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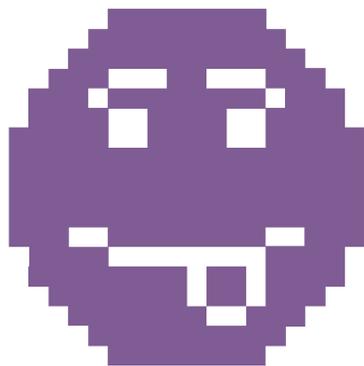
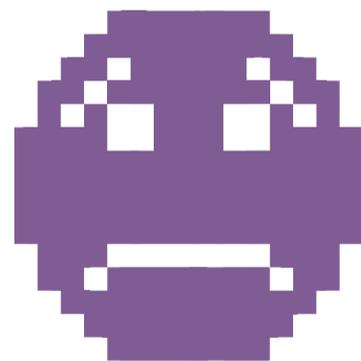
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**# UP2US
ANTI-BULLYING
TEACHERS'
HANDBOOK
JUNIOR CYCLE
SPHE**

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FOREWORD FROM THE DIRECTOR

Access to the internet has become an integral part of all our lives. Within the school environment, internet access is often supervised and access to social networking and computer-based messaging services can be controlled by the content-filtering arrangements provided by the Schools Broadband Network. With advances in the functionality of hand-held devices, dependence on the school broadband network to access the internet is reducing. Having an emphasis on responsible use of technology at all levels in the school is of crucial importance. It is unfortunate that information and communication technology can be used irresponsibly to bully others and this is a challenge for society.

While cyber bullying often takes place at home and at night, the consequences are often felt in school. In addition, cyber bullying can be an extension of traditional bullying in school and consequently schools have a role, working with the wider school community, and in particular parents, in tackling this issue. The Social, Personal and Health Education (SPHE) curriculum provides a unique opportunity for young people to develop skills and competencies to learn about themselves, to care for themselves and others and to make informed decisions about their overall health and well-being. References to cyber bullying may not be stated explicitly but our thinking about cyber bullying must be considered in the context of our approaches to dealing with bullying.

This Up2Us Anti-Cyber Bullying Resource is designed to enable students to develop a positive sense of themselves and a commitment to caring for themselves and others. This set of ten lesson plans is intended to be used by teachers and schools who wish to address the issue of bullying as a whole, with particular focus on the issue of cyber bullying. This resource attempts to engage students on cyber bullying using active and engaging methodologies and updated, relevant information. Through discussion and small-group activities, this programme addresses the life skills associated with personal safety, social responsibility, and ethical use of the internet by young people. This approach enables students to learn from their peers and establish ethical codes of practice for themselves, by themselves.

The aim of this resource pack is to empower students to take action against cyber bullying, through their own positive actions and behaviours and through helping to create an anti-cyber bullying environment on a school-wide level and in the wider world. Students using this resource will have opportunities to empathise with victims of bullying and reflect on how online bullying differs from other forms of bullying. Classroom-focused interventions, such as this, also create positive relationships between teachers and students and help teachers understand the effects of cyber bullying on young people.

This resource will give students the opportunity to contribute to the school anti-bullying policy and internet acceptable use policy (AUP) in light of the learning outcomes from these lessons. Students may be afforded opportunities to lead a school-wide anti-bullying campaign to

foster a more inclusive environment. It is important that we provide students with opportunities to promote positive school climate and atmosphere and this can be extended to the online environment.

Webwise, the internet safety initiative of the PDST Technology in Education, and the PDST Wellbeing Team (formerly the SPHE Support Service) have worked together, in a very positive way to develop these education educational resources to be used by schools in implementing the SPHE curriculum in the Junior Cycle. Our collaborative project was aided by the support of the EU Safer Internet Programme and the Teacher Education Section of the Department of Education and Skills.

I believe that the exemplar lessons, the resources and teaching materials will provide comprehensive support for teachers to help them guide their students and to enable our young people to be agents of positive change in our communities.

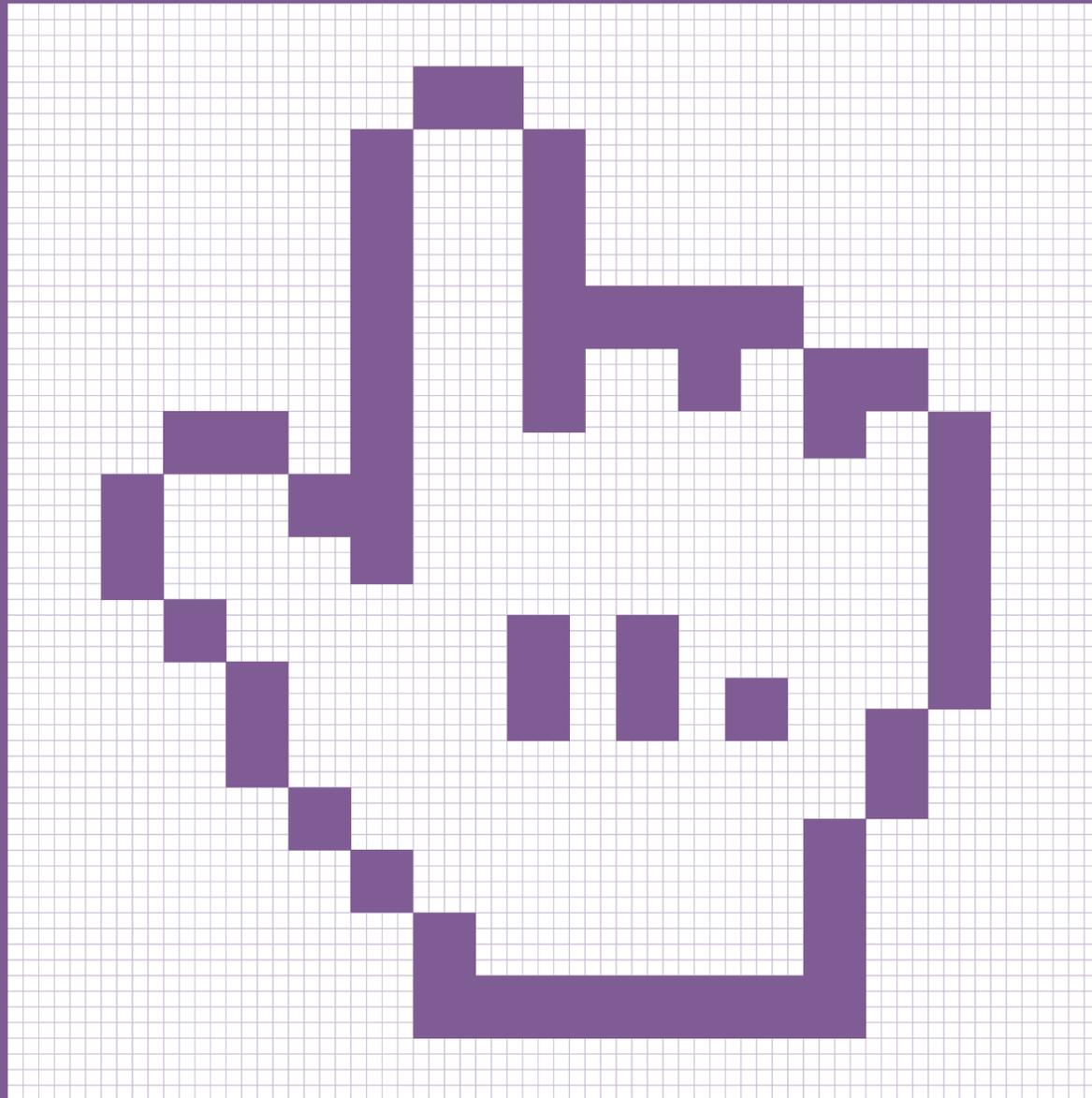


Ciara O'Donnell,
Director,
Professional Development Service for Teachers

'Having an emphasis on responsible use of technology at all levels in the school is of crucial importance. It is unfortunate that information and communication technology can be used irresponsibly to bully others and this is a challenge for society.'



INTRODUCTION TO CYBER BULLYING AND THIS RESOURCE



This educational resource was developed in part as an active response to the Action Plan on Bullying report, submitted by the Anti-Bullying Working Group to the Minister for Education and Skills in January 2013. It provides teachers with lesson plans to address the issue of bullying and also supports the development of anti-bullying policies in schools. The final awareness-raising activity is also linked to the Watch Your Space anti-cyber bullying campaign.

You can use this resource:

- to teach the anti-bullying section of the new SPHE Junior Cycle short course;
- to meet the education and prevention strategy requirement of the Anti-Bullying Procedures for Primary and Post-Primary Schools, published in September 2013;
- to encourage positive and safer use of technology by young people;
- to empower young people to take ownership of addressing the issue of bullying in their local environment through running awareness campaigns such as that supported by the interactive poster pack and through the Watch Your Space website and #Up2Us campaign;
- to include students in the development of a school's anti-bullying policy and also its internet safety guidelines and acceptable usage policy (AUP).



INTRODUCTION TO CYBER BULLYING AND THIS RESOURCE

Best-practice guidelines

- 01. This pack includes sensitive material that requires specialised teacher training. For this reason, it is advisable that teachers receive training before teaching these lessons. Teachers attending this training should also previously have completed the introduction to SPHE two-day course.
- 02. Due to the sensitive nature of this material, teacher preparation before each lesson is essential.
- 03. Check how students are emotionally, before and after each lesson. It is important that teachers are aware of the school's child-protection policy and that they follow its procedures carefully in cases where students make sensitive disclosures in the SPHE class.
- 04. Know your students well and be aware of any possible issues they may have before teaching each lesson.
- 05. Be aware of all the supports available to you and to the students in your school. It is important to be well informed on the school's bullying policy and procedures before teaching the lessons in this pack.
- 06. Inform your students of the supports available to them and highlight how each support can be accessed. If necessary, arrange for introductions before lessons take place. It might be an idea to distribute the list of supports included in Appendix 4 or hang it on a noticeboard in the classroom and to draw students' attention to this resource.
- 07. Liaise with the guidance counsellor or class tutor before embarking on this programme.
- 08. It is imperative that you leave time for debriefing at the end of the lessons. The suggested activities might sometimes take longer than indicated. Feel free to alter and omit activities to ensure that you address the specific needs of your class.
- 09. Discuss the content of these lessons with the SPHE team at your school. They may not all be trained in how to deliver these lessons or in how to teach SPHE.
- 10. Ensure that the principal and parents are aware of the #Up2Us programme and when it will be taught in school.
- 11. Establish ground rules around classroom behaviour and etiquette before attempting to introduce the sensitive topics addressed in this programme. See Appendix 1 for sample ground rules.
- 12. Give students time to develop the level of emotional literacy needed to access all content. It is advised that this topic not be introduced until after students have developed their emotional-literacy skills in modules such as 'Who Am I? Being an Adolescent'.
- 13. Follow the guidelines on school visits (see Appendix 5) if inviting someone in to speak on the topic of bullying. There are a lot of people who speak on this topic but not all of them meet the standards of the Department of Education and Skills (DES).

Definitions of bullying and cyber bullying

While cyber bullying has been around since the proliferation of the internet, it is only in recent years that the general public has woken up to the concerns cyber bullying poses for young people and adults alike. In September 2013 the DES gave official clarification on the definitions of bullying and cyber bullying in its *Anti-Bullying Procedures for Primary and Post-Primary Schools*. The constantly changing nature of technology means that it can be difficult to keep up with the latest developments. These procedures do, however, provide guidance on how to recognise bullying on the social-networking sites that consume so much of our time and make it an official requirement that all schools address bullying, including cyber bullying.

The DES defines bullying as 'unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time' (DES 2013: 5). While admitting that the definition is non-exhaustive, the DES emphasises that the following incidences of bullying are included under this definition of bullying:

- deliberate exclusion;
- malicious gossip and other forms of relational bullying;
- cyber bullying;
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

From the above definition of bullying, one can see that cyber bullying is a form of bullying and displays many of the same patterns, characteristics and methods as traditional bullying. It occurs when bullying behaviour is carried out through the use of information and communication technologies such as email, mobile phones, instant messages (IMs), social-networking websites, apps, and other online technologies. Cyber bullying

is constantly evolving and increasingly difficult to deal with as it goes beyond the traditional boundaries of the school environment. Cyber bullying does not require face-to-face contact and so can occur at any time in any place. Cyber bullying can take many different forms including personal intimidation, impersonation, exclusion, personal humiliation and false reporting.

The DES gives clarification on what constitutes bullying using social media: 'Placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour' (DES 2013: 9). In contrast, one-off incidents of negative behaviour, such as isolated hurtful text messages and private mails, which cannot be viewed or repeated by other people, are not considered to be included under the definition of bullying.

Despite recommendations by Dr Geoffrey Shannon, the Government's special rapporteur on child protection, that cyber bullying be made a crime, this is not yet the case in Ireland. However, incidents of bullying may often constitute harassment, which is legally prohibited in schools under equality legislation. Harassment is any form of unwanted conduct related to any of the nine discriminatory grounds:

- 01. gender, including transgender;
- 02. civil status;
- 03. family status;
- 04. sexual orientation;
- 05. religion;
- 06. age;
- 07. disability;
- 08. race;
- 09. membership of the Traveller community.



INTRODUCTION TO CYBER BULLYING AND THIS RESOURCE

The situation in Ireland

40%

9-year-olds reported being victims of bullying

The *Growing Up in Ireland* study shows that 40 per cent of nine-year-olds reported being victims of bullying in the previous year. While boys and girls experienced similar rates of victimisation, they experienced different types of bullying, with boys more likely to encounter verbal and physical bullying and girls more likely to suffer from verbal bullying and being excluded. When it comes to older children and teens, in a 2010 study, 24.3 per cent of 10- to 17-year-olds reported being bullied at school at least once (Kelly et al. 2012).

24.3%

10 to 17-year-olds bullied at school at least once

In an international comparison across 39 countries and regions, the average percentage of 11-, 13- and 15-year-olds who reported being bullied at school at least once in the past couple of months was 29.2 per cent. In this study, the rate of bullying in Ireland was slightly below average, at 27.3 per cent (Department of Children and Youth Affairs 2012).

27.3%

Rate of bullying in Ireland

4%

9-16 year olds who experienced online bullying

When it comes to cyber bullying, the Irish study for EU Kids Online found that 4 per cent of children between the ages of nine and 16 in Ireland experienced online bullying compared to the EU average of 6 per cent. Despite the findings that the vast majority of children have not been bullied on the internet, more recent research by Professor Mona O. Moore suggests that cyber bullying may be on the increase. Her 2012 study reported 13.9 per cent of 12- to 16-year-olds had been bullied and that 'one in five students were found to be involved either as a cyber-bully, cyber-victim, or both' (O'Moore 2012: 1). Older teenagers experienced the greatest levels of cyber bullying: 9 per cent on the internet and 10 per cent by mobile phone. Social-networking sites, followed by instant-messaging apps and gaming websites are the main platforms for online forms of bullying.

13.9%

12-16 year olds bullied in 2012

There are a few psychological factors that conspire to make cyber bullying more difficult to deal with than traditional offline bullying. Disinhibition means that because young people aren't directly confronted with the negative consequences of bullying behaviour they have fewer qualms about getting involved online. Young people posting messages on the internet do not feel as responsible for their actions or words as they might otherwise. They also tend to disclose more intimate information about themselves online, when they are in a condition of heightened private self-awareness that they get when they are online. The issue is further clouded by the fact that this generation of young people is dealing with a massive amount of communications that don't have the nuances of tone of voice or body language - two factors that play such an important role in how we interpret messages.

Anonymity is another feature of the internet that can have particular consequences for cyber bullying. Being able to act and communicate anonymously online removes some of the constraints that would otherwise prevent children from getting involved in these situations. It lessens the fear of negative consequences for the perpetrators and increases the psychological distance between them and their actions. In most cases, cyber-bullies know their targets, but their targets don't always know the identity of their cyber-bullies. This can lead to children and young people being suspicious of, and alienated from, all their peers.

The nature of digital media means that we are connected to billions of people and that content can be shared with all of them instantly. This means that things can quickly get out of hand online, leading to cyber-mobbing. It can be overwhelming for individuals who are on the receiving end of negative comments and even quite damaging when embarrassing content about them is circulated.

Finally, the fact that the distinction between bystanders and active participants can be less distinct in the context of online bullying also makes cyber bullying more difficult to deal with than traditional offline bullying. The bystander effect refers to incidents where an individual in need of help is not assisted by an onlooker because the onlooker assumes that someone else will intervene. Responsibility often goes beyond the person who creates and posts harmful content online. Sharing, or commenting on content on social-networking websites or joining, subscribing or following online sources of content intended to humiliate or harm individuals can also be considered bullying behaviour.



INTRODUCTION TO CYBER BULLYING AND THIS RESOURCE

Cyber bullying in schools

While home factors play a substantial role in the prevention of bullying, the role of the school in preventative work is crucial and should not be underestimated. It is essential that a safe learning environment is achieved for schools to provide the optimal education experience for students. Bullying behaviour threatens and undermines this safe environment, and, when present, bullying can have short- and long-term effects on the physical and mental well-being of pupils, on students' engagement with school, on students' self-confidence and on the ability to pursue ambitions or interests.

In schools, action has already been taken at a whole-school level to ensure that the issue is afforded direct instruction and facilitation, as well as integration across school subjects, through the implementation of effective policies and education strategies. Since the Education (Welfare) Act, 2000, all schools have been required to have a code of behaviour in place. In accordance with the Act and with guidelines issued by the National Educational Welfare Board, all schools are required to have an anti-bullying policy within the framework of their overall code of behaviour.

