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CYBER   
VIOLENCE



# TOOLKIT FOR TRAINERS

**STOP  
CYBERVIOLENCE!**

2017

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Successful violence prevention includes education, preparation, and teamwork. This toolkit provides specific insights, strategies, activities, and resources to address cyberbullying.

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## Table of Contents

<b>TOOLKIT OBJECTIVES.....</b>	<b>3</b>
<b>INTRODUCTION .....</b>	<b>4</b>
<b>DEFINITION OF CYBER VIOLENCE .....</b>	<b>9</b>
<b>CLASSIFYING CYBER VIOLENCE .....</b>	<b>13</b>
<b>CYBERBULLYING AND SOCIAL MEDIA.....</b>	<b>15</b>
<b>PSYCHO PEDAGOGICAL IMPACT .....</b>	<b>20</b>
<b>OFFLINE AND ONLINE IDENTITIES, PROFILING AND WEB TRACKING: KEEPING OURSELVES SAFE ON THE WEB .....</b>	<b>23</b>
<b>CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>27</b>
<b>TRAINING SESSION PLANNING.....</b>	<b>32</b>
<b>REFERENCES.....</b>	<b>39</b>



## Toolkit Objectives

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This Toolkit is written to support the Erasmus+ Project aim to help youth trainers to implement consistent policies of awareness-raising, prevention and law enforcement to combat cyber violence in everyday life. Partners from Poland, Romania, Italy and Greece have been cooperating to promote active methods and techniques to stop cyberbullying.

It may help anyone who wants to improve the methodology to teach trainers, young leaders and educators to combat cyber violence and cyberbullying, to ensure that youth are safe and live in an environment free of repression, intimidation and violence.

Methodology Toolkit for teaching trainers covers topics which are very important on cyber violence prevention: tools for eliminate violence among young people, network security, rights of internet users, haters in internet and their language, how to cope with aggression, how to make internet safe, effective communication.

It will contains basic information about cyber violence problem in the field of law, psychology, pedagogy, IT, training techniques and tools which will be necessary for its implementation.





# INTRODUCTION

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Internet-mediated aggression is a global phenomenon. Research in Europe identifies a growing number of national and local initiatives to tackle the problems of violence. Anybody can become a victim of cyber-violence. Instead of building up relations, the Net is more and more often becoming a trap. Rapid development of modern media, the Internet especially, has generated new threats. Dangerous, pathological behaviour like aggression and violence has gained new tools and, hence, adopted new forms. The phenomenon was diagnosed only several years ago and is nowadays referred to as "cyber-violence".

**Cyber Violence** is an issue that can have a damaging and disruptive effect on a youth community. For youth people it's important to learn the warning signs and how to be vigilant about cyberbullying. Although technology may have helped create this problem, more of it might actually be the solution. A crucial factor in the increase in cyberbullying is the rapid growth in children's access to the internet and other ICTs.

Over 80% of children involved in cyber bullying agree that it is easier to get away with cyber bullying than typical bullying. The same percentage of children involved in cyber bullying think it is easier to hide cyber bullying from parents than typical bullying.

We know that bullying is easier when no adult supervision is in place. Cyber bullying can hide the identity of a child who bullies so they aren't held responsible, even when the cyber bullying is discovered or reported to an adult. Due to the nature of electronic media, children can setup false accounts, or even make a parody account of the child that they are bullying. Anonymous cyber bullying is another one of the cyber bullying facts that results from the nature of electronic media, like the fact that cyber bullying can occur anywhere.

Between 2009 and 2011, the **EU Kids Online** Survey collected data from over 25,000 children and adolescents aged 9-16 years in 25 European countries, and 6% reported being bullied online and 3% admitted to having bullied others online. Respondents were, however, more likely to report having been bullied in person, with almost 20% stating that they had been bullied offline. Over half of those bullied online reported that they were 'very upset' or fairly upset', although 15% reported not being upset at all. Girls were more likely to report being very upset than boys.

In Europe, where over 80% of those aged 5-14 years use mobile telephones, it is reported that, between 2010 and 2014, the proportion of children and adolescents aged 9-16 years who had been exposed to



cyberbullying increased from 8% to 12%, especially among girls and children at younger ages, and this age group is increasingly likely to be exposed to hate messages, pro-anorexia sites, self-harm sites and cyberbullying. (UNESCO Report, School Violence and Bullying, Global Status, 2017)



Taking into account that violence has the various complex causes, preventing and limiting its consequences may be achieved only by resorting to measures as complex as the actual situation, which should cover all its aspects, by undertaking coordinating actions and by creating a large national, local and international partnership.

According to Safer Internet Greece, Greece and Russia top the charts for excessive Internet use with 31% against 5% which is the European average. The data originates from the 31 help lines of the European Insafe network. The second most serious problem for Greece is online privacy with 16% (EU average 12%) while on the third place is cyber bullying with 19% (EU average 21%).

Cyberbullying is on the rise in Greek schools. Relevant research<sup>1</sup> has shown that 1 in 20 high school students experienced a form of cyberbullying while 1 in 20 students has been a perpetrator in 2015 and this number is doubled in Lyceum. This is according to research from 13 health centres which are under the supervision of the Ministry of Health. Stop Bullying Network of the Ministry of Education (Development and operation of a network for preventing and dealing with bullying incidents): <http://stop-bullying.sch.gr/>

For Greek youth, the Internet presents a number of risks along with a multitude of opportunities. The research reviewed suggests that some of the online risks facing youth are addiction, exposure to inappropriate material, cyber bullying and sexual solicitation.

The same research revealed that someone who has been a victim has 5,5 times more chances of acting as a perpetrator also.

<sup>1</sup> <http://www.nooz.gr/tech/fountonei-o-e-ekfovismos-sta-sxoleia>



The Italian Constitution, Rights and Duties of Citizens, Civil Code and Penal code can be used to some extent to help prevent bullying and provide a means of punishing Italy is home to over 2 million tech savvy teens between the ages of 14 and 17, most of which have a passion for Internet and social media usage. Most of these young people own personal laptops, TVs and smartphones, making it easy for them to stay connected at all times. With this 24/7 connection, teens are at greater risk of being targeted by cyberbullies. Today's youth use online connections for personal, social, academic and professional reasons, placing them at the forefront of potential bullying activities. Gen Z's passion with the Internet and their smart devices could very well be the reason for the dramatic increase in cyberbullying.

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39% of Italian schools have already implemented some specific actions against cyberbullying, following the orientation guidelines provided by the national Ministry of Education and 63% intend to do so during the next school year. In 36% of the institutions, the participation does not go beyond about half of the parents and in 59% of cases it only stops at a few parents. Only 48% of the schools have a real monitoring programs through questionnaires addressed to students and parents.

In Romania, the prevention and fight against different types of violence against children coincides with the national steps for the creation of legal and institutional means for granting children's rights, in accordance with UN Convention and other related international and European documents signed by the Romania. This matter tends to circumscribe within a specific domain regarding mainly child protection against any types of neglect, physical, sexual or psychological abuse, exploitation, or traffic of human beings for any purpose, including all the important environments where children spend their time: family, school, health system, protection or detention centres, work places, as well as the whole community. (*REPORT on national policies for the prevention of violence against children, ROMANIA, 2000*)

Among Romania's efforts to fight against violence, UNICEF in Romania in partnership with the Government of Romania have launched a nationwide and community-level information and awareness-raising campaign on violence against children in today's society. The campaign is scheduled to run throughout 2017 and includes two videos, billboards/banners, an online campaign and a PR component. The



campaign is intended to alert children and adults who witness public acts of violence to the fact that "It's not normal to find violence normal, violence against children is unacceptable".

During the past couple of years Poland schools have been implementing the Olweus Bullying Prevention Program. The Program is named after Dan Olweus, a Norwegian researcher who has spent decades studying this phenomena, and is credited with defining the term in the mid-1970s.

Bullying in Poland has been brought to the forefront more in recent years, and the Olweus program is one of several initiatives in the country to stem the tide of bullying. There is also cyberbullying in Poland, which is the use of the *Internet for Internet bullying or Facebook bullying*.

