases of online violence.
  6. Teach students how to react in cases of cyberbullying.
  7. Advice parents how to monitor the children's activity online.
  8. Recommend sites that provide or harmful contact.
  9. Involve students in actions to prevent online violence.
  10.Periodically check security solutions of the computer network in the school. Do not let the students unsupervised in the computer lab.

- **Workshops with students:**
   What is cyberbullying? - team work activities

  Case studies of cyberbullying - discussion and role plays about what should be done, how students should react when they find out one of their friends is the victim.

Arts and crafts - students create posters in teams to raise awareness about cyberbullying.

How do I spend my time online? - interactive team activities

Social media for education - Presentation of students' work. Feedback about the educational role of social media

The most common forms of bullying harrassment, denigration - examples, case studies, interactive team work activities

Less known forms of cyberbullying - impersonation, outing, ostracism, trickery. examples, case studies, interactive team work activities

Causes of cyberbullying - discussions, interactive games and activities

Legal effects of cyberbullying on the perpetrator

Effects of cyberbullying on the victim - discussions, cue cards, role plays

How do children react to cyberbullying in general?

What should we do when we are bullied online? - who, how, when to report to?

How to use the cyberbullying reporting platform?

Protecting oneself against cyberbullying - privacy settings, security guidelines

- **Parental Involvement**: Were organized workshops for parents to help them understand the online world, monitor their children's online activities, and recognize signs of cyberbullying.

  The topics of the workshops with parents were: Forms of cyberbullying and how to protect your children; How do parents monitor the children's activity online? Current situation, instruments and strategies for better monitoring of children; Causes and effects of bullying; Mechanisms of reporting cyberbullying.

- **Cyberbullying Reporting Aplication**: The platform for reporting the cases and through this encouraging the development of platform where individuals can report cyberbullying incidents easily and anonymously.

- **Educational Workshops**: workshops and seminars were organized in our school to educate students, parents, and teachers about the dangers of cyberbullying. Were discussed the signs, consequences, and different prevention strategies.

Worksheet Cyberbullying

Based on your own knowledge and experiences, create a definition of the term "cyberbullying".

Cyberbullying is

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Worksheet "Forms of cyberbullying"

Using materials available online, explain the following terms:

Happy slapping

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Frapping

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Stalking

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Identity theft

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Verbal aggression/hate

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Worksheet "Causes of cyberbullying" - group 1

Based on your own knowledge and experience and various printed materials or online resources, determine:

What are the causes of cyberbullying?

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Worksheet "Effects of cyberbullying" - group 2

Based on your own knowledge and experience and various printed materials or online resources, determine:

What are the Effects of Cyberbullying?

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Worksheet "Around cyberbullying" - group 1

Based on knowledge and experiences and various printed materials or resources

websites, complete the details below:

PERPETRATOR(S).

Who are?

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Why are they doing this?

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What actions do they commit?

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What emotions drive them?

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Other important information

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Worksheet "Around cyberbullying" - group 2

Based on knowledge and experiences and various printed materials or resources

websites, complete the details below:

VICTIM(S).

How do they behave?

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What should they do in a situation of cyberbullying?

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What emotions accompany them?

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Other important information

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Worksheet "Around cyberbullying" - group 3

Based on knowledge and experiences and various printed materials or resources

websites, complete the details below:

WITNESS(S).

How do they behave?

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What attitudes do they adopt?

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What emotions accompany them?

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How should they behave?

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Other important information

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Worksheet "Me and cyberbullying"

You as a witness or victim of cyberbullying – describe a situation from your own life. Complete the information below:

• Cyberbullying victim:

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• Perpetrator:

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• Age of the victim/perpetrator:

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• Place of the event (e.g. internet forum, school room, dormitory):

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• Accompanying emotions:

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• Description of the event:

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• Effects/Consequences

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Participating in these activities of the Erasmus project students developed a better understanding of the cyberbullying phenomenon, expressed their opinions, analysed situations critically, provided arguments to support their viewpoints.

Students also developed critical and analytical thinking about different cases of cyberbullying and proposed solutions, increased awareness of the alternative educational value of social media, improved awareness of causes and effects of bullying. Students have learned how to behave online and how to act when they are subjected to aggression in the online environment.