Since the development of the Schools Broadband Network, a centralised content filter has been implemented. This service allows teachers to harness the power of the internet for teaching and learning without risking exposing their pupils to inappropriate content. This filtering system can also be used to prevent access in schools to the social-networking sites, where most incidences of cyber bullying appear. All schools have also had to have AUPs that have been regularly reviewed, monitored

and agreed with parents, staff and students. These policies address all rights, privileges, responsibilities and sanctions associated with the internet in schools. The AUP identifies the school's strategy on promoting safe use of the internet, and it defines the parameters of behaviour and specifies the consequences of violating those parameters.

Formal educational approaches to dealing with cyber bullying are well grounded in the curriculum in Ireland. The SPHE curriculum at primary and post-primary level deals with personal-safety issues, including bullying, that affect young people as they interact with the wider world. It also deals with issues around respectful communication, group dynamics and personal responsibility through the belonging and integrating modules. There is a dual emphasis which is split between protection and empowerment. Civic, Social and Political Education (CSPE) provides scope for exploring privacy issues and online rights and responsibilities at post-primary level.

The *Anti-Bullying Procedures for Primary and Post-Primary Schools* published in September 2013 replace the 1993 *Guidelines on Countering Bullying Behaviour in Primary and Post-Primary Schools*. The purpose of the 2013 procedures is to give direction and guidance to school authorities and personnel in preventing and tackling school-based bullying behaviour amongst its pupils and in dealing with any negative impact within the school of bullying behaviour that occurs elsewhere. All boards of management must formally adopt and implement an anti-bullying policy that fully complies with the requirements of these procedures.

The procedures require all schools to commit to key principles of best practice for preventing and tackling bullying in their anti-bullying policy. These key principles are:

- a positive school culture and climate;
- effective leadership;
- a school-wide approach;
- a shared understanding of what bullying is and of its impact;
- implementation of education and prevention strategies (including awareness-raising measures);
- effective supervision and monitoring of pupils;
- supports for staff;
- consistent recording, investigation and follow-up of bullying behaviour (including use of established intervention strategies);
- ongoing evaluation of the effectiveness of the anti-bullying policy.

The procedures promote the importance of a school-wide approach, with parents and students as well as teachers and school management all having a role to play in helping to prevent and address bullying behaviour. As part of their anti-bullying policy, schools must document the education and prevention strategies implemented. These strategies must explicitly deal with the issues of cyber bullying and identity-based bullying, including, in particular, homophobic and transphobic bullying.

'Bullying behaviour threatens and undermines the safe environment of the school and, when present, bullying can have short and long-term effects on the physical and mental well-being of pupils, on students' engagement with school, on students' self-confidence and on the ability to pursue ambitions or interests.'



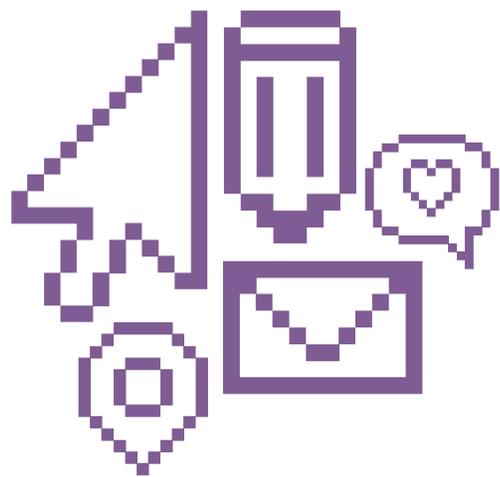
The aim of this resource pack is to empower students to take action against cyber bullying, through their own positive actions and behaviours and through helping to create an anti-cyber bullying environment on a school-wide level.

Learning outcomes

- 01. Students will empathise with victims of bullying and reflect on how online bullying differs from other forms of bullying.
- 02. Students will be more responsible in reporting online bullying they witness.
- 03. Students will update the school's anti-bullying policy and internet AUP in light of the outputs of this course.
- 04. Students will lead a school-wide anti-cyber bullying campaign to foster a more inclusive environment.

Audience

Junior Cycle SPHE teachers and students



Description

This set of ten lesson plans is intended to be used by teachers and schools who wish to address the issue of bullying as a whole, with particular focus on the issue of cyber bullying. The lessons will empower students to take action against cyber bullying through positive and creative actions.

This resource attempts to engage students on cyber bullying using active and engaging methodology and updated, relevant information.

This module has been designed to meet the learning outcomes for the anti-bullying section of the National Council for Curriculum and Assessment's SPHE Junior Cycle short course. Activities developed should produce numerous artefacts that could be used by students in their summative assessment portfolio. This resource also touches on many other learning outcomes across other strands, including

- Respectful communication;
- My rights and rights of others;
- How I see myself;
- Dealing with tough times.

The course could also be easily adapted for a module with Senior Cycle students or for use as part of a whole-school initiative against cyber bullying and particularly as an educational initiative as part of a school's implementation of the anti-bullying procedures for schools.

Statements of learning

Statement

The student takes action to safeguard and promote his/her well-being and that of others.

SOL11

Examples of relevant learning in the course

Students reflect on their values, attitudes and behaviour and the impact these have on their own and others' health and well-being.

The student has an awareness of personal values and an understanding of the process of moral decision-making.

SOL5

Students participate in a range of activities that promote responsible behaviours and help them to develop skills for making personal and group decisions that respect their own dignity and the dignity of others.

The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives.

SOL6

Through reflection, discussion and participating in a range of learning activities, students have opportunities to become more empathetic with others.

Literacy and numeracy

In this course students develop their literacy skills as they participate in group work, role play, exploring scenarios, case studies and reflection, all of which require oral literacy skills. They develop their written literacy skills, particularly in the production of the working portfolio and assessment tasks. They improve their reading literacy as they learn to research different sources for health and well-being information and also for updated advice on internet safety issues.

In this course, students develop their numeracy skills as they gather information through questionnaires, surveys and personal records and present the findings in graphic format to different audiences. They also learn to interpret information presented in graphic form. Students learn to recognise patterns in factual information and they learn to problem-solve.



SPHE Mapping

Lesson topic	Strand and learning outcome	Methodology	Key skills
01. Bullying: the effects	<p>Strand 3: Anti-bullying: Critique the ways in which we include and exclude others and the impact of this.</p> <p>Additional learning outcomes: Strand 1: How I see myself and others. Discuss a range of influences on their self-esteem and self-image.</p> <p>Strand 4: Mental health and well-being. Explain the links between thoughts, feelings and behaviour.</p>	<p>Video analysis</p> <p>Graphing</p> <p>Pairs work/ whole-class discussion</p> <p>Display board/ poster creation</p>	<p>Communicating</p> <p>Working with others</p> <p>Managing information and thinking</p> <p>Numeracy</p>
02. Private and anonymous	<p>Strand 3: Anti-bullying: Critique the ways in which we include and exclude others and the impact of this.</p> <p>Additional learning outcomes: Strand 2: Respectful communication. Differentiate between passive, assertive and aggressive communications.</p> <p>Strand 1: My rights and the rights of others. Debate issues about their personal and social rights, including the right to feel safe, as they apply to themselves and others.</p>	<p>Walking debate</p> <p>Simulation activity</p> <p>Personal/written reflection</p>	<p>Managing myself</p> <p>Staying well</p> <p>Communicating</p> <p>Working with others</p> <p>Managing information and thinking</p>
03. Like / dislike	<p>Strand 3: Anti-bullying: Develop guidelines for promoting an inclusive environment and collective responses to bullying; examine the roles of the participants and bystanders in incidents of bullying.</p> <p>Additional learning outcomes: Strand 4: Dealing with tough times. Highlight coping strategies for managing life's challenges.</p> <p>Strand 1: My rights and the rights of others. Discuss the importance of respectful and inclusive behaviour in promoting an environment free from bias and discrimination.</p>	<p>Scenario analysis</p> <p>Group brainstorm</p> <p>Polling</p>	<p>Managing myself</p> <p>Staying well</p> <p>Communicating</p> <p>Being creative</p> <p>Working with others</p> <p>Managing information and thinking</p> <p>Literacy</p>

Lesson topic	Strand and learning outcome	Methodology	Key skills
04. Who's Involved?	<p>Strand 3: Anti-bullying: Examine the roles of participants and bystanders in incidents of bullying.</p> <p>Additional learning outcomes: Strand 1: My rights and the rights of others. Debate issues about their personal and social rights, including the right to feel safe, as they apply to themselves and others; discuss the importance of respectful and inclusive behaviour in promoting an environment free from bias and discrimination.</p>	<p>Video analysis</p> <p>Graphing</p> <p>Pairs work/ whole-class discussion</p> <p>Display board/ poster creation</p>	<p>Communicating</p> <p>Working with others</p> <p>Managing information and thinking</p> <p>Managing myself</p> <p>Staying well</p> <p>Being creative</p> <p>Literacy</p>
05. Report: #Up2Us	<p>Strand 3: Anti-bullying: Examine the roles of participants and bystanders in incidents of bullying; develop guidelines for promoting an inclusive environment and collective responses to bullying.</p> <p>Additional learning outcomes: Strand 4: Dealing with tough times. Develop help-seeking skills including what mental-health services and supports are available at local, regional and national levels.</p> <p>Strand 1: Who am I? Apply decision-making skills in a variety of situations.</p>	<p>Social-network analysis</p> <p>Pairs work</p> <p>Online research</p> <p>Compiling a written list</p>	<p>Staying well</p> <p>Working with others</p> <p>Managing information and thinking</p> <p>Being creative</p> <p>Literacy</p>
06. Two sides of the internet	<p>Strand 3: Anti-bullying: Discuss the school's anti-bullying policy and internet-safety guidelines in terms of their implications for their own behaviour and personal safety; develop guidelines for promoting an inclusive environment.</p>	<p>Survey</p> <p>Collating results</p> <p>Collage</p> <p>Feedback to group</p>	<p>Staying well</p> <p>Communicating</p> <p>Being creative</p> <p>Working with others</p> <p>Managing information and thinking</p> <p>Numeracy</p>



Lesson topic	Strand and learning outcome	Methodology	Key skills
07. Rewriting the rules	Strand 3: Anti-bullying: Discuss the school's anti-bullying policy and internet-safety guidelines in terms of their implications for their own behaviour and personal safety; develop guidelines for promoting an inclusive environment.	Presentation Brainstorm Text analysis in pairs Group work for devising rules	Communicating Staying well Being creative Working with others Managing information and thinking Literacy Numeracy
08. Imagining a school without bullying	Strand 3: Anti-bullying: Develop guidelines for promoting an inclusive environment.	Guided reflection Pair work Presentation	Managing information and thinking Staying well Communicating Being creative Working with others Literacy
09. Making a stand against cyber bullying (Part 1)	Strand 3: Anti-bullying: Develop guidelines for promoting collective responses to bullying. Additional learning outcomes: Strand 4: Dealing with tough times. Highlight coping strategies for managing life's challenges.	Presentation Group discussion Polling Group work Internet research	Staying well Communicating Being creative Working with others Managing information and thinking
10. Making a stand against cyber bullying (Part 2)	Strand 3: Anti-bullying: Develop guidelines for promoting collective responses to bullying. Additional learning outcomes: Strand 4: Dealing with tough times. Highlight coping strategies for managing life's challenges.	Evaluation/scoring of artefacts Class discussion	Staying well Communicating Being creative Working with others Managing information and thinking

Students' progress in SPHE is assessed through both formative and summative modes of assessment. Although not all learning outcomes need to be assessed, every learning outcome provides an opportunity for formative assessment. There are some which provide opportunities for summative assessment. It is envisaged that students will provide evidence of their learning in a variety of ways, including oral presentations, artwork, digital media and written pieces. Active participation from the student in class-based group work and projects is an essential component of the learning in this course.

Formative assessment

As part of this anti-bullying programme, students are provided with many opportunities to reflect on their learning and to set clear goals and targets based on the focused feedback they get. When students participate in activities such as analysing case studies, creating anti-bullying messages and resources and peer-assessment tasks, they can reflect to identify where they are at in the learning process and to plan their next steps. Students create and manage a working portfolio, which they build up over time. This portfolio should include evidence of different assessment tasks. It might be useful for students to use a folder for their working portfolio so that they can easily gather and keep all worksheets, artwork, projects and posters. Artefacts from the students' portfolios can be selected at the end of the course for summative assessment purposes.

Summative assessment

In SPHE, students also have an opportunity to demonstrate their learning at the end of each strand through summative-assessment tasks based on one or more learning outcomes in the strand. Assessment tasks can be decided on in consultation with the students. Students compile a showcase portfolio about their learning in SPHE. They then choose four completed assessment tasks (artefact and reflection) from their working portfolio that illustrate significant personal learning for them in at least three strands in SPHE. Marks are allocated for the artefact (15 per cent) and the reflection (10 per cent).

We suggest three different assessment tasks that could be done in conjunction with this programme. Teachers and students are also encouraged to come up with their own assessment tasks based on the lessons learned through the completion of this programme. Any suggested assessment tasks not submitted for the showcase portfolio should be added to the working portfolio.



ASSESSMENT

Suggested Assessment Task 1

Design an awareness campaign on:

- the effects of bullying
- how to recognise cyber bullying
- how to stop cyber bullying.

Related learning outcomes:

- Critique the ways in which we include and exclude others and the impact of this.
- Develop guidelines for promoting an inclusive environment and collective response to bullying.

Lessons 1, 2, 9 and 10 should particularly help prepare students for the completion of this task.

Suggested Assessment Task 2

Design a leaflet that provides advice on the dos and don'ts of beating cyber bullying.

Related learning outcomes

- Examine the roles of participants and bystanders in the incidents of bullying.
- Develop guidelines for promoting an inclusive environment and collective response to bullying.

Lessons 3, 4 and 5 should particularly help prepare students for the completion of this task.

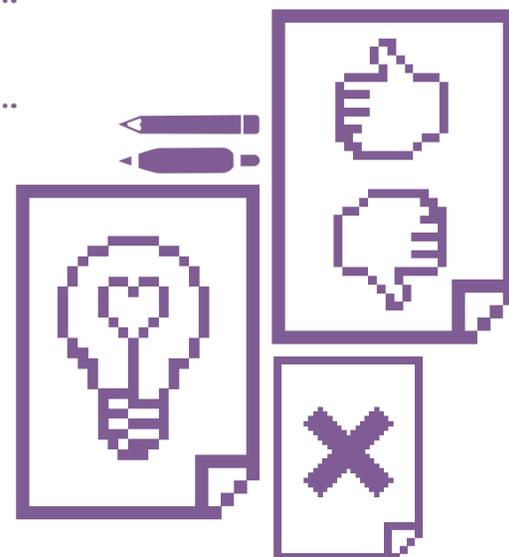
Suggested Assessment Task 3

Compile a class charter for positive internet use or to make your school an anti-cyber bullying zone.

Related learning outcomes

- Discuss the school's anti-bullying policy and internet safety guidelines in terms of their implications for their own behaviour and personal safety.
- Develop guidelines for promoting an inclusive environment and collective response to bullying.

Lessons 6, 7 and 8 should particularly help prepare students for the completion of this task.



GARDA SCHOOLS PROGRAMME

A possible precursor to this programme is to have the Gardaí deliver the Connect with Respect talk as part of the Garda Schools Programme. This provides information to young people on personal safety and substance use. It achieves this through gardaí visiting the classroom and engaging in discussion with the students. The Garda Schools Programme is an integrated part of the SPHE programme.

Connect with Respect talk

The Connect with Respect resource aims to help students in post-primary schools to understand the impact that cyber bullying can have on different people and to recognise that cyber bullying is not acceptable. It aims to help prevent this behaviour from occurring and to enable people to respond effectively if it does occur. This talk aims to change the attitude of bystanders to make them

more likely to intervene positively and effectively in online bullying situations.

The centrepiece of this pack is the *Let's Fight It Together* film. It is a short film (seven minutes) developed by Childnet International, based on a composite view of real events. It depicts the story of a teenager who becomes the target of bullying via the internet and his mobile phone.

Curriculum integration

An SPHE programme is most effective when responsibility is shared by parents, teachers, children and relevant members of the community, such as An Garda Síochána. This pack is designed to be used by gardaí visiting Junior Cycle students in post-primary schools throughout the country as part of the SPHE curriculum.

This lesson aims to provide opportunities for reflection and discussion on the effects of cyber bullying and to enable students to develop responsible decision-making when they witness it taking place. When they have finished this lesson pupils will be able to:

- identify the various ways a person can be cyber bullied in and outside school;
- highlight the detrimental effects of cyber bullying on an individual;
- identify the consequences of cyber bullying;
- act safely as a bystander to help prevent cyber bullying;
- seek help and support when they become aware of cyber bullying.

