



Module 2 - How to detect cyberbullying in the VET classroom

CWEP

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Module 2- How to detect cyberbullying in the VET classroom

Introduction to the module

Cyberbullying is a widespread phenomenon in the Vet classroom and according to research, the percentage of students encountering such attacks can be as high as a half of all students. Unfortunately, the acts of cyberbullying are often difficult to detect as they are not reported. Parents and teachers are not aware of the scale of the problem and thus cannot help the students.

To explain where the roots of cyberbullying as an aggression attack stem from, we first consider Freud's theory, according to which aggression is indispensable for survival. Everybody is born with a natural need to survive. We are born with instincts to fight to function in a world full of challenges and threats. Freud differentiate two instincts: the life drive and the death drive. The first drive is focused on the preservation of life and means engaging in actions such as taking care of our health and safety. The death drive, on the other hand, leads us into destruction and fighting against the surrounding world. From there, aggression towards others is created. Freud believed that the energy from the death drive is generated all the time and, if it is not discharged in a positive way it will threaten to erupt in the form of aggression and undesirable behavior. McDougall stated that the instinct to fight is also accompanied by the feeling of anger, which is the reason for various aggressive behaviours. The instinct to fight in itself is a positive phenomenon. Another perspective is also presented by Jenö Ranschburga, who believed that human aggression is not instinctive, but is generated by the external factors where our past and social experiences are important.

Every case of cyberbullying needs a reaction as victims are not often equipped with dealing with attacks on their own. In this module we will concentrate on information regarding how to successfully detect cyberbullying acts in the VET classroom.



Objectives of the module

On successful completion of this module, VET teachers will be able to:

- Learn about the techniques of detection of cyberbullying
- Learn about the warning signs of cyberbullying in bullies and victims
- Learn about the types of cyberbullying
- Learn how to adapt techniques of cyberbullying in the classroom
- Demonstrate to students the examples of cyberbullying
- Learn which activities to introduce in the classroom to detect cyberbullying

Description of the module

<i>Content /Activity</i>	<i>Method /Advice / Tips</i>	<i>Training Equipment / Materials /Tools</i>	<i>Timing</i>
2.1 Techniques for the detection of cyberbullying. - Ways to approach detection of cyberbullying. - Signs that the student is being bullied. - Signs that a student is bullying others: - Tips for the teacher. - Types of cyberbullying that can be detected.	- Presentation - Discussion	Computer Laptop Tablet Blackboard Pencil Notebook	90 min
2.2 How to adapt those techniques to the VET classroom	- Discussion - Workshop - Role play		240 min

<p>with practical examples. - Best practices for detecting cyberbullying.</p> <p>2.3 List of possible activities to detect cyberbullying. - The most appropriate actions a teacher should take to detect cyberbullying in the VET classroom.</p>	<p>- Presentation - Discussion</p>		<p>60 min</p>
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2.1 Techniques for the detection of cyberbullying in general

Recognizing the signs in of cyberbullying is the first step in tackling the problem. Students currently use many online platforms, many of which a teacher may not even be aware of. It is teacher’s responsibility to make students aware of using digital media in a responsible way so that they are respectful to others.

There are a few ways to approach detection of cyberbullying.

1. **Set up rules for a positive and safe classroom culture.** Because most students, if not all, have smartphones in the classroom nowadays it is important to talk to them about respectful communication.
 - Inform your students about how to manage phone privacy and safety settings.
 - Ask them to accept social media friend requests, only from people they know.
 - Ask them to wary of entering their personal details like name, address or date of birth on the internet.
 - Limit the number of apps that may show location to nearby people.

- Share the guide on what is cyberbullying, what to do if they're cyberbullied and ensure they know how to report cases of cyberbullying.
2. **Introduce a lesson on cyberbullying.** Prepare a separate lesson that will include the topic of cyberbullying. explain in detail what it is, what to do and provide them with examples of past cases so that they can see what may happen if we do not react in time.
 3. **Pay special attention to “red flag moments”.** Remind your students that if they notice any activity on the social media that makes them feel uncomfortable or sad and anxious to pay special attention and react. They can support the victim, try to stop the bully, or report it to the teacher or adult. Try to incorporate these reminders in the classroom whenever there is the opportunity and context provided.
 4. **Communicate with parents.** Inform parents what message you're sending to students regarding cyberbullying to make them aware of the problem and also encourage them to actively communicate with their children and be on alert if cyberbullying occurs. Prepare some tips for the parents' and give away the leaflets at the parents meeting.