Teachers analysed and discussed the different and similar realities related to cyberbullying in each country. They acquired good practices applied in each partner country. They became more prepared to approach the problem of lack of online monitoring in their schools and more knowledgeable about causes and effects of cyberbullying.

Chapter II: Examples of activities on the topic of cyberbullying carried out in our schools

✓ The educational project **"Classrooms without bullying. Stop Bullying! Kindness brings us together!"** aime to reduce violence in the school environment by involving anti-bullying action groups for the prevention and elimination of violence, in the school environment.

Activities:
1. **The phenomenon of cyberbullying, forms and causes - presentations, debates.**
2. **How can cyberbullying affect a child's life?** - case studies, role plays.
3. **Mediation of conflicts in the online environment**- presentations, debates regarding the acquisition of techniques for managing emotions, ways of acting in the case of aggression, adopting positive, tolerant, empathetic attitudes, avoiding harassment and bullying online, avoid posting painful messages on social networks.
4. **My antibullying message-**workshops - collages, posters, containing thematic messages and drawings, video materials.
5. **Act, don't be indifferent!** - explaining some principles of intervention in the case of cyberbullying.
6. **Together we can make the world better! –** promoting moral, social and cultural values.

✓ **Respect campaign**

Purpose: preventing aggression and violence in the school environment by creating a harmonious, inclusive educational environment, a conducive environment for practicing civilized behaviors and attitudes, so that each student feels encouraged, motivated, in complete safety, to manifest himself responsibly, to be able to manage his emotions, through a tolerant, non-discriminatory attitude, actively communicating, assertive and nonviolent.

Examples of activities

Information activities, counseling, debates, workshops, drawings, collages, role-plays, case studies with the aim of preventing and eliminating aggression in the school environment and outside it by adopting some social behaviors desirable.

The topics discussed: Understanding Cyberbulling; Cyberbullying and its effects;How can be safe online?

Group activity!

-create an impactful poster in the fight to prevent and combat cyberbullying.

- come up with a slogan/message to combat cyberbullying.
- create a site where you post messages, videos, information relevant to prevention and combat cyberbullying.

✓ **Activity Online behaviour**

The teacher reads some statements to the students. Each student chooses one of the positions: Okay ", „ Contra ", „ I can't decide " Then the teacher approaches the corner of the class reserved for those who choose a certain answer.

Statements:

1.   It's funny to write mischievous comments on photos of friends on the network.

2.   Everyone has the right to express their opinion about another person in public. Even in the online environment.

3.   A law will be introduced prohibiting the writing of messages or comments from anonymous addresses.

4.   It's fair to post photos of friends with me and not ask their permission.

5.   It's nothing serious if, through a special program, I add a photo of a colleague who is never upset with the photo of a model's body in her underwear, then publish the image in a closed group of our class. We'll all laugh, then I'll wipe.

-        After each statement, the teacher guides a short discussion. For each situation the teacher brings arguments why certain actions in the online environment are incorrect and can easily affect someone's image, they can offend, humiliate.

✓ **Regular meetings with police**- discussions about the forms that cyberbullying can take (gossip, exclusion, fairing ,comments), as well as about the consequences of adopting such behavior in the online environment, respectively the way to avoid victimization through these manifestations.

✓ **Forum Theater**

One of the most important things in preventing cyberbullying is to understand how people feel when they are harassed in the online environment and how they should react in these situations.

Students will be divided into groups and each group will prepare a small role-playing game in connection with the situation described. After the presentation of role-the play, students will repeat the same situation once again. This time each person in the audience can stop the play, replace an actor and change the situation in a positive way. This method helps students to empathize with the role of the aggressor and the victim and better understand cyberbullying situations.

Case studies

Classes V-VIII

Teacher distributes to students a sheet of rules regarding cyberbullying. Then, he divides the students into two groups and proposes the following situations:

Situation 1

Mihai is in the 5th grade and participates in sports activities, outside of class, together with other schoolmates. Because he doesn't do very well in volleyball, Matthew shoots him with the phone during a game. Because it seems like a very funny moment, he posts it on YouTube and sends the video to his colleagues. The video is viewed by several people and finally reaches Mihai.