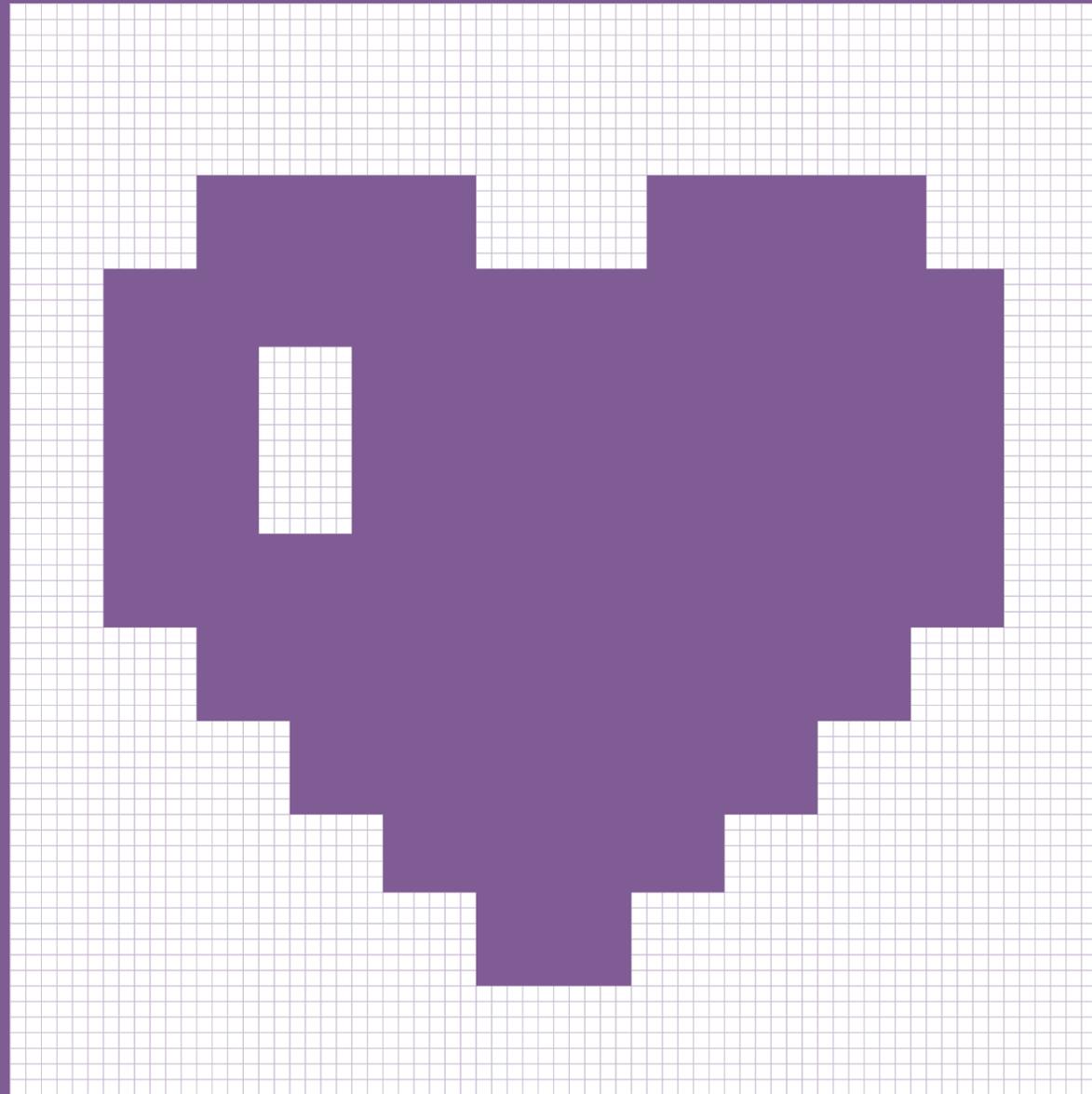
Accessing the Garda Schools Connect with Respect Talks

For information on how to access one of these talks, contact your local garda station, or Garda Schools Programme, Community Relations, Harcourt Square, Dublin 2.

01 6663891
childrenandyoungaffairs@garda.ie



LESSONS 1-10



LESSON 1

BULLYING: THE EFFECTS

Resources

- Video clip from *Let's Fight It Together*, available online at www.webwise.ie/up2us
- Poster board
- Colouring utensils
- Copies of Worksheet 1.1.

Methodology

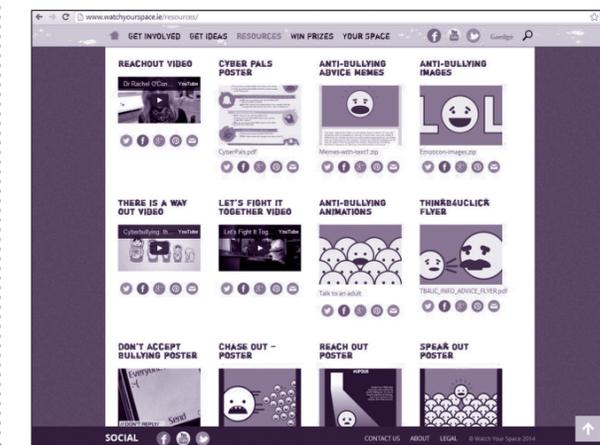
- Video analysis
- Pairs work
- Whole class discussion
- Graphing
- Poster making

Learning Outcomes

- Students will have sympathised with people involved in bullying.
- Students will be able to explain why and how people bully.
- Students will be sensitised to the effects of bullying.

This lesson will introduce students to the topic of bullying and particularly cyber bullying. The lesson will give students the opportunity to reflect on the problem of bullying, and it will also help them to understand the effects that cyber bullying can have.

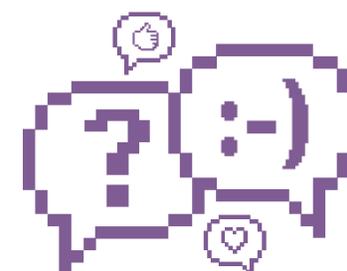
It might be an idea to invite the Gardaí to deliver the Connect with Respect Garda Schools Programme before beginning this set of lessons. The Garda Schools Programme lesson aims to help students understand the impact that cyber bullying can have on different people and seeks to enable students to respond effectively if it does occur. The lesson is aimed at Junior Cycle students and is a good starting point for examining the issue of cyber bullying. The Connect with Respect Garda Schools Programme makes use of the same video used in this lesson. If students have already been spoken to by the Gardaí it might make sense to skip some sections of this particular lesson plan.



www.watchyourspace.ie/resources



You will find the video clip and a range of other digital resources that support the delivery of this course at www.webwise.ie/up2us and www.watchyourspace.ie. See Appendix 3 for a text version of Joe's Story.





LESSON 1 BULLYING: THE EFFECTS

Activity 1: Considering the effects of cyber bullying using video analysis

15 minutes

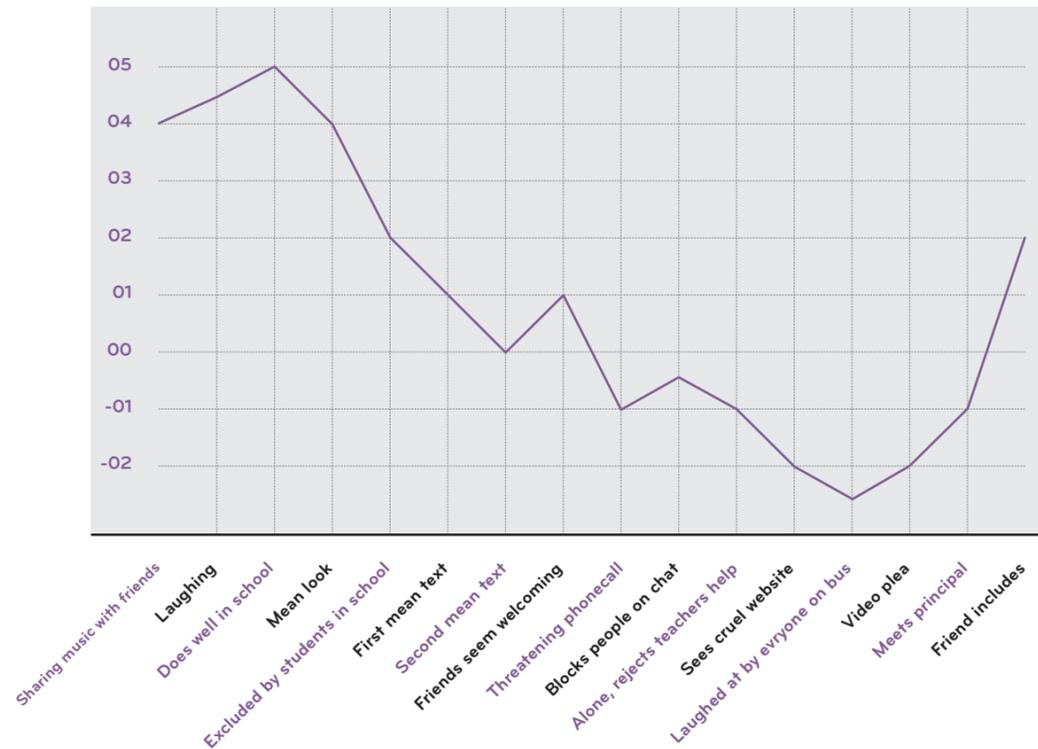
01. Have all students watch the *Let's Fight It Together* film.
02. As they watch the film the students should chart Joe's emotional wellbeing (see figure 1.1), taking note of any notable incidents that affected his emotions and mood. This activity may require a second viewing of the film. The chart should exclude the opening interview and instead start when the song begins.
03. When their charts have been finished the students should consider the effects of bullying by giving oral feedback on the activity and by answering the following questions:

? How did this film make you feel?

? How did Joe's well-being change in the course of the film?

Suggested answer: Joe went from being a happy person who enjoyed break times with his friends and who was confident in speaking out in class to someone who was very sad, withdrawn and lonely. As the bullying got worse, particularly after the website was created about him, Joe appeared to despair completely and almost feel as though he was in a hopeless situation. Towards the end of the film, his well-being finally began to improve again when his mother learned about the bullying and she sought help in the school. At the end Joe is seen smiling and laughing with a friend again.

Figure 1.1



? What affected Joe's emotions and mood?
Suggested answer: The following is a list of events and experiences that affected Joe's emotions and mood:

- being able to laugh and share music with friends;
- doing well in class;
- being repeatedly excluded by former friends;
- receiving mean texts and threatening phone calls;
- being the subject of a bullying website;
- being jeered by everyone on the bus;
- meeting the Principal to seek help;
- being included by a friend.

? Was anybody else affected by what happened to Joe?

Suggested answer:

- Mother became worried;
- Teacher became concerned;
- Another student was targeted by inclusion in the bullying website;
- Bystanders became concerned but don't know how to intervene;
- Mob mentality took over the kids on the bus;
- Kim became stressed about the consequences of her actions when the police arrived at the school.

Note to teacher

The effects of bullying could be highlighted by starting a large 'Effects of Bullying' poster. The feedback to the activity on Joe's well-being should provide suggestions for initial content for this poster. The poster could be added to and amended throughout this programme of lessons. Students could be given freedom to contribute to the poster in their own time and space. The poster will serve as a reminder of the effects of bullying. The hope is that the students will come up with ideas and artefacts that will eventually stamp out the effects of bullying by covering this poster.





LESSON 1 BULLYING: THE EFFECTS

Activity 1.2: Exploring why people bully

15 minutes

01. Students should then discuss in pairs how and why people are bullied.

? What feelings caused Kim to bully Joe?

Suggested answer:

Kim felt jealous of Joe because he always seemed to do well in school. She also might have felt insecure about her own ability and so decided to make fun of Joe.

? What else might cause people to bully?

Suggested answer:

- Jealousy
- Insecurity
- Anger
- Resentment
- Frustration
- Inability to express self in a more appropriate way
- Need to feel empowered and compensate for own insecurities
- Experience of having been bullied.

? Why are people bullied?

Suggested answer:

- Race
- Gender (including transgender)
- Sexuality
- Religious identity
- Size
- Disability
- Intelligence
- Popularity
- Personal vulnerabilities
- Maturity levels
- Disagreement
- Because the bully has previously been bullied.

02. Students should then provide feedback on their discussion to the larger group. Where appropriate, suggestions should be added to the 'Effects of Bullying' poster.

Note to teacher

The question of why people are bullied is particularly important as it begins to explore the issue of identity-based bullying. The *Action Plan on Bullying and the Anti-Bullying Procedures for Primary and Post-Primary Schools* both state that definitions of bullying should include reference to identity-based bullying. The *Action Plan on Bullying* says that schools should be welcoming of diversity and that they should work to prevent and effectively tackle homophobic and transphobic bullying in particular.



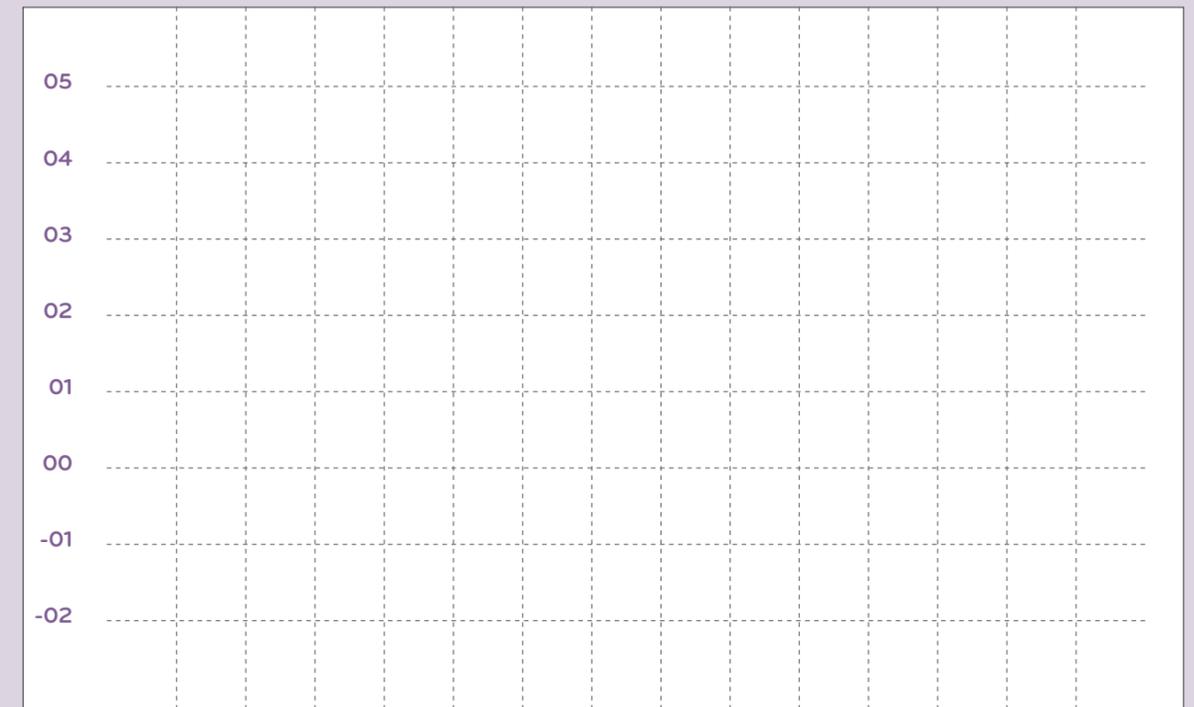
Assessment

Students should start a working portfolio to gather information for their assessment task. Information on the effects of bullying should be particularly useful for completing Assessment Task 1. After this lesson, students should put their graph of the hurt Joe experienced into their working portfolio.

WORKSHEET 1.1



HOW DID JOE'S WELL-BEING CHANGE?



Sharing music with friends
 Laughing
 Does well in school
 Mean look
 Excluded by students in school
 First mean text
 Second mean text
 Friends seem welcoming
 Threatening phonecall
 Blocks people on chat
 Sees cruel website
 Laughed at by everyone on bus
 Video plea
 Meets principal
 Friend includes

LESSON 2

PRIVATE AND ANONYMOUS

Resources

- Posterboard
- Poster from previous lesson
- Copies of Worksheet 2.1.

Methodology

- Simulation activity
- Walking debates
- Written reflection

Learning Outcomes

- Students will have debated issues of online anonymity, privacy and freedom of speech, particularly as they relate to cyber bullying.
- Students will have reflected on the effects specific to cyber bullying.

This lesson will give students the opportunity to probe more deeply into the nature of cyber bullying and how it differs from traditional offline bullying by looking specifically at issues around anonymity, privacy and freedom of speech.

Note to teacher

It is particularly important to have established good classroom ground rules (see Appendix 1) before doing the activities in this lesson with a class. Students will be given freedom to communicate and express themselves in this lesson but it is important that they don't take liberties with this freedom.

The activities in this lesson are likely to run over time. Teachers should feel free to omit activities and tailor the lesson according to the needs of the class. For example, if there has been a problem with anonymous online messages, teachers might like to focus on Activity 2.2 and omit Activity 2.1.

Explain that in this lesson we will be examining some of the features of the internet that can contribute to cyber bullying. While students will be given the freedom to express themselves, it is important that they never say anything to upset or offend another person in the class. Opinions, both negative and positive, are good but they must be expressed in a dignified way using respectful and considered language.

Activity 2.1: Private online

10 minutes

01. Encourage students to sit in groups for the first activity of the class.
04. A class discussion should then be held on each of the following questions:

02. Distribute Worksheet 2.1 and have students fill in the worksheet. The students should not talk while they complete the task. However, for the first and probably only time in a formal class situation, students are permitted to exchange notes with each other. They may write messages or draw pictures but all communication must be written down. Emphasise that these notes are private so students are free to talk about what they want, within reason. It is important that these notes are kept private and are destroyed by the students as soon as the activity is over. The notes or profiles should not be read out to the class unless the students volunteer the information.

03. When students have completed the worksheets, take a quick poll of views on the following question:

? Would you be comfortable sharing the information contained on your worksheet or notes

- with friends?
- on a school noticeboard?
- in a shopping centre?
- on the school website?

? Should one share this type of information online?

Suggested answers:

- Yes, sharing this information online can mean that you have an online experience that best meets your needs.
- Yes, sharing this information online allows people to help you in times of need.
- Yes, sharing this information online helps me to get it off my chest.
- No, sharing this information online could make you vulnerable if it were to get into the wrong person's hands.
- No, sharing this information could lead to someone getting hurt.
- No, sharing this information could make me susceptible to online scams.

? What are the risks involved in sharing such information?