As in many developed nations, cyberbullying is becoming a much larger issue in Poland. The *Cyberbullying Research Center* estimates 24 percent of students are victims of cyberbullying. As the world turns high-tech, all kinds of social media have increased the bullying in Poland. This particular study also said 52 percent of Polish internet users had been bullied via their mobile phone.

Polish governmental authorities have created cyberbullying laws, as well as cyber stalking laws as facts about cyberbullying emerge. It creates the idea that stalking is stalking, whether done physically or electronically. The Polish law makes it illegal to bully someone even one time, even though the legal definition is repeated behavior. It makes it illegal to make a threat, or make a person feel threatened by use of any electronic device.

There have also been reports of teen suicide as a result of being bullied. The Polish law gives authorities the ability to charge a person who bullied someone who committed suicide and they could be sent to jail for 10 years.

Many of the countries that are in a post-Communist era, such as Poland, report lower levels of adult bullying, or mobbing. Poland had about half the number that the rest of Europe had. Like many post-Communist countries, Poland has had major economic changes over the years, and that may influence the amount of bullying, and the attitudes people have about mobbing.

Research is only now beginning to determine which youth may be at most risk for cyberbullying. With regard to combating addiction, cognitively based treatment approaches have shown some success, but more research is needed. Research also suggests that some youth may be more likely to be victims of online harassment and sexual solicitation, suggesting that intervention efforts should target high-risk youth as well as risky online behaviors.

Despite these risks, the research also suggests that the Internet can be beneficial for youth. It provides a vehicle to promote cognitive, social, and physical development.



Although there are limits to which the Internet can be used as a means of learning, health promotion, and intervention delivery, nonetheless the Internet can be used to complement more traditional methods of delivering treatment interventions. Overall, research suggests that specific and targeted efforts may be needed to counter online risks in order for youth to benefit from the many opportunities offered by the Internet.

Nevertheless, the research recorded a series of initiatives and good practices for dealing with cyberviolence and bullying in school and new proposals for eradicating the phenomena. The good practices have an experiential form and concern the briefing of all parties involved, their education on the subject and the active participation of school children and youth in the understanding, tracing and handling of bullying incidents.



## Definition of Cyber Violence

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According to the European Commission, **cyberbullying** is repeated verbal or psychological harassment carried out by an individual or group against others. It can take many forms: mockery, insults, threats, rumours, gossip, “happy slapping”, disagreeable comments or slander. Interactive online services (e-mail, chat rooms, instant messaging) and mobile phones have given bullies new opportunities and ways in which they can abuse their victims.

What distinguishes **cyber violence** from traditional off-line forms of violence is that in the former case, some significant portion of the behaviour takes place online, although it might then carry over into offline contexts. Cyber violence thus may, but need not, have a physical component, and much of the harm caused by cyber violence - as indeed by offline violence - is psychological and/or emotional (which is not to say less real or destructive).

**Cyber violence** may be targeted at individuals or groups, the latter being more characteristic targets of cyber violence than of offline, physical violence, due to the ease with which a single perpetrator can gather information about and make contact with large numbers of people on the Internet. This is another aspect of online violence that can cause it to have widespread effects. (European Network Addressing Cyber violence)

Bullying, once restricted to the school or neighbourhood, has now moved into the online world. Bullying through electronic means is referred to as **“cyberbullying.”** The psychological and emotional outcomes of cyberbullying are similar to those of real-life bullying. The difference is, real-life bullying often ends when school ends. For cyberbullying, there is no escape.

**“Cyberbullying”** is defined as a young person tormenting, threatening, harassing, or embarrassing another young person using the Internet or other technologies, like cell phones.

While the definitions of **cyberbullying** (Hutson, 2016), sometimes called **online bullying**, vary from source to source, most definitions consist of:

- *electronic forms of contact*
- *an aggressive act*
- *intent*
- *repetition*
- *harm to the target*

The technology, accessed through computers or cell phones, used to cyberbully includes:



- *personal websites*
- *blogs*
- *e-mail*
- *texting*
- *social networking sites*
- *chat rooms*
- *message boards*
- *instant messaging*
- *photographs*
- *video games* (Feinberg & Robey, 2009)

By definition, it occurs among young people. When an adult is involved, it may meet the definition of cyber-harassment or cyber-stalking, a crime that can have legal consequences and involve jail time.

We developed this definition because it is simple, concise, and reasonably comprehensive and it captures the most important elements. These elements include the following:

- **Willful:** The behavior has to be deliberate, not accidental.
- **Repeated:** Bullying reflects a pattern of behavior, not just one isolated incident.
- **Harm:** The target must perceive that harm was inflicted.
- **Computers, cell phones, and other electronic devices:** This, of course, is what differentiates cyberbullying from traditional bullying

Other helpful definitions include:

- Cyberbullying is defined as "wilful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices" (Hinduja & Patchin, 2015).
- Cyberbullying occurs "when someone repeatedly makes fun of another person online or repeatedly picks on another person through e-mail or text message or when someone posts something online about another person that they don't like" (Cyberbullying Research Center, 2016).
- Cyberbullying is intentional and repeated harm inflicted on others through the use of electronic devices (Cyberbullying Research Center, 2016).
- Cyberbullying is as an aggressive, intentional act distributed by an individual or group, using contact in an electronic medium, continuously and relentlessly against someone who cannot stand up for himself or herself easily (Smith et al., 2008).

As they grow up, young people interact and communicate with each other more and more when adults are not around. This is especially true when teenagers are online as they may use the latest websites or other ways of



communicating which adults may not know about or where they are free from adult supervision.

Cyberbullying also differs from face-to-face bullying as:

- People can hide behind the **anonymity** the internet provides.
- Messages posted on the internet can be seen by a **very wide audience almost instantly** – very different to writing nasty messages on the back of a school book.
- People do **not feel as responsible** for their actions when they post messages online, as they would in real life. They are **not afraid of being punished** for their actions.
- People **are often afraid or reluctant to report incidents**. In the case of children, they fear that adults will take away their mobile phone, computer and/or internet access.

Sometimes cyberbullying can be easy to spot — for example, if your child shows you a text message, tweet, or response to a status update on Facebook that is harsh, mean, or cruel. Other acts are less obvious, like impersonating a victim online or posting personal information, photos, or videos designed to hurt or embarrass another person. Some kids report that a fake account, web page, or online persona has been created with the sole intention to harass and bully.

Cyberbullying also can happen accidentally. The impersonal nature of text messages, IMs, and emails make it very hard to detect the sender's tone — one person's joke could be another's hurtful insult. Nevertheless, a repeated pattern of emails, text messages, and online posts is rarely accidental.

Cyberbullying is using the Internet, cell phones, video game systems, or other technology to send or post text or images intended to hurt or embarrass another person. Cyberbullies victimize teens in a variety of ways:

- Nearly 20 percent of teens had a cyberbully pretend to be someone else in order to trick them online, getting them to reveal personal information.
- Seventeen percent of teens were victimized by someone lying about them online
- Thirteen percent of teens learned that a cyberbully was pretending to be them while communicating with someone else
- Ten percent of teens were victimized because someone posted unflattering pictures of them online, without permission (<https://nobullying.com/what-is-cyberbullying/>)

Despite our collective efforts to teach teens about cyber safety, they can still be victimized by youth who cyberbully. Moreover, cyberbullying can be an extension of bullying that teens are experiencing in school, and it may be more emotionally destructive. Threats and taunts posted on



websites are visible throughout the world, 24 hours a day, seven days a week.

Youth who cyberbully often create websites that encourage friends and classmates to make disparaging comments about another youth. Thus, teens who are cyberbullied can face constant victimization and do not have a safe retreat. Because of this, cyberbullying can elicit a strong emotional response from teens. Some teens change their daily online and offline behaviours.

Girls are about twice as likely as boys to be victims and perpetrators of cyber bullying. (<http://www.ncpc.org/resources>)

**There are several types of cyber bullying and online abuse such as the following:**

**1-** Online Harassment, receiving hateful threatening messages on daily basis from a person you may know online, known in real life or not know at all

**2- Outing,** when the victim finds out his/her personal information, location, school location, phone number, photos and other personal items published online for everyone to see/use against the victim

**3- Victim Blaming/slut shaming,** victims are repeatedly taunted, shamed and called all sorts of heinous names

**4- Trolling/Masquerading** - when a person creates a fake social media profile to protect his/her anonymity while sending hateful messages/photos/videos to the victim.