Questions

How do you think Mihai felt? Listen to students' answers and complete their answers, if any applicable. Mihai may feel very sad, angry, humiliated or discouraged. He may be ashamed of his performance in sports and not feel good about those activities, knowing that he is being watched by his colleagues.

What would you do in his situation? After listening to the answers, indicate the right rules in the sheet to the students.

Situation 2

Elena plays on an Internet page where she can chat with other players. He likes to meet new people and change impressions about the game. One of the players starts texting her saying that Elena doesn't know how to play. She replies that he is not doing so well either, and the player sends him more and more mischievous messages. Although she tries to ignore him, she fails to stay on the page without receiving messages from him. What should Elena do?

 After listening to the answers, indicate the students rules in the Cyberbullying sheet.

Chapter III: Other activities on the topic of cyberbullying that can be carried out in schools

Title of the program   **I can prevent and combat cyberbullying!**
Program type   Program to prevent and combat the phenomenon of cyberbullying
Target group   Secondary school students
Purpose   Developing the skills of adolescents to identify cyberbullying and to act effectively to   prevent and combat cyberbullying situations.
*Objectives***:**
-develop students' abilities to identify the defining elements ofvirtual aggression;
-developing students' skills to identify the best strategies for preventing and combating cyberbullying;
-developing students' skills to reflect on the causes and consequences of aggression in the virtual environment;
-developing students' abilities to reflect on consequences cyberbullying and act accordingly.
Procedural resources: Practical activities, group activities, pair activities, activities individual, debates, case study.
Time resources: 7 activities

Program description:
Through this program, teenagers will discover a series of strategies and methods ofto act to identify, prevent and combat cyberbullying.
The program is designed in such a way as to allow, through the practical activities proposed to the students, an analysis of the causes and consequences of cyberbullying-ului, but also the analysis of specific cyberbullying situations. Also, the program allows creating a site of all content elements from the session on cyberbullying. Each participant is put in a position to reflect on what he understood from the topic addressed, on what was useful and interesting, but also on future plans regarding effective ways to intervene/prevent the development of negative consequences of cyberbullying.

Activity

1. What is cyberbullying?
Objectives:
- to identify the manifestations of cyberbullying;
- to identify the virtual environments where cyberbullying occurs;
- to build their own definitions of cyberbullying, based on debates and analyzes during the activity;
- to reflect on the realities of cyberbullying.

2. **What we know and what we don't know about cyberbullying**!
Objectives:
-to analyze the statistical data related to the incidences of the phenomenon of
global cyberbullying;
- to identify possible causes of the presented situations;
- to reflect on the realities related to violence in the virtual environment,
on its causes and consequences.
3. **How we can fight cyberbullying!**
Objectives:
- to analyze strategies to combat cyberbullying;

- to create a top (from 1 to 7) of the most effective strategies
presented and analyzed;
-to argue the options regarding the selection of the most effective ones
strategies.

4. **Consequences of cyberbullying**
Objectives:
- to analyze the cyberbullying cases presented;
- to identify the causes of cyberbullying from the situations presented;
- to identify the consequences of cyberbullying from the situations presented;
- to identify ways to combat/prevent cyberbullying
from the situations presented.

5. **Similar story…**
Objectives:
-to describe a situation in which he experienced a form of cyberbullying;
-to describe a situation in which he witnessed a form of cyberbullying;
-to reflect on the ways of confronting the situations of
cyberbullying.

6. **Now I know about cyberbullying…**
Objectives:
- write down what they know about cyberbyllying;
-write down what they would like to know more about cyberbullying;
-write down hopes and expectations about coping and prevention
the phenomenon of cyberbullying;
-to constantly reflect on the phenomenon of cyberbullying.

7. **Be active! Create a message for your colleagues!**
Objectives:
- write an essay describing concrete action strategies to prevent and combat cyberbullying;
-to create an impactful poster in the fight to prevent and combat
cyberbullying;
-to design a slogan/message to combat cyberbullying;
-to create a site with informational material about cyberbullying.