Suggested answers: You could easily be fooled and exploited by someone you don't know online. You leave yourself open to prank phone calls and spam. By exposing more of your personal information online you risk being cyber-bullied in a more personal and hurtful way.

? How could sharing private information online contribute to cyber bullying?

Suggested answers: The more personal information you post online the more open you leave yourself to being teased. By posting your information online you encourage people to engage with and talk about this information: this could lead to hurtful comments. Private information posted online could fuel menacing rumours. Posting identifying information such as your address could put you at risk of physical bullying.



LESSON 2 PRIVATE AND ANONYMOUS

Activity 2.2: Anonymous online

10 minutes

- Stick pictures of various celebrities around the room as students complete the previous task. The pictures should be stuck on large pieces of paper so that there is space for students to write short messages. You should have at least five pictures in total. The pictures should all be recognisable to the students. Include a mixture of teen idols from sports, music and film and politicians and other public figures. Try to pick some controversial figures over whom the students might have mixed opinions.
- Then give students time to move around the room looking at the pictures. During this time encourage students to get whatever they'd like to say to the people in the pictures 'off their chest' by leaving anonymous messages or emoticons on the pictures. The anonymous messages can be negative or positive.
- When students have each had a chance to leave a couple of anonymous messages, have them sit down in groups. Each group should be given one of the commented posters to read and discuss. The students should consider the following questions:

Note to teacher

Depending on the physical space available, it might be necessary for students to remain seated while completing Activity 2.2. In such cases you could have students pass the posters around to fill in their anonymous messages on the posters and then have the students move into groups to answer the reflective questions.



? How did you feel when given the chance to get things off your chest by writing anonymous notes?

Suggested answers:

- I felt a great sense of freedom to say what I wanted.
- I felt I had a stronger voice, I was not afraid of hurting someone or being exposed for my views.
- I felt a bit uncomfortable that what I was writing was wrong.
- I found it fun writing what I wanted to without risking being found out for it.

? How do you think the subject would feel if he or she were to read the notes, particularly the more negative notes? Students could also use emoticons to answer this question.

Suggested answers:

- The person might become upset or angry.
- The person might feel misunderstood.
- The person might feel as though they were being picked on unfairly.
- The person might feel insecure about appearance or actions.
- The person might be entertained.
- The person might be encouraged to try a new approach.

? What are the advantages and disadvantages of anonymity?

Suggested answers: Anonymity gives you the freedom to disclose information without being blamed for leaking the information. Anonymity makes feel you less self-conscious about commenting in a public forum. Anonymity can make sending messages more exciting as it adds a sense of mystery. Anonymity can give people the freedom to act irresponsibly and to speak in a more abusive manner. Anonymity in comments can cause the person to whom the comments refer to become upset and to feel as though everyone is against them. Anonymity can make it difficult to apportion blame when something goes wrong.

These supplementary questions might help students to think more critically and comprehensively about anonymity. You could use these questions to guide student responses if the students struggle to respond to the question on the advantages and disadvantages of anonymity:

- Does anonymity give you a greater sense of freedom to voice important opinions?
- Do you find that anonymity online gives you greater to confidence to be the person that you want to be?
- Do you find interacting with people anonymously online makes using the internet more exciting?
- Do people act more rashly and irresponsibly online when their identity is hidden?
- When bullying takes place online do you think anonymity of the people involved might prevent the case from being dealt with effectively?





LESSON 2 PRIVATE AND ANONYMOUS

Activity 2.3: Walking debates on anonymity, privacy and cyber bullying

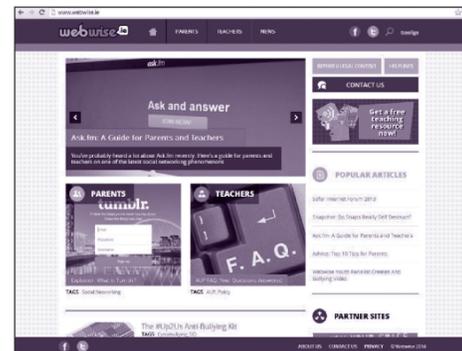
15 minutes

- Stick two signs (one with 'Agree' and the other with 'Disagree') on opposite sides of the classroom. Explain to the students how the walking debates work:
 - You will read a motion.
 - Students will then vote on the motion by moving to a side of the classroom depending on whether they agree or disagree with the statement.
 - Students on opposing sides will then be given the chance to convince people to change sides.
 - Students are free to change sides at any time in the argument.
 - You can set a time limit on a topic depending on how many topics you'd like to debate. The winners of the debate are decided depending on the number of votes they receive when the time limit is reached.

Possible motions for debate:

- Anonymity online is a good thing.
- Technology companies are to be blamed for cyber bullying.
- People should be free to post what they want online.
- The problem of cyber bullying is not with the internet but rather with the people.
- Cyber bullying is worse than traditional bullying.
- Anyone who acts irresponsibly deserves to be shamed online.
- The space on the internet is my private space.
- Information online lasts forever.

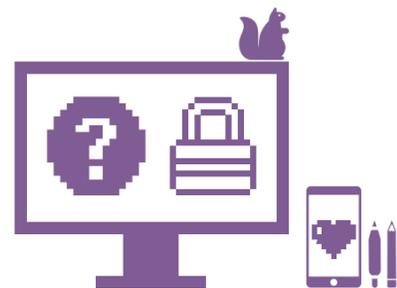
'Anonymity online is a good thing?'



www.webwise.ie



Check out the Webwise website for more information on cyber bullying, protecting privacy online and managing anonymity on social networking sites.



Additional information for teachers

The following additional information is intended to help teachers to lead and direct interesting debates. You may find it useful to distribute this additional information to the students.

Anonymity online is a good thing

The jury is still well and truly out on this issue. Anonymity offers many opportunities to recommend it but at the same time it has, in recent years, been linked to some very abusive online behaviour.

Pro-anonymity

Anonymity provides great opportunities for people to get involved and have a voice on current affairs and matters of public interest. A lack of confidence, opportunity or an oppressive regime are all barriers that prevent people from acting and speaking freely. Anonymity online gives people the chance to have their voices heard without the risk of being found out and reprimanded or punished for their stance. Anonymity can be particularly useful for shy people who are usually afraid to speak out in public situations or for people who do not conform to the norms or rules imposed by non-democratic societies. The internet gives shy, under-confident people the chance to express themselves. Some famous examples of anonymity online being put to positive use involve the Wikileaks website. The idea of Wikileaks was to allow people to publicise injustices going on around the world while protecting the whistleblower (the person who discloses the details of the injustice) through internet anonymity. While this intention was good, the website was not always secure enough to protect the identity of the whistleblower and also put other people's lives in grave danger by exposing certain injustices.

Anti-anonymity

While there are many benefits to anonymity, there are equally many problems with it. Most famously in Ireland, the anonymous question-and-answer website Ask.fm facilitated particularly cruel cyber bullying that led to a number of teenage suicides. When participants don't have to sign their name to a comment they tend to be more honest but, equally, they can be very aggressive. They don't tend to filter what they say as they might in face-to-face conversations and so can be quite hurtful in comments. Death threats made anonymously online can be particularly disturbing as they can result in the victim feeling unsafe even in their home. Another negative aspect of anonymity online is that by giving everyone a voice, false rumours, incitement and disinformation can gain momentum and can spread, causing great upset and hysteria. A final problem with anonymity online is that people who engage in abusive and illegal activity online often escape punishment due to a lack of information.

'While there are many benefits to anonymity, there are equally many problems with it.'



LESSON 2 PRIVATE AND ANONYMOUS

Technology companies are to be blamed for cyber bullying

Most technology companies, such as Facebook and Twitter, that now dominate our online communications, started as small start-up companies. They didn't have huge resources, and what they did have was devoted to developing their product. Facebook founder Mark Zuckerberg is famous for his 'move fast and break things' philosophy. He advocates launching products quickly and then refining them at a later date. Because of the success of Facebook, this philosophy has been adopted by many technology companies, particularly those based in Silicon Valley and those in the social-networking space. This approach has meant that safety concerns were an afterthought for most technology companies and were part of the subsequent refining process rather than part of the original design. It is only when a company becomes quite established that it tends to take safety concerns of users seriously and introduces more sophisticated reporting and filtering functions that help address cyber bullying. Unfortunately the delayed introduction of more comprehensive safety functions

can happen too late for some people. Another reason why the technology companies are sometimes blamed for cyber bullying is that the terms and conditions and other policies that users agree to comply with on signing up for the service tend to be difficult to understand. Changes to these policies can also be difficult to keep up with meaning that users might not understand how their account settings leave them vulnerable to cyber bullying.

At the same time, it can be said that it is seldom that a product intends to encourage cyber bullying. Instead, cyber bullying is the unfortunate result of how people choose to behave when they use the product.

'...cyber bullying is the unfortunate result of how people choose to behave when they use the product.'

Activity 2.4: Homework activity – Finding support

01. Research three organisations (at least two Irish organisations) that support people who have been cyber-bullied.

WORKSHEET 2.1



MY PROFILE

Name: _____

Age: _____

Birthday: _____

Address: _____

School: _____

Where do you like to hang out?

What are your favourite books?

What are your favourite sports?

What are your favourite movies?

What sort of music do you like?

Are you single or taken?

I would describe myself as:

I am:

I think:

I feel:

I hope to:

I feel angry when:

I intend to:

I feel saddest when:

I feel annoyed when:

I love:

I hate:

Signed: _____

Date: _____

LESSON 3

LIKE / DISLIKE

Resources

- Case studies
- Poster paper and colouring utensils
- Copies of Worksheet 3.1 and 3.2.

Methodology

- Drama game
- Case-study analysis
- Group brainstorm
- Advice leaflet design

Learning outcomes

- Students will have a better understanding of the persistent nature of the internet and the ramifications this has for bullying.
- Students will have agreed on some common guidelines that should be followed to stop cyber bullying.
- Students will have created a leaflet with the dos and don'ts (in this case the 'likes' and 'dislikes') of cyber bullying.

This lesson will allow students to consider what one should do to prevent bullying and cyber bullying.

Activity 3.1: Exploring the nature of the internet through a game

7 minutes

01. Give students a copy of the Worksheet 3.1. Tell students they have only two minutes to complete the task and that it's really important that they get it done on time. If you like you might make a competition of the task and offer a prize of a bar of chocolate for the person who completes the sheet first.

02. While students are trying to complete the task, do various things to interrupt them. For example: ask them questions; ask them to hop up and down on the spot; ask them to close their eyes; play distracting music. Do everything you can so that the students can't complete the task in time.

03. Afterwards, ask the students how this experience made them feel.

? How did this experience make you feel? Suggested answers:

- I felt confused because the behaviour was out of character and seemed unprovoked.
- I felt frustrated and annoyed because I couldn't get on with my work.
- I felt upset because I felt I was being picked on.
- I felt embarrassed by the public nature of the actions I was made do.
- I found the experience entertaining and a bit bizarre.

04. Explain to them that this is similar to how the internet can invade all aspects of their lives. Then ask them to reflect on the following question. They can also use emoticons to answer.

? How would you feel if you were constantly being interrupted by a stream of bullying comments? Suggested answers:

- I would feel very insecure about who I am and would start to doubt everything I know to be true.
- I would feel threatened and upset. I would feel embarrassed, especially if the bullying was done in a public forum.
- I would feel tense and unable to relax, even at home.
- I would feel depressed and worthless because the bullies must have targeted me for a reason.
- I would feel angry that I was being picked on. I would feel confused about what I had done to provoke such an attack.

Key words: Suggest key words to prompt students, where necessary. Students should have the freedom to contribute to the Effects of Bullying poster at this point.

- | | |
|---------------|--------------|
| → worthless | → angry |
| → insecure | → frustrated |
| → embarrassed | → confused |
| → humiliated | → defiant |
| → depressed | → bold |
| → tense | → unpopular |
| → sick | |

'How would you feel if you were constantly being interrupted by a stream of bullying comments?'





LESSON 3 LIKE/DISLIKE

Activity 3.2: The likes and dislikes of cyber bullying

15 minutes

01. Divide each class into groups of four or five. Each group should be given a case study (see Worksheet 3.2) and asked to give advice on how to stop or prevent the bullying in that particular case

? How could bullying be stopped or prevented in this case? Refer to both behavioural and technical steps that should be taken.

Suggested answer

Behavioural steps

If the person who is being bullied feels safe doing so, they should first try to resolve the issue by speaking with the person who has been bullying them. They should explain that they haven't been happy with what has been said or done and would like to know what's going on. Sometimes it's possible that text messages might be misinterpreted or that online content is created in a hurry and without much thought or care for other people's feelings. If the person who has been bullied chooses to speak with the bully first, it is important that they don't act in a bullying manner themselves.

If such an encounter doesn't put an end to the bullying, it is important that the person then seeks help. A teacher, older mentor or sometimes a guidance counsellor or chaplain might be the best person to go to. These people can help mediate a reconciliation and resolution to the problem or might be best placed to direct the person to more appropriate support services. If the bullying case involves threats, it might be necessary to seek the help of the Gardaí.

Technical steps:

- Save the bullying messages as evidence for investigation. This can be done by taking screenshots.
- Report the content for abuse to get bullying content removed from social-networking sites.
- Increase the privacy settings on your social-networking account to get more control over content posted about you online.
- Disable the option of posting anonymously to your social-networking account to make it easier to know who's involved in bullying cases.
- Block people online to prevent unwanted bullying interactions with particular individuals. It's also possible to get mobile-phone companies to block certain numbers.
- Change your password to prevent hackers from gaining access to your social-networking account.

After working in their groups for five minutes, the groups should read their responses to the larger group. Feedback should be taken on the board and categorised into dos (likes) and don'ts (dislikes).

Note to teacher

Feel free to choose the case studies that address issues which are most relevant to the class. Avoid using case studies that might upset or expose a particular student to bullying. Case Studies 3 and 5 are intended to be accessible for weaker readers.



Activity 3.3: Making an anti-cyber bullying advice leaflet

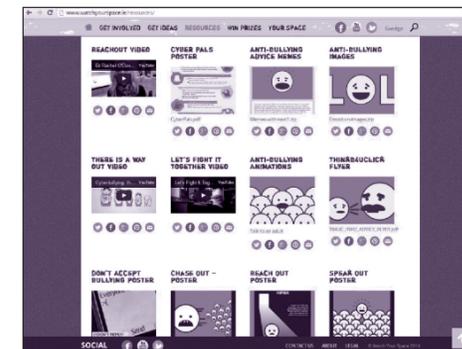
10 minutes

01. Using information from the discussion, each student should then begin to compose the text for their own advice leaflet on stopping or preventing cyber bullying. The advice leaflet should be targeted at fellow students and should give both behavioural and technical tips for beating cyber bullying. The different organisations that students researched for Activity 2.4 should also be included on the leaflet.

The leaflets will not be completed until after the next class but should eventually all be stuck over the Effects of Bullying poster. This action should symbolise how the students can work together to end the effects of bullying.

Assessment

Creating an advice leaflet is a suggested assessment task as it meets a number of the learning outcomes of this section of the SPHE course.



www.watchyourspace.ie/resources



You might like to use some of the memes and information found on our resources page when making your advice leaflet



WORKSHEET 3.1



CYBER BULLYING WORD SEARCH

N O I T A T O H S N E E R C S
 M B L V E E N C O A T E E W T
 N O I S S I P I U G G N N X E
 E R B N S A S S L A I C O S L
 P E N I V U E A H A S S I N G
 A E D H L E U D G L Y I T Y C
 N U R C I E D I N T F M A S K
 S E X S E Y O O I M N O N A O
 S E E B O R N M G F Y B O S O
 P S U U E N Y B G D M I S K B
 U T I B S N M P A I Y L R F E
 B U Y L O T A H T S C S E M C
 L C G N I M A L F X I R P M A
 I H A R A S S M E N T T M I F
 C N O I T I B I H N I S I D B

Find these ten words associated with cyber bullying and then provide a definition for each. You might also find some other hidden words associated with cyber bullying. See how many you can get!

01. anonymity:

02. pseudonym:

03. tagging:

04. impersonation:

05. flaming:

06. exclusion:

07. harassment:

08. disinhibition:

09. mobile:

10. screenshot:

WORKSHEET 3.2



CYBER BULLYING CASE STUDIES

01

MARTA'S ONLINE MESSAGING ORDEAL

Marta has lived in Ireland since she was a toddler. She is very athletic, and during the spring she was chosen to represent Ireland at the European Athletics Junior Championships in Sweden. Marta was really looking forward to going to Sweden but recently she's had some doubts about it. First, a competitor, who she barely knows, put a message on a social network saying 'maybe the governing bodies should check people's birth certs before handing out IRISH team spots! Initially she didn't take any heed of

the comment. Marta has been an Irish citizen for more than ten years now and considers herself Irish through and through. However, since then, Marta has received a number of text messages and private online messages telling her to go back to where she came from and that she had better run for her life. She has no idea who the person behind the messages is. As the messages are private, she doesn't know how to report them. The messages are upsetting her so much that they've affected her training and she's now starting to think that she should give up her place on the team.

02

STEVE'S NOT-SO-SWEET 16TH

Steve has always been a good student. He works hard because he has his sights set on being a teacher when he leaves school. Recently, he was at a 16th birthday party with a large group from school. When it came round to his turn in Truth or Dare, he was dared to kiss another boy in the group. Wanting to get his turn over and done with as quickly as possible, Steve turned to Ben beside him and gave him a quick peck. He thought it would all soon be forgotten about, but someone at the party

took a photo of the kiss and has circulated a meme of the picture with the caption 'so gay'. The picture is now all over the internet, along with plenty of comments saying that Steve was 'mad for Ben'. Steve doesn't know what to do. He wants to destroy the photo, but that doesn't seem possible. He's afraid of what his parents might think if they came across the photo. In fact, he himself doesn't know what to think because he's really not sure if he's straight or not. The thing that worries him most though is that the picture might be seen by a future employer and count against him. After all, Steve has never come across a gay teacher.