# Classifying Cyber Violence

In Europe, where over 80% of those aged 5-14 years use mobile telephones, it is reported that, between 2010 and 2014, the proportion of children and adolescents aged 9-16 years who had been exposed to cyberbullying increased from 8% to 12%, especially among girls and children at younger ages, and this age group is increasingly likely to be exposed to hate messages, pro-anorexia sites, self-harm sites and cyberbullying. (UNESCO Report, School Violence and Bullying, Global Status, 2017)

One obstacle to taking effective action against cyber violence is that it tends to be viewed as less serious, less "real" than violence in the off-line world. This is due in part to the relative novelty of the phenomenon (and of cyberspace as a whole); cyber violence does not conform to our familiar prototype of violence in a number of respects.

Violence (<https://deletecyberviolence.wordpress.com>) can be situated along a continuum from more to less prototypical:

<b>More prototypical violence</b>	<----->	<b>Less violence</b>
<b>Off-line</b>		<b>Online</b>
<b>Physical</b>		<b>Virtual</b>
<b>Action</b>		<b>Symbols</b>
<b>Intentional harm</b>		<b>Harm not intended</b>
<b>Targeted against an individual</b>		<b>Untargeted, diffuse</b>
<b>Perpetrator is socially marginal</b>		<b>Perpetrator is an average person</b>

Cyber violence can take many **forms**, but for the purposes of this paper, it can include:

- Unwanted sexually explicit emails, text (or online) messages;
- Inappropriate or offensive advances on social networking websites or internet chat rooms;
- Threats of physical and/or sexual violence by email, text (or online) messages;
- Hate speech, meaning language that denigrates, insults, threatens or targets an individual based on her identity (gender) and other traits (such as sexual orientation or disability).



Recently a student shared *"that all bullying hurts, whether in person or through technology, the end result is that bullying in any form is emotionally damaging."* (Hinduja & Patchin, 2014)

Because cyber violence differs from our prototypical associations of violence, it may be difficult at first to recognize it for what it is, and accordingly, harder to resist and punish it. Thus a necessary first step in fighting cyber violence is to identify and name its manifestations.

Contrasting **offline bullying** with **online bullying**:

- targets might not know who the bully is or why they are being targeted, as cyberbullying can happen anonymously;
- cyberbullying can have a large audience - the actions of those who cyberbully can go viral;
- it is often easier to be cruel using technology because of greater physical distance and the person bullying doesn't see the immediate response by the target - they might not recognize the serious harm from their actions because they lack seeing the target's response; and
- it can be harder for parents and adults to manage cyberbullying

## **Types of Cyber Violence**

Four basic types of cyber violence are distinguished here:

- 1. Online contact leading to off-line abuse**
- 2. Cyber stalking**
- 3. Online harassment**
- 4. Degrading representations**

The numbering of the types is intended to suggest their distance from "prototypical" violence, with (1) being closest, and (4) most distant, from the real-world, physical prototype.

Cyber violence is more difficult to recognize and resist than offline forms of violence, because it diverges from the violence prototype in several important aspects. Identifying these points of divergence is necessary in order to understand what cyber violence is and is not, and ultimately, to determine what an appropriate societal response to it should be.



## CYBERBULLYING AND SOCIAL MEDIA

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The connection between bullying and digital and social media created the phenomenon of cyberbullying, with new and unexpected effects of people. People cannot stop the persecutions they are subjected to also when they are at home and this increases the feelings of not being secure in any places and from the other side, the cyberbullies feel themselves overpowered behind their screen and they aren't even aware of the gravity of their actions and of the suffering they cause.

The phenomenon is extremely important because it affects the lives of the people involved, creating serious impact on emotional life of the people: i.e. the children can isolate themselves, have problems with school results and in extreme situations the entire family can decide to move to another school or city, and unfortunately these situations can lead to extreme insane acts as committing suicide.

The cyberbullying is a trans-generational problem as it affects people of different ages from young children to adults.

### The analysis

The cyberbullying on social media is described and analysed in the following, considering:

- definition of social media and cyberbullying vs bullying
- actors involved in cyberbullying in social media (the bully, the victim, the observers/spectators)
- identification of the context in which cyberbullying phenomena occur (at school, at home, in groups, with friends)
- analysis of how cyberbullying and types of cyberbullying are done
- analysis to recognise cyberbullying: parents and teachers
- analysis to counteract the phenomenon and understand how to intervene on the bully, on the victim and on those who witness the phenomena of cyberbullying, laws, regulation of social media (Twitter, Facebook,...) at international level.

**Social media** is a generic term that refers to technologies and practices on the web allowing people to interact, share text, photos, images, video and audio content. Social media brought a dramatic change in the way people learn, read and share information and contents. Using sociology and technology Social Media transformed the monologue (from one to many) in dialogue (from many to many) and the users/consumers in producers, we talk about "prosumers"<sup>2</sup>. They become very popular because they allow people to use the web to establish personal or business relationships. Social media are also referred to as user-generated content (UGC) or consumer-generated media (CGM). 91% of

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<sup>2</sup> <https://en.wikipedia.org/wiki/Prosumer>

young people between 14 and 18 years old are enrolled at least one social network and 87% use a smartphone connected to the Internet, in 86% of schools there is a Wi-Fi network (Censis research).

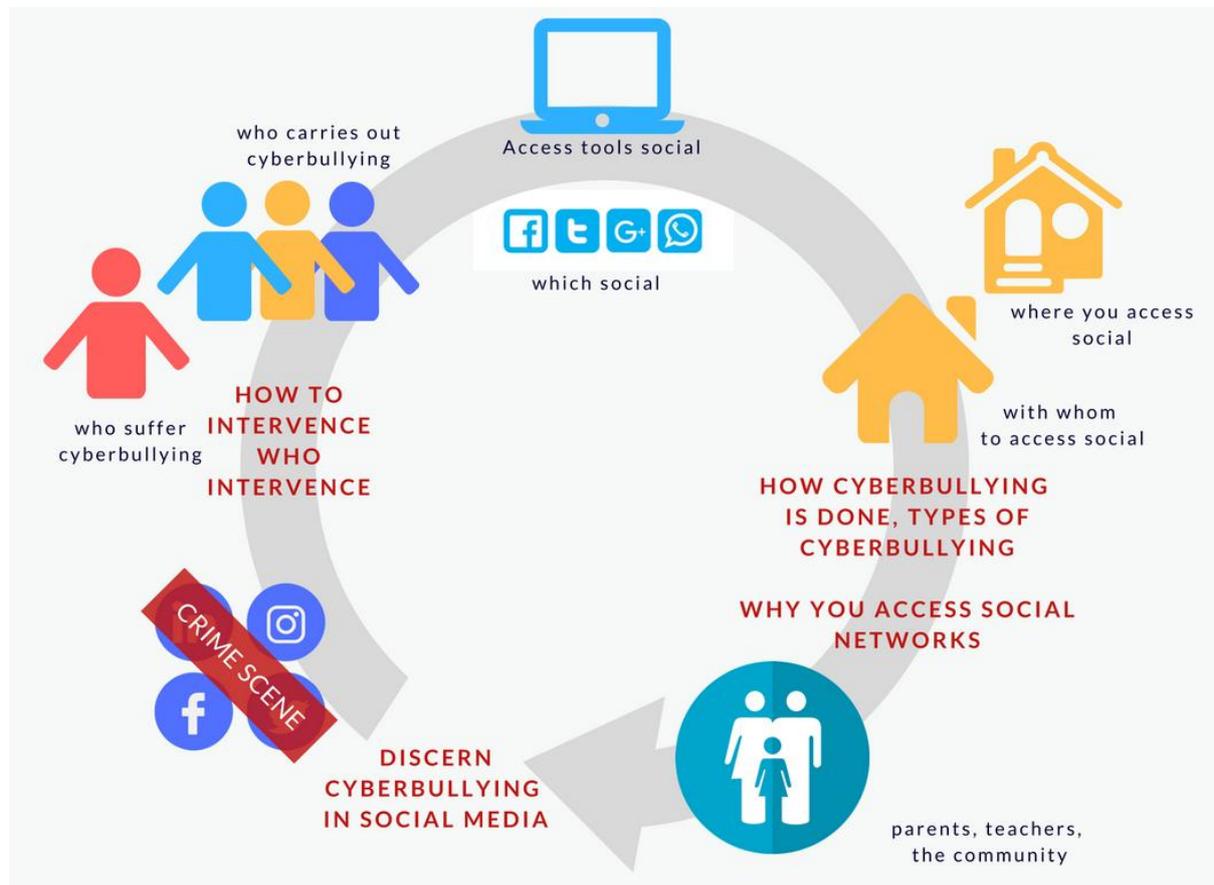


Figure 1 Cyberbullying in social media process

Cyberbullying is a form of repeated violence by one or more people towards other people defined victim through the use of the web, using computers or mobile devices.