Worksheet 1

Activity number and title: 1**. What is cyberbullying?**

In pairs/groups, read the following information carefully, discuss and analyze, then decide which are the most common forms of Cyberbullying. Underline the most common forms. Present in plenary, explaining your options!

Bullying Sending offensive, rude and offensive messages in an abusive manner; posting mean or degrading comments on posts, photos and chat; exhibiting offensive behavior on gaming sites.

Denigration Posting or sending false and malicious information about another child; using photos of a child for the purpose of ridicule, spreading false rumors and gossip.

Irritation Intentionally using highly aggressive language to create a power struggle; the aggressor aims to provoke reactions and put the interlocutor in difficulty in order to laugh at him.

Exclusions Intentionally removing a child from an online chat group, group message, app, or game.

Intimidation by spreading rumors and gossip Spreading offensive messages via email, apps, social networks to a large number of children (be careful because sometimes these messages are spread even by the victims' best friends).

Identity theft Use the online identity of another child (by hacking their accounts: email, social networks, etc.) in order to send or post embarrassing material about other children; the creation by the aggressor of a fake account / profile (on social networks, applications or websites) with the use of photos / video materials of a child, for inappropriate purposes.

Exposure or trick Sharing personal / intimate information, photos or videos about a child; tricking a child into providing personal/intimate information, photos or videos with the intention of sharing them with others.

Persecution Sending messages that include threats of harm, harassment, intimidation; forcing other online activities that make a child fear for their safety.

Blackmail or enticement Engaging a child in intimate conversations with the aim of gradually exposing them to sexually explicit material and then blackmailing them into sending the material to their parents.

Trolling Challenging without reason, starting a discussion with the aim of creating a conflict ofideas.

Sexting Spreading messages with explicit sexual content.

Worksheet 2

Activity number and title: 1. **What is Cyberbullying?**

Discuss in pairs and mark the places where cyberbullying is most common, in your opinion! Argue! Compare what you wrote down with what the other pairs wrote down! Why do differences occur? Why do similarities occur?

Blogs
Chat Lines (Whatsapp, for example)
E-mail
Facebook
Instagram
Online Computer Video Game
Virtual Reality Sites
Phone Applications (Apps)
Short Message Service (SMS)
Tumblr
Twitter
Virtual communities
YouTube
Other (specify which)

Worksheet 3

Activity number and title: 1. **What is Cyberbullying?**
In groups, create your own definitions of Cyberbullying based on the information previously

discussed! Use other sources of information! Write down the definitions and present them to your classmates! Argue!

Worksheet 4

Activity number and title: 2. **What we know and what we don't know about cyberbullying!**
Read the following statements carefully! Reflect!
<u>Situation:</u> *What do you think caused this thing/situation? Why was this statistic reached? Analyze and write down your arguments! Present!*
Searches about "Cyberbullying" have tripled in the last decade (Petrov, 2019).
Victim statistics suggest that women are the most vulnerable on Facebook (57%). Other high-risk social platforms are Facebook Messenger (23%) and Instagram (10%)
(Petrov, 2019).
More than 80% of children own a mobile phone and have several social network accounts. 57% of them admit that they have witnessed online harassment or that they have been a victim of online harassment (Petrov, 2019).
25.38% of those who play various online games (gamers) have had at least one online account hacked at some point (Petrov, 2019).
The level of awareness regarding the existence of online violence and its consequences varies considerably around the world. Over 37% of parents in India have reported that their child has been bullied online. In Japan and Russia, this number is less than 4% (Petrov, 2019).

<u>Situation</u> *What do you think caused this thing/situation? Why was this statistic reached? Analyze and write down your arguments! Present!*
Among those bullied in the past year, 37% developed social anxiety, while 36% fell into depression (Petrov, 2019).   Data from numerous studies also indicate that social media is now the medium of choice for cyberbullies (Cook, 2019).
- 40% of adults have experienced virtual aggression (Bera, 2019).
In 2018, US cyberbullying victims were predominantly on the following platforms: Facebook (56%), Twitter (19%), Youtube (17%), Instagram
(16%), online games (14%) and
WhatsApp (13%)) (Bera, 2019).
- 29% of the 1,000 women who participated in a recent 2019 survey had been harassed on Facebook (Bera, 2019).