WORKSHEET 3.2 CYBER BULLYING CASE STUDIES

03 FIONA'S FACELESS FOES

If there's one thing that everyone knows about Fiona it's that she's a pop-music expert. She always knows who's top of the charts and has been to the last five Childline concerts in a row. Some people roll their eyes and say that she only gets to go because she's got Down Syndrome, but Fiona knows it's because she's the biggest fan! Recently, Fiona has started to receive anonymous questions and comments on one of her favourite social-network sites. Most of the questions are fun, but some are really

embarrassing as they ask her if she's with certain boys in her class. One of the main reasons she doesn't like these questions is that they annoy the boys, and sometimes they take their anger out on her by leaving rude messages on her page. Other comments ask her if she's not a bit old to be so into pop music and tell her to grow up. The comments are starting to get to Fiona because she doesn't know who's behind them and why they keep laughing at her. Just a year ago everyone was into pop music and admired the fact that she got to go to all the concerts.

04 TOM'S NIGHTMARE DATE

Tom has never been very comfortable talking to girls. He's naturally shy, small for his age and just isn't able to crack the jokes the way some of the other lads do. He decided to give online chat rooms a go. While visiting a teen chat room, he got talking to a really nice girl called Rebecca. Rebecca and Tom clicked immediately when they realised that they shared a passion for scuba diving and were both preparing for the Junior Cert. After weeks of messaging each other, Tom and Rebecca decided to videocall so they could finally see each other. Tom was really nervous about the call and made sure to use lots of his older brother's hair gel before calling. When he called Rebecca, something went wrong with her computer and her video camera wouldn't work. Tom heard lots of laughter

in the background but presumed that was just because Rebecca was as nervous as he was. After Rebecca had complimented Tom on his appearance, she said that she'd like him even better if she could see a bit more of him. Spurred on by her encouragement, Tom stripped down to his shorts. Rebecca seemed to be very happy with this. The next day in school everyone knew about Tom and Rebecca's video date but Tom couldn't understand why. It wasn't until he saw the video of him stripping his clothes off that Tom realised that Rebecca hadn't been real at all and that some of the people in school had actually recorded his video 'date'. Tom has never been more humiliated. Everybody in the whole town has seen the video, and all the comments on the video joke that Tom looks about eight years old.

05 ONE FRAPE TOO MANY FOR SEÁN

Seán and his friends are always messing about online. They have an ongoing competition for who pulls off the best frape and are always trying to get the upper hand on each other. It was all good craic until recently one of the lads took over Seán's social-media account and changed the password. Since then, Seán

hasn't been able to get into his account but the lads have continued to post under his name. He doesn't really care what they say about him but they've started spreading lots of rumours and gossip under his name. It's making Seán very unpopular in school. Some of the gossip has been about teachers, and, now the Principal has heard that Seán is behind the gossip, there's sure to be trouble.

WORKSHEET 3.2 CYBER BULLYING CASE STUDIES

06 SAM GETS TAGGED

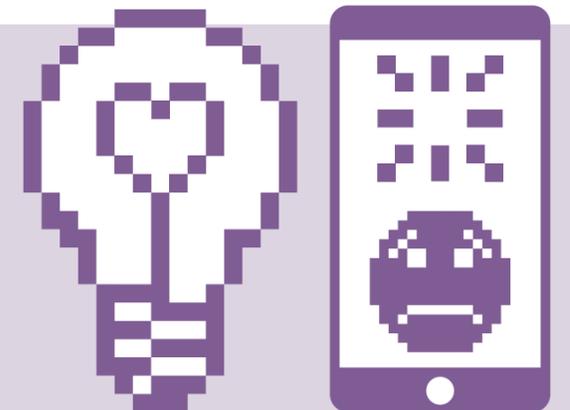
Nothing annoys Sam more than labels. She's always been very open-minded. Her parents have been happy to let her make her own decisions, and it's a good thing they do because Sam just couldn't conform even if she wanted to. She's the sort of person who likes heavy metal and boyband pop equally. She knows her own mind and is comfortable with who she is. One area where Sam struggles is in school. She attends the local girls' school because it's the best school in the area, but she really does find it hard to act and dress in a manner the school deems appropriate. She prefers to keep her hair short and spiked, and even though the school requires students to wear skirts, she keeps her PE tracksuit bottoms on whenever she can get

away with it. Recently, some of the girls in her class have started hassling her about the way she acts. One girl has commented on a few of her pictures online asking her why she can't just dress the way she's supposed to. Another girl has started checking Sam in online to the local boys' school each morning. She has also tagged Sam in pictures from the boys' school, even though Sam isn't in the pictures. When Sam asked the girl why she's doing this, the girl said, 'Well, you dress like a boy, you might as well go to a boys' school!' The whole thing has started to upset Sam. She's worried that people will start to think that she is in the boys' school when the girls tag her there and that she might get detention for mitching. The last thing she needs is another reason for the school to get on her case.

07 CATHY'S LEFT OUT OF THE CONVERSATION

Cathy has just moved to a new school, and her parents say that this time they'll be staying put. Finally Cathy hopes she'll be able to make friends with people her age. She soon gets into the swing of things in school and swaps mobile-phone numbers with some girls who seem to be nice. She'd love to hang out with the girls after school or at the weekend rather than being stuck minding her younger siblings. The girls text each other every night and soon plan to go shopping at the weekend. One of the other girls' older sisters will pick them up and drop them into town. Cathy passes on her

address and looks forward to seeing them on Saturday. However, on Saturday nobody turns up. Cathy tries calling the girls but gets no answer. When, on Monday in school, she asks the girls what happened, one of them makes an excuse that that they moved the text conversation to a messaging app that she mustn't have. They say it's easier and cheaper to plan things using the app and that she'll need to get the app if she wants to be involved in future. Cathy knows that her parents couldn't afford to get her a fancy smartphone. Anyway, she gets the feeling that the girls are deliberately trying to exclude her. As a Traveller, she's experienced this all before.



LESSON 4

WHO'S INVOLVED?

Resources

- Let's Fight it Together video
- Likes and dislikes poster
- Copies of Agony Aunt-i letters (Worksheet 4.1).

Methodology

- Questioning
- Class discussion
- Letter-writing
- Pairs work

Learning outcomes

- Students will have empathised with the different parties involved in incidents of bullying.
- Students will have written responses on how different people should seek help and stop bullying.
- Students will be able to describe the procedures that should be followed by bystanders to put a stop to bullying.
- Students will have the confidence to intervene and will know how to get help when they encounter incidences of bullying.

This lesson examines the roles of the different people involved in bullying and how bystanders can be encouraged to intervene. If the class has received the Connect with Respect lesson as part of the Garda Schools Programme, it might not be necessary to complete all of the activities in this lesson. The Connect with Respect lesson explores the roles of the different people involved in bullying in considerable depth.

Activity 4.1: The bullying chain 15 minutes

01. Have the students think back to the video about Joe, shown in the first class.
02. Using that video, or their own experiences of bullying, as a source of information, have the students think about and then answer the following questions. It might be useful for students to refer to Worksheet 1.1.

? Who tried to intervene or offered help when Joe was being bullied?

Suggested answer: Joe's mother was concerned as soon as she noticed a change in his behaviour. Although she voiced her concern early on, Joe initially withdrew. It was not until Joe's mother found his video diary that she truly understood what was going on and took action to resolve the bullying situation, by talking openly with Joe and by going to the school principal for help. A teacher in Joe's school also noticed that Joe was upset in the school yard and tried to talk to him to find out what was wrong. Again, this teacher was limited in how she could help Joe when he seemed to say to her that he was fine and wanted to be left alone.

? Who could have helped Joe but didn't?

Suggested answer: There were a number of people who could have helped Joe but didn't. Any of his former friends who witnessed Kim's bullying of Joe could have stood up for him and offered support through solidarity with him. Anyone who saw the bullying website could have reported it, either online or to a responsible adult. His could have been done in a discreet and anonymous way to protect the person who reported the bullying from being bullied. The other students on the bus could have helped Joe by either reporting the bullying to a responsible adult or to a student mentor or simply by reaching out to Joe by talking to him or by sitting with him on the bus. As it was, Joe felt completely alone on the bus and had started to think that everyone hated him.

03. The teacher should then have students consider what they would do if they encountered a road accident on their way to school. Would they drive by or stop and make sure that help was received? What would happen if no one stopped? The same choice occurs when people witness incidents of bullying.

At this point the term 'bystander' should be introduced to students. Bystanders are people who witness bullying but are not victims or perpetrators of bullying. The bystander effect means that often the more people who see something happen the less likely each individual is to do something about it.

Students should then consider the following questions:

? What might prevent people from intervening in bullying situations?

Suggested answers:

- People might be prevented from intervening because they fear being bullied next.
- They think they don't know the full story and so avoid getting involved.
- They are threatened when they try to help out. They don't know what to do.
- They don't recognise the bullying behaviour. They want to stay 'in' with the popular crowd. They don't want to take sides.
- They are involved in bullying and fear they'd get in trouble if they intervened.

? How can bystanders get help without exposing themselves?

Suggested answers: Bystanders can help by reporting cyber bullying online. This is usually an anonymous process. Bystanders can also help by telling a student mentor or responsible adult about the bullying incident. The bystander can stress that they would like to remain anonymous to prevent the bullies from targeting them next. The bystander can help improve the situation by reaching out and supporting the person who is being bullied. Speaking up in a calm supportive way but not retaliating online will let the bullies know that their behaviour is being noted and that it is not condoned. Privately supporting the person who is bullied might give this person the courage to seek help.

? How do people who bully benefit when someone acts as a positive bystander?

Suggested answers: These people benefit when someone acts as a positive bystander as bystander interventions help bring problems to the surface and lead to positive resolutions. Oftentimes the reason why people bully is that they are experiencing difficulties themselves. When a bystander intervenes, this can result in the person who bullies receiving the support they need. Bystander interventions also help bring an end to conflict that might actually have been distressing the person who bullies.

'When a bystander intervenes, this can result in the person who bullies receiving the support they need.'



LESSON 4 WHO'S INVOLVED?

Activity 4.2: Agony Aunt-i Bullying

10 minutes

01. The class should now be split into pairs and each pair should be given a number of Agony Aunt-i letters (see Worksheet 4.1). It might also be useful to distribute the list of helping organisations and easy bystander actions included in Appendices 4 and 6. These letters include notes written from the perspectives of the bullied, the bully and a number of different bystanders.
02. In each case the students should try to provide three short pieces of advice in their responses to the people who wrote the letters. After each pair has responded to two letters, they should give feedback with advice to the larger group.

Note to teacher

It is important that the teacher discusses the pupils' responses with them so that aggressive or ineffective responses are ruled out. All responses should outline intervention strategies and should highlight who the protagonists should turn to for help. Here are some important points for the teacher to stress with regard to bystanders looking to intervene.

- It is important that the safety of the bystander is always considered. Bystanders should never be put in a position where they are in danger of being the subject of physical abuse or aggression.
- It's also important that bystanders are strong, assertive and positive in intervening in bullying situations and that they don't respond to the bullying in an aggressive way that could itself be considered bullying.



Activity 4.3: Bystander dos and don'ts

10 minutes

01. The class should come up with some dos and don'ts for bystanders when intervening in bullying situations. The guidelines produced by the students should be added to the likes and dislikes leaflets.

Assessment

The written responses on how to intervene in cases of bullying should allow teachers to assess appropriate student responses to bullying. The opening questions should allow teachers to assess how well students engaged with previous activities and whether students now see stopping bullying as a collective responsibility. The Like/Dislike Leaflet can be used as an assessment artefact. Students may need to complete the design of the leaflet at home.

WORKSHEET 4.1



AGONY AUNT-I BULLYING

Write notes in response to each of these letters.
Your notes should contain three pieces of advice.

Letter 1

Dear Aunt-i,
I love my phone and especially social networking, but recently I've started receiving loads of threatening anonymous messages. The messages say things like, 'One more thing and we're coming to get you', 'Your sister is next' and 'Why don't you just leave this town?'. I've no idea who is sending me these messages and I definitely don't know why I'm getting them! Please tell me what I can do to make things better. I don't care about me but I am scared of what will happen to my family.

Thanks,
Jack

Dear Jack,
Here are my top tips for you:

1. _____
2. _____
3. _____

You can also turn to _____,

or _____

for more advice. Remember if you ever feel afraid or uncertain of what to do, talk to a responsible adult.

Keep smiling,
Aunt-i Bullying

Letter 2

Hi Aunt-i,
What's the craic? I'm not proud of what I've done but I think I might be in serious trouble and don't know who else to turn to. There's a girl in our year who is a bit of a freak. She wears really childish clothes, smells funny and generally just asks lots of really pointless questions in school. She was annoying us so much recently that we decided to make a blog about her to sound off on why she drives us mad. It was only meant to be a joke but the blog's gotten really out of hand and everyone in the town has started posting on it. Some think the site is funny, other people send us messages saying that we're bullies. I've also heard a rumour that the girl has started cutting herself because she's so upset about the blog. I feel bad now and am very scared of what's going to happen.

Please HELP!
Desperate Anonymous

Dear Desperate Anonymous,
Here are my top tips for you:

1. _____
2. _____
3. _____

You can also turn to _____,

or _____

for more advice. Remember if you ever feel afraid or uncertain of what to do, talk to a responsible adult.

Keep smiling,
Aunt-i Bullying

WORKSHEET 4.1

AGONY AUNT-I BULLYING

Letter 3

Aunt-i,
I need your advice! My friend Nadine is from Nigeria. Recently we both took part in the school musical together, which was a lot of fun. While we were waiting backstage for our scene, a group of us started taking pictures of us posing for the laugh. After the show, one of the girls put all the pictures online so that we could relive the memories. The quality of the photos was a bit dodgy because the lighting backstage was pretty bad. The quality is so bad that in a couple of photos you can only really see Nadine's eyes and teeth and not her whole face. Some people have started sharing the photos with the caption: 'STOP! You never know what's lurking in the background!' The photos have started to go viral, and I feel bad because it's so racist. What should I do?

Yours,
Roz

Dear Roz,
Here are my top tips for you:

1. _____
2. _____
3. _____

You can also turn to _____,
_____ or _____

for more advice. Remember if you ever feel afraid or uncertain of what to do, talk to a responsible adult.

Keep smiling,
Aunt-i Bullying

Letter 4

To Aunt-i,
A few months ago I took the big step of coming out about my sexuality. My friends in school have all been super-supportive, and even my family has been pretty cool with it. However, ever since I came out, one of my friends has started commenting on my photos online, saying that things are 'so gay'. I think she's just trying to show that she's cool with me being a lesbian, but I find all the comments a bit insulting as I feel she's highlighting stereotypes. She's also constantly posting links related to sexuality to my timeline and has even linked some pretty inappropriate videos. How do you think I should handle this? I don't want to hurt her feelings, but it's gotten to the point where it's starting to feel like harassment!

Hope you can help.
Love, T.

Dear T,
Here are my top tips for you:

1. _____
2. _____
3. _____

You can also turn to _____,
_____ or _____

for more advice. Remember if you ever feel afraid or uncertain of what to do, talk to a responsible adult.

Keep smiling,
Aunt-i Bullying

WORKSHEET 4.1

AGONY AUNT-I BULLYING

Letter 5

Hey Aunt-i,
Any ideas how to sort this situation out? Last year our hurling team made it to the county final. At the time there was a video done of the whole match. Unfortunately, things didn't go well for us on the day, and we lost. It was no one person's fault. We all were shocking. Someone has got the video and edited out some of our corner back Kevin's worst moments. They titled the video All Star Hurling and are making fun of his worst mistakes. He's not a great athlete or player but tries really hard, and I feel really sorry for him. I think it must be someone from the other team who did it. Any tips on what we should do apart from lash into them on the field next year?!

Conor

Dear Conor,
Here are my top tips for you:

1. _____
2. _____
3. _____

You can also turn to _____,
_____ or _____

for more advice. Remember if you ever feel afraid or uncertain of what to do, talk to a responsible adult.

Keep smiling,
Aunt-i Bullying

Letter 6

Hi Aunt-i,
My ex-best friend has started going out with my ex-boyfriend, and it's driving me insane! She knew I still liked him but kissed him anyway, and now they're going out and rubbing it in my face with all their tags and photos online. She is such a traitor. I HATE her. We'll never be friends again, but I decided to teach her a lesson by hacking into her social-networking profile and messing around with her account. I even photoshopped some of her pictures to make her look fatter because that's what she is to me . . . a big fat LIAR! Grr! Any ideas of what else I should do to get my own back on her? Everyone needs to know what kind of person she is.

Ash xoxo

Dear Ash,
Here are my top tips for you:

1. _____
2. _____
3. _____

You can also turn to _____,
_____ or _____

for more advice. Remember if you ever feel afraid or uncertain of what to do, talk to a responsible adult.

Keep smiling,
Aunt-i Bullying

Letter 7

Dear Aunt-i,
I know it might seem a little weird for me to write to you as I'm a teacher but you seem to understand teenagers so well I thought I'd give it a shot! I know that some of my students are being bullied. They seem to have gotten really reserved and lost a lot of confidence. Any time I ask them about it they just brush me off but I know they need help. I think the bullying might be happening online because I've seen some offensive messages on the open social networks that some of the students use. I don't want it to seem like I'm snooping on them but I'm genuinely very worried because I know how damaging bullying can be. What do you think I should do?

Many thanks for your time,
Ms K.