Violence in cyberbullying occurs through messages, films, photographs, intimidating writings through social media or published on websites.

There are several actors involved in cyberbullying:

- Bully/bullies
- Victim
- Observers

It's important to understand that the role of the bully and the victim are interrelated and sometime the role can be change, if we change the point of view: sometime the victim can become a bully or a persecutor, as in the model of Karpman Drama Triangle<sup>3</sup>.

<sup>3</sup> Karpman Drama Triangle in Fairy Tales and Script Drama Analysis  
<https://www.karpmandramatriangle.com/pdf/DramaTriangle.pdf>



Cyberbullying has various forms: flaming, harassment or stalking, denigration, identity theft/ unauthorised access and impersonation, tricky outing, ostracising/exclusion, happy slapping, outing and trickery, trolling, roasting, creating websites, blogs, polls and more, self-cyberbullying or digital self-harm. The different forms can vary but the aim is to damage the victim reputation, excluding and isolating the victim from the group. Moreover mobbing, stalking, exclusion and demotion are correlated to cyberbullying for adults.

### **Opportunities and Risks in social media**

According to studies and research, the social media offer opportunities to the teenagers: the ones that are shy and anxious can hide their names and identities in order to be stronger in express their ideas and deal with other people.

Social media allow them to avoid direct confrontation and to increase their self-esteem, through the number of likes and the feeling of being important and welcomed in the group

The great speed of social media communication and the ability to communicate everywhere and throughout the world can allow teenagers to have new friendships, to share with friends many events of their lives, consolidate friendships.

Sexuality and identity are two other important aspects for the adolescents that can benefit social media.

The discovery of one's own sexuality and personality can lead to risky behaviours: some teenagers can publish photographs, videos, comments that refer to sex, substance use and violence and publish photos of themselves involved in these acts.

Teens may not understand that this information can be revealed and affect themselves and others indirectly involved (friends of friends).

This could be information that could be received from potential employers, teachers, relatives and parents and could be influenced by it.

Representation of risky behaviours may encourage emulation in other people, such as violence or alcohol use.

Young people who believe themselves to be strengthened in the digital world, however, can suffer consequences within relationships in their own lives, at school, at work and in the workplace, which could also be denounced or dismissed.

### **How to recognize and fight cyberbullying**

Bullying and cyberbullying are behaviours that can affect the emotional part of young people and we must consider some signs like these a child seems more shy, rapid increases or decreases in device usage, including text messages, request to stay at home more often, they are more isolated, they change their attitude to technology, change mood when receive notifications on your phone, sleep poorly and badly in terms of



quality and quantity, they begin to avoid social situations, even those that have been appreciated in the past, social media accounts are closed or new ones are displayed, that withdraw or depress or lose interest in people and usual activities. The same behaviours can affect adults.

To fight cyberbullying:

- speak about cyberbullying
- ask for help
- close the social networks in which the people are involved
- spend time with friends and use less time with devices

These indications were given by people who managed to overcome the problems of cyberbullying like Flavia Rizza<sup>4</sup>. Flavia's is a girl who first suffered bullying as being overweight and for that reason she was the victim of her companions.

After years of abuse, she takes the courage to talk about this to her teachers and parents, they helped her by intervening with children, families and blocking social content.

Two important lessons come from the history of Flavia:

- Talk about bullying
- Don't stay alone

Teachers, school administrators, parents and trainers are in unique positions to use their skills and roles to create safe environments with positive social norms. They are also in positions where they may notice changes in children's behaviors in group settings, such as when a group of children/teens focuses attention on a specific child/teen. An external adult or expert can be very helpful in order to listen to the different people involved in the cyberbullying episode in order to help anyone in express him/her feelings, motivations to act in some way.

Social media have sections of their reference site that can help to get information on cyberbullying and help to counter it:

### **Facebook**

- <https://www.facebook.com/help/420576171311103/>
- Instagram
- <https://help.instagram.com/196883487377501>
- [https://help.instagram.com/196883487377501/?helpref=hc\\_fnav&bc\[0\]=368390626577968&bc\[1\]=1757120787856285](https://help.instagram.com/196883487377501/?helpref=hc_fnav&bc[0]=368390626577968&bc[1]=1757120787856285)

### **Twitter**

- [https://about.twitter.com/en\\_us/safety.html](https://about.twitter.com/en_us/safety.html)

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<sup>4</sup> The video of Flavia Rizza is in Italian <https://www.youtube.com/watch?v=oc-9H8RNgh4>



## Snapchat

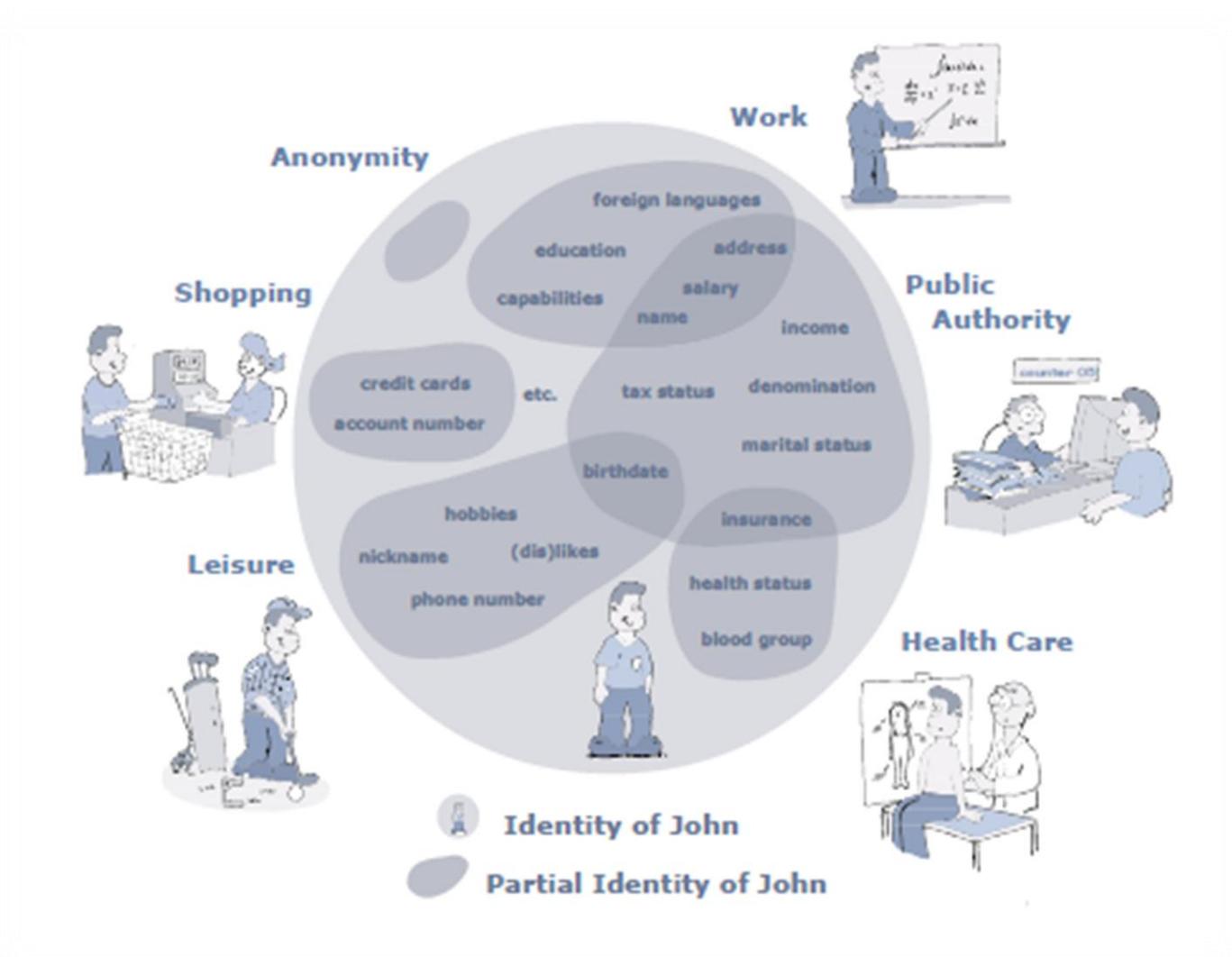
- <https://www.snap.com/en-US/privacy/privacy-center/>

There are software like NetGuard and OpenDNS can help to filter and manage at home and at school the Wi-Fi connection and the site control.