Worksheet 5
Activity number and title: 3. **How can we fight cyberbullying!** Experts present a number of strategies to stop Cyberbullying. Read in groups, analyze and decide what are the most effective ways to stop cyberbullying. Make a top (from 1 to 7) of the most effective strategies presented and analyzed! Present in plenary and argue your options!

Strategies for stopping cyberbullying	*Description of the strategy*	*The importance of strategy (top 7, 1 being the most important, and 7 the least important)*

Silence	Most experts agree that we should respond with complete silence to an online bully. "Don't friend, don't follow, don't hang around," says Patricia Wallace, a professor at the University of Maryland and author of "The Psychology of the Internet." Block the virtual bully on your mobile phone and social media accounts. Do not answer. It makes you seem vulnerable and a more interesting target" (Bernstein, 2016).	
Taking notes	Write everything you want to say in a notebook/diary or Word document, then file. "Writing will dissipate your anger," says Pamela Rutledge, director of the Center for Research in Media Psychology, fromNewport, California. And you can realize that the person who is aggressing you in the virtual environment has a problem and you don't". (Bernstein, 2016).	
New focus	Shift your focus to something positive, beautiful. Write a message nice to a friend or loved one.	
Save the evidence	It is recommended to make an archive of evidence "with dates, times, descriptions and screenshots of messages or emails, says Tyler Cohen. Wood, cyber security expert for Inspired e-Learning, o San Antonio company that provides awareness support	

	digital and online, as well as virtual bullying prevention training" (Bernstein, 2016).	
Reporting abuse	If you are threatened or if cyber bullies have become extreme (to local authorities) of violent people in cyberspace, go to the police and ask for help.	
React then	If you see someone else being bullied online, take a stand. Post a positive message for the bullied person. Show empathy when someone is and offer help. "It's a strong message for the aggressor when you are assaulted in the environment support the victim; so the bully is reprimanded, says Michelle Ferrier, associate dean for innovation in the College of Communication at online. Ohio University and founder of TrollBusters, an organization that combat cyberbullying" (Bernstein, 2016).	

Worksheet 6
Activity number and title: 4. The consequences of Cyberbullying!

Read, in groups, the cyberbullying situations presented below. Discuss and identify the possible causes that led to these described situations, the possible consequences of the described situations, as well as possible ways of action to prevent and intervene in these situations. Write on the board. Present cases, causes, consequences and prevention/intervention strategies. Complete with the opinions of other colleagues.

The case/situation	CAUSE result	Prevention/intervention strategies

My Facebook account has been hacked several times. Information and photos were posted in my name, which caused me a lot of inconvenience. Whenever I'm on Facebook, I'm afraid that my account will be hacked, especially because the Facebook app is a very effective way to get information. I can't help myself from going to FB, especially since all my friends and acquaintances are active on this social network. I hate that there are people hacking Facebook accounts.https://cyberbullying.org/stories.		
A guy I know used to be pretty cruel to me online, mocking me. There are many young people who act like this. But I just want to tell every victim to never stop believing that everything will get better. Stand up and fight for yourself, do your best.https://cyberbullying.org/stories.		
I think cyberbullying is one of the worst things a teenager can be exposed to. But at this age, children can act incorrectly. Virtual bullies do not trust them, and in many cases, envy their victims. I was assaulted twice. The first incident happened 2 years ago on a social network. Someone sent me a message saying I was fake and not a good friend. I was too offended to respond and deactivated my account. The second incident happened a year ago. Those I had considered my "best friends" tended to tease me about my appearance often. This teasing eventually led to harsh words being exchanged on Facebook, leading to a month of virtual bullying. The bullying ended when I blocked them and moved to another school. So if you are bullied, the best thing to do is block those people or find a different social network. Pay no attention to bullies because most of the things they say are not		