Dear Ms. K,
Here are my top tips for you:

1. _____
2. _____
3. _____

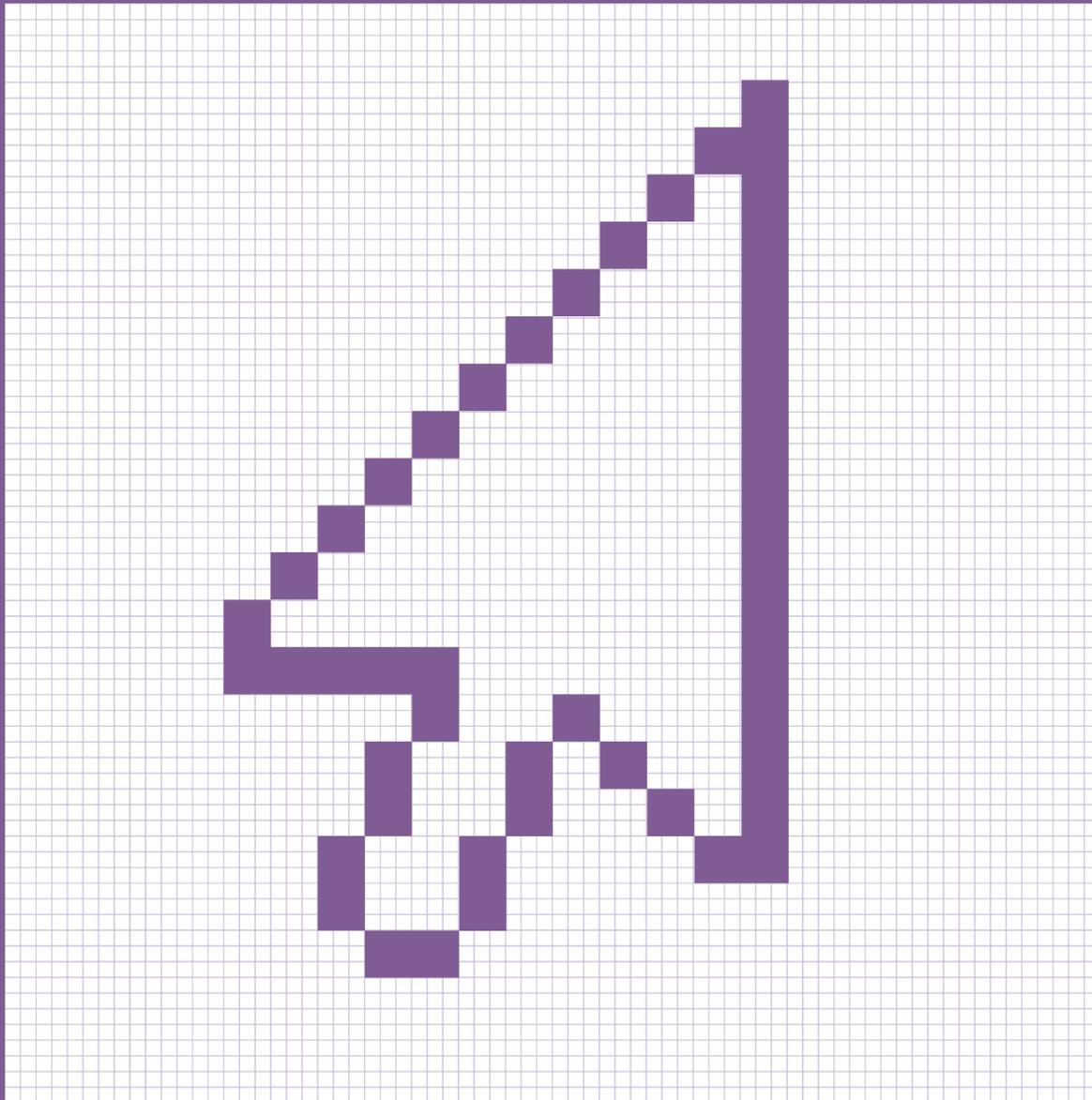
You can also turn to _____,
_____ or _____

for more advice.

Keep smiling,
Aunt-i Bullying



LESSON 5 REPORT: #UP2US



LESSON 5

REPORT: #UP2US

Resources

- Access to internet for all students
- Copies of Worksheets 5.1 and 5.2.

Methodology

- Social-network analysis
- Pairs work
- Online research
- Online reporting
- Compiling a written list

Learning Outcomes

- Students will have explored and quantified what it means to be a participant and a bystander in cyber bullying.
- Students will be vigilant against cyber bullying.
- Students will know how to report bullying on social-networking sites and will know what reporting involves.

Students will learn what it means to be a bystander and a participant in online bullying and will learn how to take action against cyber bullying through online reporting.

Activity 5.1: What online bullying and bystanding look like

10 minutes

The idea of this activity is for students to establish what actions constitute bullying behaviour online.

01. Have students pick a social network to answer questions on. In pairs, students should fill in Worksheet 5.1 in relation to the social network of their choice.
02. Take feedback from students, getting perspectives from a wide variety of social networks. It might be necessary to make sure that there is good variety in the social networks chosen before beginning this task.

Students should be encouraged to report bullying behaviour that they encounter online. The purpose of the next activity is to help them get familiar with the process of reporting online so they don't feel nervous about doing it.

Note to teacher

It is very important to make students aware of the school's reporting procedures in relation to bullying before beginning this lesson. Students should be encouraged both to report online and to report in school when they encounter incidents of bullying.





LESSON 5 REPORT: #UP2US

Activity 5.2: Reporting bullying online

15 minutes

01. In groups, students should research answers to Worksheet 5.2, using the internet. It is important to note that the level of content filtering used by most schools prevents students from gaining access to social-networking sites in school. This means that students might need to wait till they go home before completing some of the questions on this worksheet.

? What does reporting comments, photos, videos and other online content mean?

Suggested answer: Reporting comments, photos, videos and other online content is using a website's reporting features to make the website aware of abusive content. When users encounter illegal, abusive or inappropriate content on a social-networking site, they should use the report-abuse mechanisms to notify the social-networking site of the content. Moderators of the website in question then review the content in light of the report and remove any content that violates their policies. Any cyber bullying encountered on a social-networking website should be reported to the website.

? What content should be reported?

Suggested answer: Any illegal, inappropriate or abusive content should be reported. This content includes cyber bullying behaviour, false impersonation and any images or information that might put someone in harm's way. Some examples are child pornography, harassment, abusive content, bullying behaviour, spam and fake accounts.

? What happens when you report online abuse to the social network involved?

Suggested answer: Moderators of the website in question then review the content in light of the report and remove any content that violates their policies.

? How do you report inappropriate online content or behaviour?

Suggested answer: You can report inappropriate online content or behaviour by clicking the Report Abuse button and filling in any required details. If a website doesn't have a Report Abuse mechanism, you could email the site to ask what procedure you could follow. Any content that you believe to be illegal can and should also be reported to Hotline.ie and to An Garda Síochána.

? Will bullies know that you are the person who reported the content?

Suggested answer: No. When reporting content on a website, your anonymity is protected. Your identity will be revealed only if you choose to tell the person yourself.

? What should you do, when you file a report online, if you're not happy with how the case is resolved?

Suggested answer: You should check the status of your report first. Sometimes it takes a couple of days for reports to be addressed. If the content you reported is illegal, you should contact the Gardaí and Hotline.ie. If the content is abusive but may not be illegal, you should tell a responsible adult who will be best placed to advise you on what to do. In cases where you feel you have no one to turn to, Childline is a great service.

Webwise

Websites on internet safety, such as www.webwise.ie, should help students complete this activity. Webwise is the internet safety initiative of the DES and is focused on raising awareness of internet safety issues. The Webwise website, www.webwise.ie, contains lots of articles and resources that will inform parents, teachers and young people on different topics in relation to cyber bullying. This website is a useful resource for students looking to get information on different internet safety topics, such as reporting.

? What type of content should not be reported online?

Suggested answer: You should not report someone for abuse unless they are indeed responsible for doing something wrong. Sometimes it can be easy to take personal disagreements online. You might feel that getting someone's profile shut down would be just revenge, but partaking in such false reporting is irresponsible and may lead to repercussions for you and your use of various social networks.

? Is it possible to report bullying in private messages?

Suggested answer: Sometimes. Reporting capabilities vary from site to site. You'll need to check if your favourite sites allow you to report abuse in private messages.

? What are the advantages of using the online reporting tools?

Suggested answer: Reporting tools are a quick, easy and discreet way of reporting abuse anonymously. Reporting abuse helps ensure that your digital environment is a more positive place. Reporting also allows you take a proactive step to stop cyber bullying and other online forms of abuse.

? What are the disadvantages of using the online reporting tools?

Suggested answer: Follow-ups to online reports can be slow, depending on resources available at the website in question. Also, while websites can remove the content, oftentimes it is too late as the content will already have been copied or, in some cases, may have gone viral. The people who deal with reports also have little influence in terms of correcting the root of the problem. A combination of strong education programmes, supportive law-enforcement bodies, responsible onlookers and qualified therapists are needed to address the behaviours at the root of online abuse. Any content that violates their policies.

Activity 5.3: Top tips for reporting online bullying

10 minutes

01. Have students compile a list of tips for reporting online bullying. These tips should include the type of content that should be reported, how students should report content and any other steps students should take to avoid being a bystander to bullying.

02. These guidelines should then be added to anti-cyber bullying leaflet (see Activity 3.3). These leaflets should then be completed and stuck over the Effects of Bullying poster.

Assessment

The production of the advice leaflets will allow you to assess students' understanding of the different roles of the participants and bystanders involved in bullying. This lesson focuses particularly on bullying behaviour online and on how the different participants act in an online context. The advice leaflet will also allow you to assess the students' guidelines for creating a more inclusive environment.

WORKSHEET 5.1



WHAT BULLYING LOOKS LIKE

Pick a social network and explain what bullying looks like from the perspectives of the different people involved.

Social network:		
Bullied	Bully	Bystander
01. Receiving nasty comments on page	01. Posting/liking insulting doctored pictures	01. Failing to report an abusive post
02.	02.	02.
03.	03.	03.
04.	04.	04.
05.	05.	05.

Pick a social network and explain what bullying looks like from the perspectives of the different people involved.

Social network:		
Bullied	Bully	Bystander
01. Receiving nasty comments on page	01. Posting/liking insulting doctored pictures	01. Failing to report an abusive post
02.	02.	02.
03.	03.	03.
04.	04.	04.
05.	05.	05.

WORKSHEET 5.2



QUIZ: REPORTING BULLYING ONLINE

Tick all the appropriate answers. Sometimes there is more than one right answer.

- 1** What does reporting comments, photos, videos and other online content mean?

Writing a newspaper report on internet content.
Telling an adult about abusive content you see online.
Using a website's reporting features to make the website aware of abusive content.
- 2** What content should be reported?

Illegal content
Abusive content
Bullying behaviour
Content I find funny but that might offend others
Spam
Fake accounts
Posts about human rights
- 3** What happens when you report online abuse to the social network involved?

- 4** How do you report inappropriate online content or behaviour?

- 5** Will bullies know that you are the person who reported the content?

Yes
No
Sometimes
- 6** What should you do if, when you file a report online, you're not happy with how the case is resolved?

- 7** What type of content should not be reported online?

- 8** Is it possible to report bullying in private messages?

Yes
No
Sometimes
- 9** What are the advantages of using the online reporting tools?

- 10** What are the disadvantages of using the online reporting tools?

LESSON 6

TWO SIDES OF THE INTERNET

Resources

- Magazines and newspapers
- A3 paper
- Pritt Stick
- Scissors
- Copies of Worksheet 6.1.

Methodology

- Class discussion
- Collage
- Survey

Learning outcomes

- Students will be able to list their concerns about the internet.
- Students will have expressed their attitudes towards the internet through collage and through a survey on best uses of the internet.

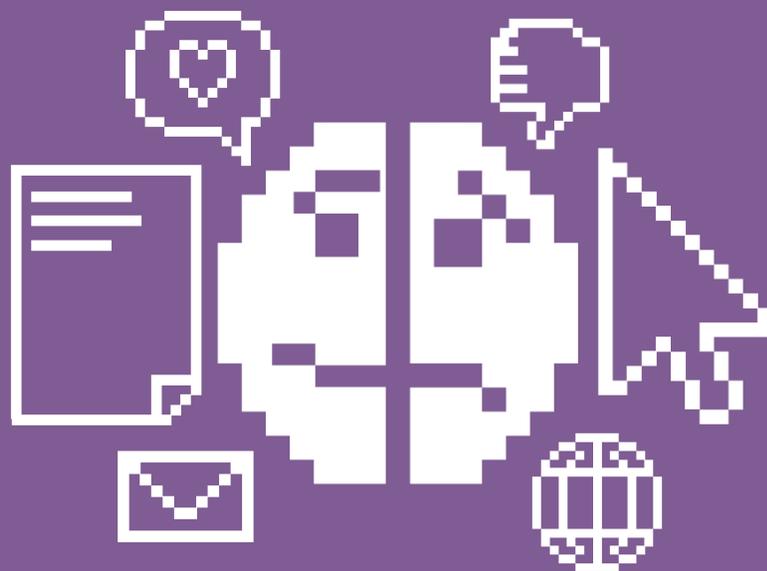
This lesson encourages students to think about the positive and negative sides of the internet. The concerns articulated should provide the basis for developing and refining the school's internet-safety guidelines and bullying policy.

Activity 6.1:

Your post-apocalyptic internet

15 minutes

01. Have students imagine that they are living in a post-apocalyptic world, where anarchy rules. It is up to them to devise rules for the internet.
02. They should each come up with three positive aspects of the internet that they'd want to protect and three negative aspects that concern them.
03. Having completed this task individually, students should then discuss their lists with the whole class.



Activity 6.2: The two sides of the internet by pictures and numbers

20 minutes

01. The students should be split into groups according to their interests. Students who enjoy art and creativity should work in groups to make collages using clippings from magazines. The collages should describe the two sides of the internet: the positive and the negative. Students should be ready to present their artwork to their classmates at the start of the next class.

The activities in this lesson should help students consider what features of the internet are important to them and what features need to be used with particular care. This exploration should allow students to make considered contributions when analysing and refining school policies in the next lessons.

Meanwhile, students who have a greater interest in maths and science should design and administer the survey on Worksheet 6.1 to the rest of the class to get some statistics on the students' use of the internet. Students should feel free to tailor responses and classes to meet the needs of the class. Having gathered this information, they should then collate it and be ready to present the findings to the rest of the class the next day.

While all students in the survey group can be involved in writing the survey, a smaller group should be in charge of collecting responses. The rest of the group should then work on collating responses and representing the findings on charts. Surveys can be administered orally or in written form.

'The activities in this lesson should help students consider what features of the internet are important to them and what features need to be used with particular care.'

Assessment

The activities completed by students in this lesson will prepare them for the assessment task of reviewing their school's internet-safety guidelines and bullying policies and for writing their own class charter in subsequent lessons.

WORKSHEET 6.1



HOW OFTEN DO YOU...

Tick the relevant boxes below

Activity	Several times each day	Daily or almost daily	At least every week	Never or almost never	Don't know/prefer not to say
Update your social-networking profile	<input type="checkbox"/>				
Read an online article	<input type="checkbox"/>				
Use the Internet for school work	<input type="checkbox"/>				
Create some web content (a blog or a video)	<input type="checkbox"/>				
Upload a photo	<input type="checkbox"/>				

LESSON 7

REWRITING THE RULES

Resources

- Copies of the school's bullying policy, AUP and internet-safety guidelines
- Posters produced in Activity 6.2.
- Copies of Worksheet 7.1

Methodology

- Presentation
- Brainstorm
- Text analysis in groups
- Group work for devising rules

Learning outcomes

- Students will have presented their artwork and survey findings on the positive and negative aspects of the internet.
- Students will have analysed and refined their school's bullying policy, AUP and internet-safety guidelines.
- Students will have applied the knowledge and insights gained in Lesson 6 to improve the school's policies.

This lesson will encourage students to analyse and refine the school's bullying policy, AUP and internet-safety guidelines by applying knowledge generated in Lesson 6.

Activity 7.1: Our internet, by pictures and numbers

10 minutes

01. Students should present the ideas expressed in the artwork and findings of the survey to the whole class. All key findings and messages should be noted by the students for use in the second half of the class. All artwork should then be stuck up in the classroom so that students can access and review the messages at later dates.

Activity 7.2: Examining the policies

20 minutes

01. Students should be split into groups, and each group should be given a copy of Worksheet 7.1 Rewriting the rules - Checklist and a copy of either the bullying policy, the AUP or the internet safety guidelines to read and analyse. If the policies are particularly long each group might be given just a section of the policy to analyse.
02. Students should discuss the policies in their groups and should amend them where they feel necessary. Worksheet 7.1 should help highlight areas that might need to be revised. Students should try to refer to the details provided in the artwork and survey when suggesting changes.
03. After working together, each group should provide feedback to the whole class with its recommendations for changes to policies. Summary of feedback should be taken on the board.
04. At the end of the activity students should agree on the policy changes they feel should be suggested to school management and students' council.



WORKSHEET 7.1



REWRITING THE RULES CHECKLIST

Use this checklist to help you evaluate your school's anti-bullying policy, AUP or internet safety guidelines. If you answer NO to any of these questions you might want to consider making changes to your school's policies.