## Legal aspect of cyberbullying

The new European Regulation (GDPR) does not provide for the provision of social media and messaging services to children under the age of 16 unless parents' consent is given. However, the rule provides that individual countries may change this rule.

Figure 2: An identity comprised of multiple different identities [source: Primelife project]





## Psycho pedagogical Impact

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One of the greatest and fastest growing threats to our youth today is cyberbullying. With the explosion of technology and social networking sites on the Internet, bullying has moved from physical confrontation in the schoolyard to a more psychologically damaging experience. Threatening text messages, unauthorized dissemination of private videos, Facebook on social networking sites are just a few of the many ways students are using cell phones and computers to ridicule, humiliate, harass and intimidate one another.

Although it takes place online, cyberbullying has very real life consequences. Over 50 percent of teens felt angry after they were cyberbullied. Roughly one-third of teens felt hurt, and almost 15 percent of teens felt scared by cyberbullying experiences. As for the effects of cyberbullying, of the 48% who experienced online abuse 49% experienced a lower self-esteem and 47% experienced serious insecurity about their behaviour and appearance, 28% said they retaliated and sent something hateful right back and 24% said they resorted to self-harm to deal with their emotions.

This issue has been tied to suicidal actions, antisocial behaviour, low self-esteem, anger, substance abuse, school delinquency, and emotional issues, among others. The risk for cyberbullying can increase significantly with the increased use of web-enabled devices, such as tablets and laptops, or online learning, which requires digital student interaction.

As an adult, it's important to learn the warning signs and how to be vigilant about cyberbullying. Although technology may have helped create this problem, more of it might actually be the solution.

There is a strong association between bullying and suicide-related behaviors, but this relationship is often mediated by other factors, including depression and delinquency (Hertz, Donato, and Wright, 2013).

While bullying has no one particular group of targets, statistics and research highlight certain groups that are more prone to being bullied than others.

Those are:

- People with weight problems
- People with Disabilities
- People who belong to racial or religious minorities
- People who are LGBTQ or perceived as LGBTQ



One third of girls and one fourth of boys report weight-based teasing from peers, but prevalence rates increase to approximately 60% among the heaviest students (Puhl, Luedicke, and Heuer, 2011).

- Those who are cyberbullied are also likely to be bullied offline (Hamm, Newton, & Chisholm, 2015).
- Cyberbullying can result in serious emotional problems for targets, including anxiety, low self-esteem, depression (Hinduja & Patchin, 2015), stress, and suicide ideation, (Kowalski, Giumetti, Schroeder, & Lattanner, 2014).
- Those who are cyberbullied can feel more uncontrollability than those facing traditional bullying, because they have less control over who views the bullying and less ability to make the bullying stop. There can also be more permanence with cyberbullying compared to traditional bullying: nearly everything on the Internet is available to everyone, everywhere. It can be challenging to erase information once it goes on the Internet (Pearson, Andersson, & Porath, 2005).
- Those who cyberbully are more likely to have anxiety, depression, less life satisfaction, less self-esteem, and face drug and alcohol abuse (Kowalski, Giumetti, Schroeder, & Lattanner, 2014).
- Both cyberbullies and targets of cyberbullying report less school satisfaction and achievement (Bernan & Li, 2007).
- Motivations behind cyberbullying include a lack of confidence or desire to feel better about themselves, a desire for control, finding it entertaining, and retaliation (Hamm, Newton, & Chisholm, 2015).
- Targets of cyberbullying have a greater chance of becoming bullies themselves, as being cyberbullied can lead to revenge bullying as a way to cope. And, cyberbullies have a greater risk at being bullied in return, resulting in a vicious cycle. Being a cyberbully contributes to a twenty-fold increase of also being a target of cyberbullying (Arslan, Savaser, Hallett, & Balci, 2012).
- Because cyberbullying can occur anonymously, cyberbullies can act more aggressively as they feel there will be no consequences. In face-to-face bullying, the bully can view the impact as the attack happens, whereas cyberbullies cannot see any of the immediate outcomes, often resulting in further aggression (Kowalski, Giumetti, Schroeder, & Lattanner, 2014).

Taking into account that violence has the various complex causes, preventing and limiting its consequences may be achieved only by resorting to measures as complex as the actual situation, which should



cover all its aspects, by undertaking coordinating actions and by creating a large national, local and international partnership.

Raising awareness is an essential first step in building partnerships and coalitions to tackle violence and bullying, as many adults are unaware of the extent of the problem and of its negative impact on the well-being of children and adolescents.

Available evidence shows that effective responses that take a comprehensive approach and include interventions to both prevent and address cyberbullying, can reduce youth violence and bullying. Cyberbullying policies have proven to be very important elements in tackling the phenomenon. Policies, action plans and strategies provide a framework that supports, protects and empowers youth communities' actors in responding to violent and anti-social behaviour.



# Offline and online Identities, profiling and web tracking: Keeping ourselves safe on the web

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In the early 1990s, Internet users used to feel shielded behind an electronic veil of anonymity, able to take on any persona they pleased. The internet has changed hugely in the last 20 years, in ways that directly affect our online identity and privacy. Online services of all kinds today have adopted technologies that build profiles of customers, offer product recommendations, and keep personal histories that can be long-lived and extremely detailed. Data sharing between these web-based businesses also affects our online identity and privacy. Through data sharing, a service provider can link subsets of personal data to a mass of data we may have thought was confined to another persona or context.

While some Internet users appreciate the convenience those digital identities afford, others worry about how much of their personal information is being stored and how this information is being shared. This chapter helps to:

## **A. Explain the different identities and profiles that represent people online and offline**

This section explains the various different identities and profiles that represent people online and offline both from a social science and a technical perspective. Children and young people may use the internet for different reasons. One of them is to express, and potentially experiment with their identity. Using social network sites such as Facebook, online role playing games and social media such they can connect with others, interact with them, share ideas, images and movie clips, and engage in a variety of versions of ‘digital flea picking’. Developing, expressing and experimenting with identities is a central element of growing from childhood into maturity, and therefore it is worthwhile to investigate how the internet affords and inhibits young people’s abilities to engage in online self-exploration. The data presented is based on the work presented in the Primelife EU project, book “Camenisch, J., S. Fischer-Hübner & K. Rannenberg (2011), Privacy and Identity Management for Life. Springer Science & Business Media, Roger Clarke’s publications (<http://www.rogerclarke.com/DV/DigPersona.html#Prof>) and Goffman’s perspective on identity (Goffman, 1959), which remains very influential up to nowadays.

From a practical perspective, **our offline identity is the sum of our characteristics**, including our birthplace and birthday, the schools we attended, our shoe size, our language, ethnicity, religion, gender, social class, sex, generation and so on. Some of those characteristics never change, such as our birthday, and some change over time, such as our



age or hair colour. In simple words our identity is that we are who we are and what we do.