true. However, if the aggression becomes very serious, then an adult should be informed for help."https://cyberbullying.org/stories.		
I was and still am bullied by the girls who were once my best friends. They teased me and said nasty things to me, called me names. They keep sending me messages on Facebook and I'm thinking how to stop them. Yesterday I heard the story of a 13-year-old boy who committed suicide because of the aggressors. I cried for what was happening to me. I just want it to stop! Every time I tell the school principal, he doesn't listen. (It's really hard for me, but I'll deal with it in the end).https://cyberbullying.org/stories		
Last year, when I was 16, I was bullied because I liked a classmate, who my friend didn't like. After I started talking to the boy I liked, my friend stopped talking to me and started spreading rumors about me in cyberspace. At one point he threatened to beat me. This went on for months until I told my dad and he went to the school and spoke to the principal (who took action necessary). If you are being bullied, don't be afraid to tell an adult, don't take matters into your own hands, don't be intimidated.https://cyberbullying.org/stories		
On Facebook, a friend of mine wrote on his wall that every time I was in someone's life, that person's life became very hard and unpleasant. This hurt me a lot because I had trust this person. He verbally abuses me and humiliates me whenever he gets the chance. I don't want to tell my mother because she will make a big deal about it. It really hurts me what he's doing. Why is he saying things about me online? Why doesn't he tell me face to face like a real		

man?https://cyberbullying.org/stories		
My classmate, who I've known for many years, really liked my boyfriend/boyfriend. He was always trying to make me jealous by hugging him, for example. One day she posted a message about him on a social network. I warned her and told her that she shouldn't talk about him like that. He started harassing me online, calling me names and insulting me. At school, however, she never said anything to my face, she refused to ever say anything to me when I confronted her in front of her friends. But he continued to insult me online. The insults got worse. Then I went to school and faced her again. He hit me and we fought. Now I don't know if that was the right thing to do. What else could I have done? What else could I do?https://cyberbullying.org/stories		
I created an account on a social network that allows anonymous people to ask questions. Instead of getting what I thought would be nice questions, I was constantly sent comments like "you're ugly", "you're stupid", "you're a wuss", etc. I have a total of over 1000 comments and I would say 95% of them were verbal abuse that completely destroyed my self-esteem. I got to the point where I couldn't stand going to school or even looking in the mirror, knowing that when people see me, they think I'm unprepared, ugly... Verbal abuse hurts.https://cyberbullying.org/stories		
I try to ignore her but she turns everyone against me and makes my life miserable. She is spreading horrible rumors about me and I just can't take it anymore.https://cyberbullying.org/stories		

I was cyberbullied when I was in 8th grade by a bunch of girls telling me I needed to get a life, so I went home and told my mom. They continued to harass me, and finally I told everything to the police.https://cyberbullying.org/stories		
Honestly, when I was cyberbullied I felt like I never wanted to leave the house or talk to anyone again. I got depressed. The bully thought what he was doing was funny. Now I keep quiet online, but even so, I still get verbally abused at times.https://cyberbullying.org/stories I'm tired of receiving inappropriate messages from him, to be threatened, to get angry! I'm tired of always blocking him, I've reported him several times...but he's still here. All this conflict with him is ruining my gaming experience.https://cyberbullying.org/stories		

Worksheet 7

Activity number and title: 5. Similar story…

Reflect, note and present!

Think of a situation where you believe you have been exposed to some form of cyberbullying. Write down the details.	How did you feel?	Who did you turn to for help and why?

Think of a situation where you believe you witnessed some form of cyberbullying. Write down the details.	How did you feel?	What was your reaction? Who did you turn to for help and why?
Think of a situation where you feel you have cyberbullied someone. Write down the details.	How did you feel?	What was your reaction? Who did you turn to for help and why?

Worksheet 8
Activity number and title: 6. Now I know about Cyberbullying…

Complete the following statements! Reflect on what you noted! Share your notes with a classmate!

I know about cyberbullying…

I learned about
cyber bullying…
I would like to learn more about cyberbullying…

Cyberbullying hurts
because...

At this moment I know for sure that….

At this point I hope
that….

I understand and I wish….

I have more confidence that I….

Worksheet 9

Activity number and title: 7. Be active! Create a message for your colleagues!

Individual activity. Write a 2000 word essay describing how you will act to prevent and combat cyberbullying!

Bibliographic resources:

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