Anti-Bullying Policy AUP Internet Safety Guidelines

	Yes	No
Can you understand this policy?	<input type="checkbox"/>	<input type="checkbox"/>
Do you think most students are generally aware of what is contained in this policy?	<input type="checkbox"/>	<input type="checkbox"/>
Does this policy take account of recent developments in technology, particularly regarding social networking and the use of mobile phones?	<input type="checkbox"/>	<input type="checkbox"/>
Does this policy address your concerns about using the internet and technology?	<input type="checkbox"/>	<input type="checkbox"/>
Does this policy allow you to use technology in an effective way and to get the most from the internet?	<input type="checkbox"/>	<input type="checkbox"/>
Do you think this policy promotes an anti-bullying environment/ positive use of technology?	<input type="checkbox"/>	<input type="checkbox"/>
Does this policy support the personal safety of all members of the school community?	<input type="checkbox"/>	<input type="checkbox"/>

Suggested ways that this policy can be made better:

LESSON 8

IMAGINING A PLACE WITHOUT BULLYING

Resources

- Internet access for students
- Copies of Worksheet 8.1

Methodology

- Guided reflection
- Group work
- Presentation

Learning outcomes

- Students will have reflected on what a school without bullying would look and feel like.
- Students will have begun to think about how they can tackle specific problems with bullying in their own physical and virtual environments.

This lesson encourages students to imagine a school without bullying and then prompts the students to do something about making this a reality by developing a class charter for an anti-bullying zone.

Activity 8.1: Imagining a school without bullying

10 minutes

01. Explain to the students that the focus of today's lesson will be on a school without bullying and on how an anti-bullying environment can be created.
02. Have students relax and close their eyes as they prepare to reflect on what a school without bullying would look and feel like. Tell students that at the end of the guided reflection you will have a few questions for them on a school without bullying.
03. Insist on a quiet and relaxed atmosphere. Then slowly read the following guided reflection:

Imagine that you are just arriving at your school. As you enter the school grounds you see First Year students and senior students all talking together and getting along. You don't see any bullying behaviour at all. Use your imagination to think about what the students are doing. (pause) Can you imagine their faces? (pause) How do you think the students are feeling? (pause) What might they be saying to each other? (pause) Can you imagine that you hear them laughing? (pause) What else do you hear?

Now imagine that you come right up to the school and peek in a classroom window. (pause) Inside you can see students and their teacher. There is no bullying inside the classroom. (pause) Use your imagination to see what the students are doing (pause).

In a few moments, I'll ask you to open your eyes and tell me about the things you imagined. Before you open your eyes, imagine taking a last look around the school ground.

When you are ready, I'd like you to slowly open your eyes.

04. Ask the following to help students better understand how to create an anti-bullying zone:

- ?** What did you imagine?
 What were the students doing?
 How did they feel?
 What was it like for the teacher?
 What sounds did you imagine hearing?
 What contributed to the happy atmosphere?

LESSON 9

MAKING A STAND AGAINST CYBER BULLYING PART 1

Resources

- Overhead projector
- Internet access, where possible
- Watch Your Space website: www.watchyourspace.ie
- Copies of Worksheet 9.1

Methodology

- Presentation
- Large group discussion
- Polling
- Group work
- Internet research.

Learning outcomes

- Students will have researched and evaluated the merits of different anti-bullying campaigns.
- Students will have decided on a campaign that will address the issue of bullying in their particular community.
- Students will have begun to design elements of the campaign and to assess their effectiveness.

Students will decide on the specific details of a school-wide anti-bullying campaign to encourage a collective response to bullying.

Announcing an awareness-campaign competition

Announce to the class that they will be split into groups and that each group will be expected to organise an anti-bullying campaign. Each group will create an artefact and aim to get the greatest possible collective response to bullying.

Groups will compete against each other. The winners will be picked based on two criteria: the quality of the artefacts that they produce and the number of people they encourage to participate in their campaign.

Students will have a week to run their campaign starting from today's class. (You may choose to give students an extra week to run their campaign so that they have an additional class in which to prepare campaign materials.)

Activity 9.1: Brainstorming an anti-bullying awareness campaign

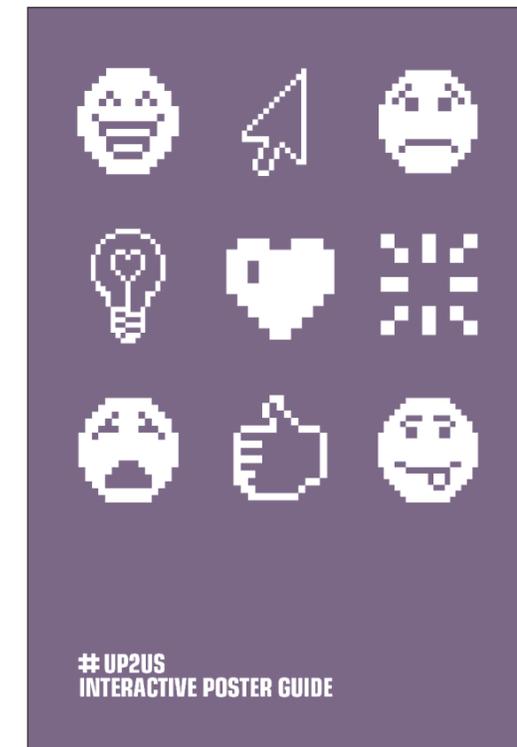
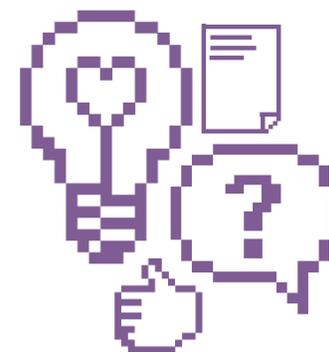
15 minutes

01. Students should be split into groups, and each group should be given Worksheet 9.1 to help develop and refine their ideas.
02. Students should use this time to share their ideas for anti-bullying campaigns. After sharing their ideas with each other, the students should set about completing the worksheet to help them structure their campaigns. Ideally the students should have access to the internet to allow them to research other campaigns.
03. When the students have completed the worksheet they should be ready to present their ideas to the class for feedback.

Activity 9.2: Presentation of ideas

10 minutes

01. Each group should get one minute to present their idea and one minute to take comments and suggestions from their classmates. The feedback from classmates should help students to improve their campaigns.



The #Up2Us interactive poster kit and guide provides students with everything they need to run an effective anti-bullying poster campaign



LESSON 9 MAKING A STAND AGAINST CYBER BULLYING (PART 1)

Activity 9.3: Setting roles, deadlines and meeting times

5 minutes

- Students should each be assigned a role for the organisation of the campaign. These roles will be decided by the students in their groups. All students will need to be involved in the production of an artefact as they will need the artefact for their assessment task. The artefact should refer to at least one of the anti-bullying learning outcomes and should make use of knowledge gained in previous lessons.
- The students should spend the rest of the class meeting with their team and planning how they will carry out their campaign.

The Watch Your Space website

www.watchyourspace.ie, has been built to support young people as they run their own anti-bullying awareness campaigns. The website provides resources to support peer-led anti-bullying initiatives, advice for dealing with bullying and inspiration from young people around Ireland who are already making big efforts to beat bullying.

From time to time competitions are run through the website to encourage young people to create anti-bullying awareness raising resources and to help establish their schools as anti-bullying zones. Entering the competition is usually very easy and involves posting pictures of their efforts on social-networking websites using #Up2Us or submitting details using the form on the website.



www.watchyourspace.ie

Everyone who enters the competition will receive wristbands and badges, and there will be bigger prizes for the best individual and group entries. Check the website for more details on how to enter the competition.

Assessment

Students will be assessed on the quality of the artefact they produce and also on the effectiveness of the campaign in encouraging collective responses to bullying

Activity 9.4: Homework activity

- Students should have role-specific tasks to complete before the next class.
- The teacher should outline immediate expectations and timelines for each group.
- Students should also take some time to reflect in their journals on the experience of choosing the task and how they find working on the project.

WORKSHEET 9.1



DEVELOPING AN ANTI-BULLYING CAMPAIGN

- What skills do you have that might be particularly useful when running an awareness campaign and trying to get lots of people to engage with the issue?

Art	Writing
Music	Design
Videography	Digital media
Public speaking	Social media
Drama	Other
- What action might you be particularly interested in exploring in your campaign?
 - Making people aware of the effects of bullying
 - Giving support and advice to people who are bullied
 - Encouraging bystanders to intervene when they encounter bullying
 - Making people aware particularly of the problem of cyber bullying
 - Encouraging people to report bullying online
 - Making people aware of the dangers associated with anonymity and various privacy settings online
 - Giving people advice for having a safe and positive online experience that is bully free
 - Giving people information on what they should do to stop bullying
 - Other
- Who will be the target of your campaign?
- What will be your campaign message?
- What will be your campaign call to action? (e.g., Reach out, Just do it, Stand up to...)
- The following are suggestions for a school-wide anti-bullying campaign. Pick one or develop your own unique method for making people aware of bullying and cyber bullying. It is a good to choose your approach based on the skills and interests of the people in your group.
 - Run an interactive poster campaign using the supplies provided.
 - Create and distribute information leaflets or magazines.
 - Run a poster campaign that encourages people to take a particular action against bullying.
 - Run a social media anti-bullying campaign.
 - Create video resources that promote an anti-bullying environment.
 - Have students make and record an anti-bullying promise.
 - Create an anti-bullying space where students can relax.
 - Deliver a talk to younger students and peers that raises awareness around the issue or cyber bullying.
 - Hold an event to encourage people to stamp out bullying.
 - Run a campaign that highlights the changes they suggest to the school policies on bullying and internet safety.
 - A combination of the above suggestions.
 - Other.
- Pick two bullying campaigns and two non-bullying campaigns and say what you like and dislike about each campaign. This should give you some inspiration for developing your own awareness campaign.

Bullying Campaigns	Likes	Dislikes
01.		
02.		
Non-Bullying Campaigns	Likes	Dislikes
01.		
02.		

LESSON 10

MAKING A STAND AGAINST CYBER BULLYING PART 2

Resources

- Student and teacher assessment sheets (Worksheet 10.1 and 10.2).

Methodology

- Evaluating and scoring of artefacts of work
- Group discussion on how best to promote an inclusive environment that is bully-free.

Learning Outcomes

- Students will have evaluated their anti-bullying artefacts and the effectiveness of their anti-bullying campaigns.
- Students will have written guidelines for promoting a collective response to bullying based on their experience of running their own anti-bullying campaign.
- The guidelines and artefact and campaign evaluations should form the basis for the students' reflections as part of the assessment task.

Students will evaluate the effectiveness and quality of their school-wide anti-bullying campaigns.

Activity 10.1: Scoring the anti-bullying campaigns

15 minutes

01. Each group should hand their artefacts and evidence of the success of their campaign to their teacher. Evidence could include statistics for social-media success, videos or photographs that show people engaging with their campaign.
02. Artefacts should then be placed around the room, and groups should evaluate each other's artefacts, using Worksheet 10.1. They should award star ratings for the information, message, visual design, suitability and originality of the concept and should include a short comment about each group's work. Groups cannot give a score for their own artefacts.
03. During this time the teacher should assess the success of the various campaigns in getting a collective response to bullying.

Activity 10.2:

Encouraging a collective response to bullying

15 minutes

01. Having examined each other's work, and drawing on their experience of running an awareness campaign, each group should devise a list of guidelines that they think would lead to an effective collective response to bullying. Students should consider in particular the strengths and weaknesses of their campaign and what they have learned from their experiences.

Activity 10.3: Beating bullying

5 minutes

01. Having totted up the scores for the artefacts and combined them with the marks for generating a collective response to bullying, the winning team and campaign should be announced.
02. There should then be a short discussion that highlights the strengths of that particular campaign.

Activity 10.4: Optional exhibition activity

In addition to having students peer-evaluate each other's artefacts, it might also be a good idea to open the artefact exhibition up to parents and other students within the school. This would help the class to reach a wider audience with their anti-bullying messages and would also help promote a collective response to bullying by people in the community. If using the interactive poster pack, the class might also decide to get visitors to the exhibition involved in creating their own interactive posters with anti-bullying messages.

The artefact might also be displayed in a public area to celebrate Safer Internet Day in February.

'The artefact might also be displayed in a public area to celebrate Safer Internet Day in February.'

Assessment

Students' ability to produce an anti-bullying artefact and to generate a response to bullying will be peer-evaluated in this lesson. The feedback generated in this lesson should then be used by students to inform the evaluation they write for their assessment task.

WORKSHEET 10.1



ASSESSING OUR ANTI-BULLYING ARTEFACTS

Student Assessment Sheet: Give each artefact a star rating (1-5) for the different aspects

Campaign Name	Message (1-5)	Info (1-5)	Design (1-5)	Suitability (1-5)	Originality (1-5)	Total (1-25)	Comment
01.	★	★	★	★	★	★	
02.	★	★	★	★	★	★	
03.	★	★	★	★	★	★	
04.	★	★	★	★	★	★	
05.	★	★	★	★	★	★	
06.	★	★	★	★	★	★	
07.	★	★	★	★	★	★	
08.	★	★	★	★	★	★	
09.	★	★	★	★	★	★	
10.	★	★	★	★	★	★	

WORKSHEET 10.2



ASSESSING OUR ANTI-BULLYING ARTEFACTS

Teacher Assessment Sheet: Evaluate the students' success in getting a collective response and the quality of their artefacts

Campaign name	Collective response (1-15)	Average of student scores (1-25)	Total (1-40)	Comment
01.				
02.				
03.				
04.				
05.				
06.				
07.				
08.				
09.				
10.				



APPENDIX 1 SAMPLE GROUND RULES

Sample ground rules

- Show respect to everyone.
- Give everyone a chance to speak.
- Listen actively and attentively to everyone.
- Ask for clarification if you are confused.
- Do not interrupt one another.
- Challenge one another, but do so respectfully.
- Critique ideas, not people.
- Do not offer opinions without supporting evidence.
- Avoid put-downs (even humorous ones).
- Take responsibility for the quality of the discussion.
- Build on one another's comments; work towards shared understanding.
- Always have materials needed for class in front of you.
- Do not monopolise discussions.
- Speak from your own experience, without generalising.
- Do not share too much information about yourself.
- Everyone has the freedom to change their opinion based on reflective discussion.
- If you are offended by anything said during discussion, acknowledge it immediately.

APPENDIX 2 GLOSSARY

- **app:** An app (short for application) is a software program. An app typically refers to software used on smartphones, tablets or other mobile devices. The terms 'web app' or 'online app' are often used in business settings to describe software that you can use and access while on the internet. Apps are usually available through application distribution platforms typically operated by the owner of the mobile operating system, such as the Apple App Store, Google Play, Windows Phone Store and Blackberry App World. Some apps are free while others must be bought.
- **Ask.fm:** Ask.fm is a social-networking website where users can ask other users questions, with the option of anonymity. The website has been closely linked with a number of high-profile cases of cyber bullying both in Ireland and in the UK.
- **AUP:** An AUP (Acceptable Use Policy) is a written agreement that a user must accept in order to gain access to a network (for example, a school network). It may also cover how other communications devices, such as mobile phones and digital cameras, can be used on school premises. Generally an AUP is signed by students, their parents and their teachers, and it outlines the terms and conditions of acceptable use of information and communication technologies.
- **block:** Blocking a person is a way of stopping social-network interactions with that person. Blocking is a particularly useful way for avoiding spam and for preventing people from bothering or harassing you online. While people you have 'blocked' online aren't immediately told that you have blocked them from viewing and interacting with your online profile, they can easily discover that they've been blocked when they fail to interact with you. For this reason, it is important to consider the ramifications that blocking someone online might have for ordinary interactions with the person. It is also possible to block someone from interacting with you on some mobile phones.
- **bystanders:** Bystanders are people who witness bullying but are not victims or perpetrators of bullying. The bystander effect is when the more people who see something happen the less likely each individual is to do something about it.
- **chat room:** A chat room is an area on the internet where people can communicate in real time, that is, when you type in a line of conversation the other person can see it immediately and can reply straight away.
- **Chatroulette:** Chatroulette is an online chat website that pairs random people from around the world for web-cam-based conversations. A visitor begins an online chat with another visitor to the website. Either party can choose to terminate the chat by initiating another random chat connection.
- **closed social network:** A closed social network is a social network which is exclusive to the verified friends of a person. Within the closed social network people can conduct conversations by private or group messages. Closed social networks include messaging apps, such as WhatsApp and Viber, and business communication tools, such as Yammer and Hipchat.
- **criminal offence:** Cyber bullying itself is not yet a criminal offence in Ireland. However, bullying behaviour can result in crimes such as harassment, assault and criminal damage being committed.



APPENDIX 2 GLOSSARY

- **disinhibition:** Disinhibition is a lack of restraint that occurs when people aren't directly confronted with the negative consequences of bullying behaviour online. People posting messages on the internet tend not to feel as responsible for their actions or words as they might otherwise.
- **emoticon:** An emoticon is a representation of a facial expression such as a smile or frown, created by various combinations of keyboard characters. Emoticons are generally used in electronic communications to convey the writer's feelings or intended tone.
- **Facebook:** Facebook is an online social-networking service. As of March 2013, Facebook had 1.15 billion active users, making it the biggest social network in the world. Users of Facebook each have their own profile page or wall through which they can communicate either publically or exclusively with selected friends. Facebook also has a private messaging service. Facebook encourages users to specify their likes and dislikes. In more recent times this information has been used for targeted advertising on Facebook.
- **flame:** To pass a derogatory comment in an online conversation.
- **fraping:** Fraping is the action of editing someone's Facebook profile and status without the person's permission. Fraping commonly occurs when people leave their Facebook logged in, making them vulnerable and open to abuse.
- **group:** A group on a social network is a set of people who all share an interest. Groups can be made public so that users of the social network can meet new people who share their interests or they can be private to a select group of people. Groups can result in people interacting with people who they don't already know or with people who they have otherwise blocked from accessing their social-networking content.
- **happy slapping:** This misnamed term is used to describe when an unsuspecting victim is attacked while an accomplice records the attack, usually by mobile phone. Video clips of such attacks are sometimes posted to the internet.
- **hashtag:** A hashtag is a word or phrase preceded by a hash (#) sign, used on social-media sites (notably Twitter) to identify messages on a specific topic. Unless the messages are protected or private, anyone who is following the hashtag can see what other users write under the hashtag. The hashtag encourages interesting debates between a wide body of people but can also expose users to the unsavoury views of strangers.
- **harassment:** Harassment is a criminal offence which is said to occur when any person harasses another, without lawful authority, by persistently pestering, besetting or communicating with them. Harassment is deemed to occur where a person seriously interferes with the other's peace and privacy or causes alarm, distress or harm to the other. Legislation has been used to prosecute individuals in cases of telephone harassment and stalking and harassment carried out over the internet.
- **Instagram:** Instagram is an online photo- and video-sharing service and social network. Now owned by Facebook, Instagram allows users to apply filters to the photos and videos they take and to then share the content on a variety of social-networking sites.