The establishment and maintenance of relations takes place offline as well as online. **Partial identity is a subset of the characteristics that make up our identity.** When we provide personal information, such as name, age, and town, to a website operator, we are creating our own partial identity, which is called a **digital persona**. Digital personas are, thus, **online representations created by us to represent yourself in a specific situation** (Clarke, 1994). Furthermore, Clarke makes a distinction between projected digital personas and imposed digital personas. A **projected digital persona** is created by the individual, it is under his control and is strictly related to the way this individual wants to present himself. In contrast, an imposed **digital persona** is created either by institutions based on the information they collect(ed) about an individual, and this persona has a certain function related to their task, or by other "Internet users" (e.g. friends, colleagues. etc) who may provide (e.g. posting, commenting) information about us, and add to "our" online identity (e.g. on facebook, blogs etc.).

As any online partial identities may contain private data, it is important to manage and protect them appropriately. Some indicative steps may include *add plug-ins to web browser, protect password and protect email.*

## **B. Definition of profiling, types of profiling and risks associated with it, depicting the current reality with regards to profiling of young people in practice**

**Profiling** refers to the use of "sophisticated pattern recognition", through identifiers, by governments and businesses, which employ this technique to distil meaningful information from massive amounts of data about individuals or groups of people, for example for the purpose of targeted advertising and personalised services in the case of businesses, or policing, crime prevention and detection, combating terrorism. Businesses can use such correlations to improve their services to customers, or provide better product suggestions and hence increase sales and customer satisfaction levels. Governments can use such correlations to detect undesired behaviours, and criminal or terrorist acts, even as they are in the making.

*There are 2 types of profiling recognised: individual profiling and group profiling. **Individual profiling** can raise various types of concerns such as classifying someone as "unreliable customer" or as a "risky employee" due to the fact of our behaviours identified on social media or other applications on web. **Group profiling** can be equally problematic and can raise concerns for societies at large. Research has shown that clustering data about groups can lead to social stratification and discrimination. By selling marketing lists data brokers are putting people into categories ("data segments") which can lead to discriminatory behaviour towards them by those who acquire such lists.*



However, one of the most serious concerns surrounding profiling is its opaqueness, since it is often unclear to internet users when, where and for which purposes they are profiled.

With regards to children and youth, past research (i.e. EU funded project Puppy IR) has demonstrated how simple techniques can be used to identify the web pages most suited for young internet users, and, using this information, also select a search engine's queries that are most likely issued by these children and adolescents. Another study demonstrated how the level of school children's capability to search the web effectively (their 'digital and search literacy') can be inferred from monitoring their actual search engine use during class-wide assignments, which could in turn be deployed to direct the teachers' attention to those who needing help the most (Eickhoff et al., 2012).

### **C. Get better insight on the web tracking and its types**

**Web tracking** is the activity (and ability) of a website (using special software tools) to keep tabs on website visitors. There are different forms of web tracking that are explained and described in the training material. For instance, **cookies** are small bits of text that are downloaded to our browser as we surf the web. Their purpose is to carry bits of useful information about our interaction with the website that sets them. Contrary to a common belief, cookies do not contain software programs, so cannot install anything on a computer. Cookies generally do not contain any information that would identify a person. Usually they contain a string of text or "unique identifier". This acts like a label. When a website sees the string of text it set in a cookie, it knows the browser is one it has seen before.

Apart from cookies, there are many other ways that companies may use to track browsing behaviour on websites, such as:

- **Flash cookies**, also known as "locally shared objects". These are pieces of information that Adobe Flash might store on our computer. This is designed to save data such as video volume preferences or, perhaps, our scores in an online game.
- **Server logs**: they store information such as IP address (which will allow website owners to infer location), the date and time the browser loaded the page, what page was loaded, and what site or page the browser was on before it came to that page (referrer).
- **Web beacons**: these are small objects embedded into a web page, but are not visible. They can also be known as "tags", "tracking bugs", "pixel trackers" or "pixel gifs". A simple version of this is a tiny clear image that is the size of a pixel. When a web page with this image loads, it will make a call to a server for the image. This "server call" allows companies to know that someone has loaded the page. This is very useful to companies that want to learn if readers are opening the emails they send.

**One of the most important and serious at the same time web tracking of our online and offlines activities is made through**



location tracking, which gives a very detailed picture of who we are, where we go and who we spend time with. Location information collected over time can tell a **full story** about who we are and what our personal and social life looks like.

In the training material, protection steps to take more control over our data are provided, such as **installing add-ons/extensions to block trackers, using alternative tools for email and browsing. In the annexes**, specific tools are analysed that can be used by educators, parents and young population to offer protection against web tracking and safe Internet usage.

In order for educators, trainers, and youth workers to be able to become aware and practice knowledge on the notions of offline and online identities, profiling and web tracking and diverse ways of protection and control towards safer Internet use, three learning activities/scenarios were developed:

- **Partial identities & digital personas:** The activity can serve as an introduction to the term "Identity" and help trainees to realize issues with regards to the characteristics of other people's identities based on innate, social attributes and interaction with others. The activity can also stimulate discussion and critical thinking about how shaping of online identities for different contexts can be achieved and how projected and imposed identities may have positive or negative implications on our reputation.
- **Meeting with privacy:** This learning activity helps trainees to: a. familiarize themselves with the meaning of the terms: privacy, personal data, sensitive personal data, digital footprints; b. realize that digital footprints are out there on the web with or without our consensus; c. familiarise themselves with tools tracking the webtrackers; d. explore the implications of online sharing their or others personal details; e. explore emotions and develop strategies for coping effectively with incidents of non-consensual sharing of intimate content.
- **Speak aloud how to protect myself and others:** This learning activity helps trainees to: a. study and analyse material related to privacy and digital footprints on proposed websites; b. practise themselves with tips for protecting their privacy on certain social networks (i.e. Facebook, Twitter, Instagram); c. enhance their digital skills and awareness on promoting key messages about data protection, sharing and online privacy.



## Conclusions and recommendations

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Agenda 2030 addresses violence against children as a cross-cutting concern, and includes concrete commitments under a number of goals and targets. Violence, which includes physical, psychological and sexual violence and bullying, occurs in all countries. The root causes include gender and social norms and wider structural and contextual factors such as income inequality, deprivation, marginalisation and conflict.

Cyberbullying is a growing problem. Most available data on the prevalence of cyberbullying is from surveys conducted in industrialised countries, and this suggests that the proportion of children and adolescents who are affected by cyberbullying ranges from 5% to 21% and that girls appear to be more likely to experience cyberbullying than boys. (UNESCO Report, School Violence and Bullying, Global Status, 2017)

Dealing with cyberbullying can be difficult, but there are steps parents, educators, and other caregivers can take to prevent it. Parents and caregivers have a responsibility to help keep youth **safe online**. In order to do this, parents have to be aware of the types of activities youth are engaged in online and teach teens about cyber-ethics, responsibility, and Internet safety.

Through antibullying campaigns, several good elements and approaches will be identified that may shape a well-organized, concrete and coherent policy outline that could be used in developing a common EU anti-bullying policy or in developing each country's national anti-bullying policy.

Adults can:

- Talk with teens about some of the risks and benefits posed by the Internet
- Share examples of inappropriate incidents that can happen online, which teens may view as harmless or normal (e.g., a stranger initiating a conversation with a teen regarding pictures the teen has posted of him- or herself online)
- Learn what their teens are doing online and keep track of their online behavior
- Visit websites that teens frequent (such as social networking sites) to see what teens encounter online
- Tell teens never to give out personal information online (including their names, addresses, phone numbers, school names, or credit card numbers)
- Let teens know that they should never arrange a face to-face meeting with someone they meet online
- Communicate online rules and responsibilities to teens and enforce rules with tangible consequences
- Keep computers in a highly trafficked room in the house where online activities are hard for teens to hide



- Teach youth about cyberbullying and let them know that engaging in cyberbullying is unacceptable
- Explain that youth who cyberbully sometimes bully because they have a feeling of anonymity and a lack of accountability; however, cyberbullying is harmful and can have negative consequences
- Explain that youth who cyberbully aren't always anonymous; they can be traced, located, and punished if the bullying becomes harassment
- Speak to teens about how to react if they are cyberbullied.

### **Trends to address cyberbullying**

- There are several challenges for addressing cyberbullying. Parents suggest they lack the technical skills to keep up with their children's' online behaviors. Schools are educating about cyberbullying with policies, training, and assemblies, yet don't always know when and how to intervene in cyberbullying when it happens off campus. Law enforcement often can't get involved unless there is clear evidence of a crime of threat to someone's safety (Hinduja & Patchin, 2014).
- Effective approaches to address cyberbullying requires effort from children, parents, schools, law enforcement, social media companies, and the community (Hinduja & Patchin, 2014).
- A multilayered approach can best combat cyberbullying, including educational media campaigns, school-based programs, parental oversight and involvement, legislative action, and screening and evidence-based interventions by health care providers, especially pediatricians and mental health professionals (Aboujaoude, Savage, Starcevic, & Salame, 2015).
- Parental involvement can significantly reduce cyberbullying perpetration and victimization. Parents can be taught how to openly discuss cyberbullying with their children, when to meet with school administrators, and when and how to work with a bully's parents, request that a Web site or service provider remove offending material or contact the police (Aboujaoude, Savage, Starcevic, & Salame, 2015).
- Parents can also create an age-appropriate "technology use contract" that identifies behaviors that are and are not appropriate on the Internet, as well as consequences for inappropriate behaviors (Hinduja & Patchin, 2014).
- The most common strategies reported by youth to cope with cyberbullying were passive, such as blocking the sender, ignoring or avoiding messages, and protecting personal information. Those who are cyberbullied are most likely to tell a friend about the incident. When asked what coping strategies those who were previously cyberbullied would encourage to someone being cyberbullied include blocking the sender, ignoring the messages, and telling someone, such as a friend. Getting retaliation was the least recommended strategy (Hamm, Newton, & Chisholm, 2015).
- Only 33% of teens that were targets of cyberbullying told their parents or guardians about it, because children are worried they will



face reduced Internet and cellphone privileges or other punishments (Juvonen & Gross, 2008).

- Improving social networking safety skills can help prevent cyberbullying, such as understanding how cyberbullying can cause harm, making sure personal information is not available on social media, keeping social media accounts private, not “friending” people they do not know, and general efficacy (Wölfer, Schultze-Krumbholz, Zagorscak, Jäkel, Göbel, & Scheithauer, 2013).
- If someone is being cyberbullied, he/she should keep all evidence of cyberbullying, keep a log with the dates and times of the instances, and report the instances (Hinduja & Patchin, 2014).
- Bystanders to cyberbullying might not want to get involved because of the fear that the bullying will come onto them. However, by not doing anything, bystanders are passively encouraging the behavior. Bystanders can make a big difference by actively standing up against cyberbullies. Bystanders should intervene if they feel comfortable, tell a trusted adult after, and never encourage or contribute to the cyberbullying, such as laughing at comments, forwarding hurtful comments, or silently allowing it to continue (Hinduja & Patchin, 2014).

Online safety seems like a difficult topic to understand, especially for busy parents and caregivers who fail to understand almost all the terminology involved in the cyber world. Children can be sexually abused online by being asked by the groomer to send out sexually explicit images of themselves or take part in sexual activities via a webcam or smartphone. Afterwards, the abuser may threaten to send images, video or copies of conversations to the young person’s friends and family unless they take part in other sexual activity or to meet them in person.

Cyber-safety is an important, but difficult, topic to address because people have the right to privacy and freedom of speech. Community members such as educators, law enforcement officers, and community leaders can help prevent cyberbullying and promote safe and responsible Internet use throughout their communities by implementing the following tips.

Educators can:

- Request that children and youth sign an Internet safety pledge promising that they will not cyberbully or share their personal information
- Establish acceptable Internet use and anti-cyberbullying policies in school; 92 percent of teens who were cyberbullied knew their victimizers - half of those teens knew the cyberbullies from school
- Let parents know that they should establish Internet use rules for their kids, which should include tangible consequences



If your teen tells you that they are being hurt, humiliated, or harassed on Facebook or Instagram, there are several steps they can take to make it stop. Parents can share these tips with their child:

- Ignore it – If the incident is something that doesn't really matter to you and won't affect your reputation, take a deep breath and let it go, and use some of the tools described below, like blocking and unfriending. Most bullies are looking for a reaction, so show them you're confident by not responding.
- Unfollow or untag yourself from the offending post or photo – If someone has posted something you don't like, you may unfollow the post (on Facebook) or untag yourself from the post or photo (on Facebook and Instagram).
- Unfriend the person – On Facebook, you can remove a connection to a friend that you are no longer comfortable sharing with by unfriending them.
- Report the content to Facebook or Instagram – You can report any content that violates Facebook's Community Standards or Instagram's Community Guidelines. Remember to give a clear description of where the content is. You may also want to take screenshots of any offending posts, photos, or conversations with the person who is bullying you.
- Block the person – If you are being harassed by someone, or if you don't want to be visible to them on Facebook, you can block the person from your timeline. When you block someone, they can no longer add you as a friend, send you messages or see your timeline, and you can no longer see theirs. On Instagram, you can also block another person, which means that they will no longer be able to see any of your photos or videos. Keep in mind that blocking someone also means you will no longer be able to report their content.
- Social Reporting – Facebook offers the social reporting tool, which allows you to communicate directly with a person about content they have posted that you don't like. In cases of bullying or harassment, where you don't feel comfortable reaching out to the person directly, you can use social reporting to get help from a trusted friend.
- Remind your teens to keep their passwords a secret from everyone except you.
- Tell your teens that it's not their fault if they become victims of cyberbullying, but it is important for them to tell you if they are victimized.
- Help teen victims keep a record of bullying incidents. This will be helpful if the actions escalate and law enforcement needs to intervene. Cyberbullying incidents sometimes end violently. If you are unable to prevent cyberbullying, it is important to stop it as soon as possible.



**Law enforcement officers** can:

- Stay up-to-date on cyber safety issues and laws
- Learn about the technology teens use and the social networking sites that they frequent
- Find out the protocol to follow in order to contact social networking sites to have cyberbullying site profiles removed
- Speak with students, parents, and educators about some of the dangers that are present on the Internet, and promote cyber safety
- Talk to school officials about creating an enforceable anti-cyberbullying policy on school grounds

Everyone in community can help raise awareness about cyberbullying and take preventive action against this ever-growing problem.

**Community leaders** can:

- Organize a cyber-safety forum or community discussion that involves students, parents, educators, local law enforcement officers, city and school officials, and local technology companies
- Sponsor an Internet safety awareness day for kids to learn about safe Internet use
- Provide information to parents, educators, and law enforcement officers about how teens use the Internet, what websites teens frequent, how to contact site moderators and ISPs if teens are cyberbullied, and when to contact law enforcement regarding a cyberbullying situation

Keeping teens safe in cyberspace becomes even more important as new technology develops. Cyberbullying can be prevented.



# Training session planning

## Training needs analysis

In order to prepare a training session you need to specify whom it is aimed at as it is crucial to identify participants' training requirements. If we fail to acknowledge them we will not know whether the program, tools and techniques selected are proper and efficient.

You can obtain information about participants' training needs by using, for example, a questionnaire. It should be distributed early enough to carry out an analysis and subsequently organize a workshop which is tailored to needs recognized by means of the questionnaire.

A questionnaire is a fairly simple research tool used to analyse training needs which, simultaneously, enables to identify areas of knowledge and skills which should be developed. On the flip side, its drawback may be subjectivity in evaluation. Potential participants may consciously or subconsciously overestimate or underestimate their abilities. In order to reduce the risk of distorting the results a questionnaire should be anonymous. If it is possible you can ask teachers, supervisors or coaches who work directly participants to fill out the questionnaire as well.

Self-assessment questionnaires for participants usually include a rating scale, e.g.

How would you assess your skills at giving feedback? Please check the corresponding boxes for your answer.				
Ver poor	Poor	Average	Good	Excellent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Participants, however, may interpret proposed answers differently – there is no one point of view. We will gain greater knowledge about their training requirements by asking about patterns of behaviour in terms of particular skills, e.g.:

A friend of yours tells you that you did well on presenting your project. How would you respond?

- I say that it's really not a big deal and I did not say everything that I wanted and I was stuttering all the time.
- I think that he is mocking me. "Are you kidding me? It was a complete disaster" I say.
- I say that he is right and it went down well and I worked a lot on it.
- "It was quite good but do not compare mine to Frank's" I respond.



Despite the fact that the questions and answers are formulated in this way participants' answers still may not be honest as they might choose those which describe how they wish to behave instead of their natural reaction.