- **instant-messaging app:** An instant-messaging application allows users to send texts in real time using the internet. When these apps are used on mobile phones, often they are used as a cheaper substitution for regular text messaging.
- **liking:** Liking content on Facebook is a virtual means of approving of or supporting the content. Most social-networking websites have a similar tool that allows users to give what is the virtual equivalent of a 'thumbs up' for content (on Twitter one 'favourites' a tweet). Liking a comment can cause the content to appear on one's timeline and newsfeed and thus be broadcasted to friends and followers or to the general public. For this reason, liking an abusive post can, in some cases, be considered as cyber bullying.
- **Photo- or picture-messaging app:** A photo- or picture-messaging application allows users to send picture messages in real time using the internet.
- **private:** Private is the term used to describe social-networking interactions or messages that are not broadcast to the general public or to larger groups. A private message might be sent from one user to another when they want to have a more personal conversation or when the content of their messages contains more sensitive material. A social-network user can choose to make their profile or particular content private. This feature allows the user a certain amount of control over who sees his or her profile or content.
- **profile:** This is the information about yourself which you write and place up on your social-networking homepage. It contains your particulars, your likes and dislikes and your personal interests.
- **reporting:** When users encounter illegal, abusive or inappropriate content on a social-networking site, they should use the report-abuse mechanisms to notify the social-networking site of the content. Moderators of the website in question then review the content in light of the report and remove any content that violates their policies. Any cyber bullying encountered on a social-networking website should be reported to the website.
- **screenshot:** A screenshot or screen capture is a picture taken by a computer, mobile or tablet user to record the visible items displayed on the screen. Screenshots are often used to demonstrate a computer program or explain a particular technical problem a person might be having. Screenshots can also be used to record evidence of cyber bullying. Students should be particularly aware of the fact that screenshots can be used to record or duplicate any incriminating photos or messages they might hope will be destroyed.
- **selfie:** A selfie is a self-portrait photograph, typically taken with a hand-held digital camera or camera phone.
- **sexting:** Sexting is the act of sending sexually explicit messages and photographs, usually by mobile phone.
- **sharing:** Sharing on a social network involves sharing content produced or distributed by another social-network user with your social network of friends or followers. Sharing content greatly increases the of people that the content reaches.



APPENDIX 2 GLOSSARY

→ **Skype:** This is an online program or application that can be used to make free voice and video calls over the internet to anyone who is also using Skype. Skype is free and considered easy to download and use. It has, however, been used to video and then blackmail the victim in some cyber bullying cases.

→ **smartphone:** A smartphone is a mobile phone that is capable of performing many of the functions of a computer. A smartphone typically has a large screen and an operating system capable of running general-purpose applications.

→ **Snapchat:** Snapchat is an application used to share photos, videos, text and drawings. There is one feature that makes Snapchat different from other forms of texting and photo sharing: the messages self-destruct or disappear from the recipient's phone after a few seconds.

→ **Snap Save:** Snap Save is an application that allows users to save snaps (Snapchat messages) without letting the original sender know. Snaps are sent in the belief that they are private messages that will not last more than a few seconds. Snap Save means that the often incriminating content sent in Snaps could be used against the person in question.

→ **social networking:** Social networking is connecting, communicating and collaborating with others on the internet via online communities. Social-networking sites can provide an outlet for creativity and expression. They develop from an initial set of members who send out messages inviting their friends to join the site. Care should be taken by students when disclosing personal information on social-networking websites.

→ **3G:** 3G is short for third generation and refers to the third generation of mobile communications technology. 3G refers to an information transfer rate of at least 200 kbits. In more general terms, 3G allows users to access information on the internet more quickly using their smartphones.

→ **tagging:** A tag is a keyword used to describe an article or website. In a social-networking context, a tag is a special kind of link. When you tag someone, you create a link to their social-networking profile. For example, you can tag a photo to show who's in the photo or post a message and say who you're with. If you tag a friend in your status update, anyone who sees that update can click on your friend's name and go to their profile. This means that tagging a photo of someone can lead unwanted traffic to their profile or to unwanted photographs being publicly and inappropriately shared.

→ **troll:** A troll is a deliberately provocative user of an internet message board, social network or comments section. The troll upsets and angers other users by posting inflammatory, extraneous or off-topic messages in an online community, usually with the deliberate intent of provoking readers into an emotional response or of otherwise disrupting normal discussions.

→ **Tumblr:** Tumblr is a cross between a social-networking site and a blog. It is often described as a 'microblog' as people usually post short snippets of text and quick snaps as opposed to longer diary-style entries found in more traditional blogs. A lot of the content posted on Tumblr is very visual.

→ **Twitter:** Twitter is a micro-blogging, social-networking site. People make connections by following other people's Twitter feeds. Once you click 'Follow', anything that person or organisation says will appear on your timeline. What is unique about Twitter is that users are limited to posting messages or 'tweets' of 140 characters or less. These messages are instantaneous; in seconds, a tweet can alert the world to disasters. Essentially, Twitter is a form of texting. However, rather than sending that text to one person, Twitter allows users to broadcast their message all over the site.

→ **viral:** Content (usually a photo, video or piece of information) is said to have gone viral when it is circulated rapidly and widely from one internet user to another.

→ **WhatsApp:** WhatsApp is a closed social network and popular messaging application for mobile phones.

→ **YouTube:** YouTube is a popular free video-sharing website to which users upload, view and share video clips. While YouTube can be of great educational value, the comments sections on YouTube are particularly renowned for being abuse and cyber bullying hotspots.



APPENDIX 3 JOE'S STORY

Hi! I'm Joe, and I want to tell you about my experience of being cyber bullied. It was amazing how quickly things happened to me and how soon I felt really bad. At first I tried to laugh it off, but it just went on and on and on.

One day in class I answered a teacher's question, but a girl in my class, Kim, didn't like that. Kim had a gang of boys and girls around her. I was sort of shocked when she slugged me to my face after school about being the teacher's pet. This hurt because she was popular and I had never done anything to annoy her. I'm sure she told the gang to ignore me, and when I tried to join in after school the next day they wouldn't even look at me. They just laughed behind my back.

The first cyber bullying happened when I got a text message on my way home on the school bus. It said, 'You little kiss-ass.' I was confused and felt kind of paranoid because I didn't know if the person who sent it was on the bus. I didn't know why they would do this, and I didn't know who to trust. By the time I got home that evening, more texts began to arrive. I didn't think this was important enough to tell anybody so when my mum asked me how I got on at school I did not tell her what had happened.

But it did not take long for things to get worse. At school the next day, I thought Kim and the gang were being friendly, but Kim tricked me into having my photo taken on her mobile. I did not realise that this would come back to bite me. That day after school the bullying got more personal because people started phoning me anonymously to abuse me directly. This was more vicious and frightening than the text messages. Because I was scared I could not face going home on the school bus. I felt safer being alone.

But I couldn't be alone! The cyber bullying invaded every moment of my life. At home, anonymous nasty posts started coming in on my computer. Comments like 'I'm your worst nightmare' and 'Loser' were bad enough, but what really freaked me were

the threats I received about what was going to happen to me. One even said I would 'get killed'. Although I was feeling so bad about myself, so afraid and so alone, I kept it hidden. There was nobody in school I could trust. My mum asked if I was OK, and she probably sensed something was wrong, but I still did not tell her. I know one of the teachers in school sensed something too and asked me if everything was all right, but I was afraid to say anything. I mean, it all started because I was called a teacher's pet so I brushed that teacher's help away.

The website they made up about me, www.joeisaloser.com, was the most devastating part. When I saw it I just wanted to cry and cry. It had horrible intimidating messages and abusive photo images of me and my teacher. I never thought I would experience total harassment like this. Now everybody in school seemed to join in the bullying. When I got on the school bus I was openly laughed at by everybody. People chanted my name while Kim and the gang looked on and enjoyed it all. Not one person stood up for me, though I am sure not everybody thought it was fair. That's when I started feeling so bad that I recorded a message on my camcorder. My message was that I could not take it any more.

Luckily my mum saw this message and things began to get sorted. She contacted the school and showed the Principal the print-out of the website and other evidence that I had been cyber bullied. Some of this was serious enough for the Gardaí to be involved.

I often wonder now how different it would have been if I had asked for help earlier or if even one person in school had stood up for me.

Thanks for hearing my story.

APPENDIX 4 WHO TO TURN TO FOR HELP

General

Barnardos

Barnardos works with vulnerable children and their families in Ireland and campaigns for the rights of all children. www.barnardos.ie / 1850 222300

Childline

Childline offers a phone service, a text support service (text 'Talk' to 50101) and an online chat service to help support young people. There is also a special text service for young people experiencing bullying (text 'Bully' to 50101). www.childline.ie / 1800 666666

SpunOut

SpunOut is a youth-focused website. It aims to promote general well-being and healthy living amongst young people. www.spunout.ie

Teen-Line Ireland

Teen-Line Ireland is a free phone-support service for teenagers who need someone to talk to. www.teenline.ie / 1800 833634

Mental health and well-being

Aware

Aware offers depression and related mood-disorder support services in the forms of local support groups, a helpline and various education courses. www.aware.ie / 1890 303302

Console

Console, the national suicide charity, supports people in suicidal crisis and those bereaved by suicide through counselling, support and helpline services. www.console.ie / 1800 201890

Mental Health Ireland

Mental Health Ireland aims to promote positive mental health and to actively support persons with a mental illness, their families and carers by identifying their needs and advocating their rights. www.mentalhealthireland.ie / 01 2841166

GROW

GROW is a mental-health organisation that helps people who have suffered, or who are suffering, from mental-health problems. It provides a helpline and support groups nationally. www.grow.ie / 1890 474474

MyMind

MyMind is a community-based provider of mental-health services. www.mymind.org / 076 6801060

Your Mental Health

This website, developed by the HSE, aims to improve awareness and understanding of mental health and well-being in Ireland. www.yourmentalhealth.ie

ReachOut

ReachOut aims to provide quality assured mental-health information and inspiring real-life stories by young people to help other young people get through tough times. ie.reachout.com / 01 7645666

Pieta House

Pieta House is a residential centre for the prevention of self-harm or suicide in Lucan, Co. Dublin. It has outreach centres and centres of excellence around Ireland. www.pieta.ie / 01 6010000

Samaritans

Samaritans offers support for people struggling to cope, including those contemplating suicide, through a helpline. www.samaritans.org / 1850 609090



APPENDIX 4 WHO TO TURN TO FOR HELP

The National Office for Suicide Prevention

The National Office for Suicide Prevention oversees the implementation of 'ReachOut', coordinates suicide-prevention efforts and speaks with agencies and individuals active in suicide prevention. www.nosp.ie / 01 6201672

HeadsUp

HeadsUp aims to contribute to suicide-prevention efforts by providing information and support to young people. HeadsUp provides a 24-hour text service, which sends details of helplines and support services when people text 'HeadsUp' to 50424. www.headsup.ie / 01 2057200

Headstrong

Headstrong is a non-profit organisation that supports young people's mental health in Ireland through advocacy, research and service development (through the Jigsaw projects). www.headstrong.ie / 01 4727010

Let Someone Know

Let Someone Know is a mental-health and wellness information website funded by the HSE for young people. www.letsomeoneknow.ie

Eating disorders

Bodywhys

Bodywhys supports people affected by eating disorders. It offers confidential support and information services for people affected by eating disorders. www.bodywhys.ie / 1890 200444

Iceberg

Iceberg aims to increase awareness of eating distress and eating disorders. The website provides dedicated support for sufferers along the path to recovery. www.eatingdisordersselfhelp.com

Gender and sexuality

Gay Switchboard Dublin

Gay Switchboard Dublin offers non-directive listening support. www.gayswitchboard.ie / 01 8721055

BeLonG To Youth Project

BeLonG To supports lesbian, gay, bisexual and transgender young people in Ireland. www.belongto.org / 01 8734184

Gay and Lesbian Equality Network (GLEN)

GLEN is a policy- and strategy-focused non-governmental organisation that aims to deliver positive change for lesbian, gay and bisexual people in Ireland. www.glen.ie / 01 6728650

Transgender Equality Network Ireland (TENI)

TENI seeks to improve conditions and advance the rights and equality of trans people and their families. www.teni.ie / 085 1477166

LGBT Helpline

The LGBT Helpline provides a listening support and information service for lesbian, gay, bisexual and transgender people as well as their family and friends. www.lgbt.ie / 1890 929539

Internet safety

Hotline.ie

The hotline.ie service provides an anonymous facility for the public to report suspected illegal content encountered on the internet. www.hotline.ie / 1890 610710

Watch Your Space

Watch Your Space is a website that showcases and supports the work of young people who are running initiatives in their schools and youth groups to beat cyber bullying. www.watchyourspace.ie

Webwise

Webwise is the Irish Internet Safety Awareness Centre, funded by the DES and the EU Safer Internet Programme. It raises awareness of online safety issues and good practice among students, their parents and teachers. www.webwise.ie

Data Protection Commissioner

The Data Protection Commissioner ensures that those who keep data comply with data-protection principles. The website gives information on individuals' rights and on organisations' responsibilities. www.dataprotection.ie

Travelling community

Pavee Point

Pavee Point is committed to the attainment of human rights for Irish Travellers and Roma living in Ireland. www.paveepoint.ie / 01 8780255

Disability

National Disability Authority

The National Disability Authority provides independent expert advice to the government on disability policy and practice. www.nda.ie

Enable Ireland

Enable Ireland works to enable people with physical disabilities to achieve maximum independence, choice and inclusion in their communities. www.enableireland.ie

Equality

The Equality Authority

The Equality Authority seeks to achieve positive change in the situation and experience of those groups and individuals experiencing inequality by stimulating and supporting a commitment to equality. www.equality.ie / 1890 245545

Irish Human Rights Commission (IHRC)

The IHRC promotes and protects the human rights of everyone in Ireland. www.ihrc.ie / 01 8589601

Internet safety departments

YouTube

www.youtube.com/yt/policyandsafety/en-GB/

Facebook

www.facebook.com/help/420576171311103

Twitter

support.twitter.com/groups/57-safety-security



APPENDIX 5 GUIDELINES FOR SCHOOL VISITS

(DES Circular 0023/2010)

Talks and programmes delivered by outside agencies or speakers must be consistent with and complementary to the school's ethos and SPHE or RSE programme. Visits should be planned, researched and implemented in partnership with school personnel.

It is of the utmost importance that classroom teachers remain in the classroom with the students. The presence of the classroom teacher should ensure that the school follows appropriate procedures for dealing with any issues that may arise as a result of the external inputs.

Relevant teachers need to liaise with and be involved with all visitors and external agencies working with the school and the whole staff needs to be made aware of same.

It is strongly recommended that parents should be consulted and made aware of any such visiting people or agencies to classrooms and schools.

All programmes and events delivered by visitors and external agencies must use appropriate, evidence-based methodologies with clear educational outcomes. Such programmes are best delivered by those specifically qualified to work with the young people for whom the programmes are designed.

All programmes, talks, interventions and events should be evaluated by students and teachers in terms of the subject matter, messages, structure, methodology and proposed learning outcomes.

Inappropriate teaching approaches not to be used by school visitors include:

Scare tactics: Information that induces fear and exaggerates negative consequences is inappropriate and counterproductive.

Sensationalist interventions: Interventions that glamorise or portray risky behaviour in an exciting way are inappropriate and can encourage inappropriate risk-taking.

Testimonials: Stories focused on previous dangerous lifestyles can encourage the behaviour they were designed to prevent by creating heroes or heroines of individuals who give testimony.

Information that is not age-appropriate: Giving information to students about behaviours they are unlikely to engage in can be counterproductive in influencing values, attitudes and behaviour.

Once-off or short-term interventions: Short-term interventions, whether planned or in reaction to a crisis, are ineffective.

Normalising young people's risky behaviour: Giving the impression to young people, directly or indirectly, that all their peers will engage or are engaging in risky behaviours could put pressure on them to do things they would not otherwise do.

APPENDIX 6 CHECKLIST OF EASY BYSTANDER ACTIONS

Dos

- Do say 'No' or 'Stop' when you see someone behaving unfairly.
- Do tell when you know a student is suffering from being bullied. This is not 'ratting'. It is telling to be safe.
- Do include people who are being left out. The support you give may make all the difference.
- Do report online bullying using the report-abuse features.

Don'ts

- Don't join in bullying behaviour by laughing, sneering or slugging when someone starts bullying or by liking or commenting on bullying posts online.
- Don't cheer on bullying or a fight.
- Don't stay in a dangerous situation. Instead get help immediately from an adult.
- Don't ignore bullying when you witness it.
- Don't bully the bully.

APPENDIX 7 REFERENCES

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