The questionnaire can be complemented by feedback from those who commissioned the training session. They can advise on issues which the workshop should address. A source of the problem, however, may be entirely different from one indicated by participants.

Conversation with participants is another way to collect information on their training needs. Nevertheless, this method is time-consuming if you would like to talk to each participant face-to-face. You can talk to the whole group as well. It may constitute the first part of a longer training cycle. Of course it involves the risk that participants will be reluctant to open up and talk to a stranger about their problems. During the first, let's call it evaluative class; you can use an exercise which may show how proficient they are in certain skills.

It may happen that you will hold a workshop for a group with which you have never worked before. You were unable to discuss the programme with participants, distribute a questionnaire or even obtain detailed information from those who have commissioned the training session. The only available option is to ask participants to include information about their training needs in the enrolment form at the beginning of the training session. You may ask a general open question, such as: "What are your training needs and expectations about the content of the workshop?" or ask more specific question, e.g.

Which areas would you like to develop during the training session?

- a) questions-asking
- b) giving feedback
- c) accepting and voicing constructive criticism
- d) effective listening

## **Structure of a training session**

When we already know the training needs and we have analysed them we can start to create the structure of the training session.

### **Opening of a workshop**

The start of the training session is a crucial element as it facilitates getting to know each other, breaking the ice and recognizing the approach of the group. The workshop opening should consist of several parts:



- Saying hello to participants
- Introducing yourself and getting to know participants
- Covering organizational details (e.g. when lunch time is planned, when the training ends)
- Discussing the purpose and programme of the training
- Establishing rules and signing a contract with participants.

It might be a good idea to already at this stage use some exercises which encourage participation. Participants may get to know one another through games and all of them should be involved in building up a relationship or at least they should have enough space to express their opinion on suggested rules. People learn more effectively if they feel safe and comfortable. That's why it is recommended that you take care of a welcoming atmosphere from the very first minutes of the training.

### **The main portion of the session**

It is the part which the coach transfer knowledge and support participants in improving their skills. We should remember that this part is supposed to be varied. There are lots of different techniques and tools which may help coach make the session more engaging and efficient. We should bear in mind that people tend to remember things more easily if they are interesting and important for them.

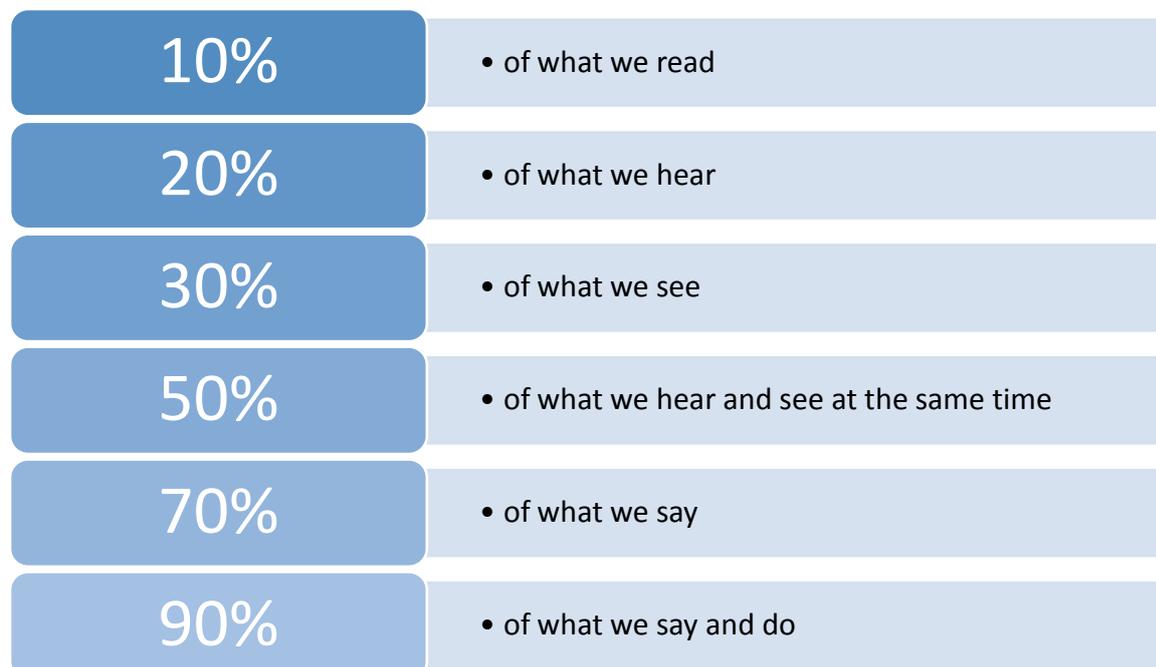
This part the training should be well-planned and some rules should be considered.

As people have a tendency to absorb information given at the beginning and end of the session we should use this time to explore key issues. It is recommended that we make a few beginnings and endings by means of appropriately scheduled breaks and recaps of particular sections.

It is advisable that the main portion of the session includes some movement as physical activity facilitates brain activity. If your session is based on a lecture you should consider making short breaks every 8-10 minutes. You may ask participants a question, tell joke or do a short exercise.



## We remember



## **Summary of the training session**

A recap of the topics covered during the session may result in their better learning and understanding. A good practise is to remind what has been discussed by organizing topics into a coherent whole. In this portion you may also enable participants to ask questions and voice their opinion.

A summary of the workshop is not only about reminding and organizing topics covered but also about evaluation of the whole programme. Various tools may prove useful in evaluating the entire programme, e.g. discussions, games, questionnaire or a letter among others. Evaluation does not serve as a knowledge test after the workshop but it measures the level of satisfaction after the session as well as assesses if programme has been tailored to participants' needs and abilities. So participants evaluate a pace which the workshop has been conducted at, usefulness of the topics, how satisfied they are with the selection of exercises.

## **Verification of learning results**

Verification of learning results may help check if the aim has been fulfilled. You can evaluate the results already during the training session by observing participants during tasks, talking with them and analysing their reactions. You can also hand out the same knowledge test before and after the workshop and then compare the results. Another method is to ask participants to fill out a self-assessment test.



## Training methods

A careful choice of training methods is instrumental in planning a training session. They should be tailored to the character of the group and to the topic of the workshop. Moreover, they should be varied so as to make a session more compelling and keep participant engaged.

### Lecture

- Should be concise and topics should be presented in a straightforward and clear way.
- It is often an introduction to the given topic. Its focus is on arousing participants' curiosity.
- May be used as a summary of knowledge acquired by participants throughout exercises.
- A lecture will be more interesting if it is complemented by pictures and real-life examples.

### Role-playing

- It is a simulation of real-life situations.
- Role-playing provokes further discussion on a given situation and tasks should be always talked through afterwards.
- You should not force participants to perform their roles publically if they are reluctant to do so. You can overcome resistance if you divide them into smaller groups.

### Discussion

- The coach who initiates discussion should ask open-ended questions in other words those which cannot be answered with a simple "yes" or "no".
- A thesis which is stated at the beginning of the discussion should be thought-provoking and controversial.
- Once the coach has provoked the discussion their role is to give the floor to participants, paraphrase, summarize and ask additional questions.

### Case Study

- It is a task which uses a plausible story. Participants are provided with details about the context of the situation, its development and main issues.
- The situation has several equal solutions.



## Creative tasks

- Tasks requires participants' creativity.
- May use elements of art work, manual work, word play, various items.

## Games

- They have rules.
- Their aim is to win.
- They involve an element of competition.
- They entail emotional engagement.
- Scenarios for games can be found in handbooks but also you can create in on your own based on e.g. children's games.

## Arrangements

When you plan a training session you need to remember about things such as training room layout. Methods selected determine how chairs will be arranged, if tables will be used or what kind of teaching aids will be needed.

## Basic seating arrangement in the training room

Traditional classroom



Theatre



Circle



Horseshoe





Before the training session you should consider preparing a list of things which you should have with you. If you plan to use a power-point presentation make sure that the training room is equipped with a projector and a screen. Double-check before the workshop if equipment is fully functional, that you have enough copies of training materials and if a felt-tip pen is writing.

If everything is prepared you can comfortably run your training session.



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