It is also important to differentiate the type of a victim and a bully.

Signs a student is being bullied:

- Students seem depressed, fearful, or distracted.
- They experience headaches or stomach aches.
- They have changed their eating habits.
- There is a decline in their grades, they often come to school unprepared or play truant.
- They have lost their self-confidence.
- They avoid revealing who they are talking to online.

Signs when the student is bullying others:

- Is aggressive and impulsive
- Is competitive and worried about their reputation at school
- Often Gets into fights
- Blames others for their problems

- Doesn't show support and empathy for those who are bullied
- Doesn't respect the teacher

Tips for the teacher:

- Observe the students during lunch time or during school breaks.
- Do you notice that students have changed their group of friends recently?
- Do you notice any conflicts going on?

Types of cyberbullying that can be detected:

- Sending aggressive and humiliating messages to someone's phone.
- Commenting on the chat or forum to annoy, ridicule or frighten another person.
- Setting a fake social networking account to mock someone.
- Intentionally sending material with a computer virus to another person.
- Lying online to upset someone.
- Negative commenting about someone's social profile to annoy them.
- Excluding someone from an online social group to upset them.
- Mocking or insulting someone when playing online video games.

2.2 How to adapt those techniques to the VET classroom with practical examples

The vet classroom is a specific environment where the problem of cyberbullying is more likely to occur. For this reason, the teacher should pay more attention here as the problem has become so prevalent among students. The subchapter discusses best practices for detecting cyberbullying and teaches how these techniques can best be used in the VET classroom. It demonstrates how important it is to respond to negative reviews, but also presents in examples the resources available for help and support.

The practical examples presented below are intended to show the teacher how to introduce cyberbullying to VET students, and by doing so, notice their approach to the topic and changes in behavior when discussing the problematic issue.

1. During classes where digital technologies are used (e.g., using smartphones), suggest that students try to search for content that they think people may find offensive on websites or portals they commonly access. First, ask them if it is common

for them to see something like this on the Internet. Then start a discussion, using the following questions for this purpose:

What do you think cyberbullying is?

What do you think are the signs? Are they visible at first glance? If not, why not?

Would you be able to recognize acts of cyberbullying?

Would you be able to tell that your classmate is experiencing or is the aggressor of cyberbullying? If so, how would you recognize it?

Has your classmate/friend ever told you that he/she is experiencing online violence? If so, how did you react in this situation?

Where do you think we are most often exposed to being victims of cyberbullying?

You can dedicate an entire lesson to such a discussion, addressing the issue of cyberbullying and, if necessary, continue it in the next session if, in your opinion, the topic has not been completely exhausted.

2. Split students into small groups (2-4 people). Previously prepare drafts of fictional stories whose characters - including students - experience cyberbullying, but it is not explicitly stated (e.g., they don't tell anyone about it). Print out these stories and distribute one to each group (create enough stories for each group). Then explain to the students what their task is. They will have to think about what indicates that a character is a victim of cyberbullying. For example, he / she may avoid meeting her peers, play truant, eat less, seem sad, etc. Include this in each of the stories you come up with. Determine the amount of time you will give students to think and discuss the ideas as a group (estimated time is about 10-15 minutes). The next step is to select one person from each group who will present to the teacher the conclusions the group has reached. This will also be an opportunity for all groups to familiarize themselves with other stories. Once representatives from all the groups have spoken, the teacher will ask a few questions to help start a discussion among the class about whether the behaviors from the story are easily recognizable as symptoms that a person is experiencing online violence. The discussion should continue until the teacher feels that the topic has been exhausted.

3. During the lesson, choose 2 students willing to act out the following scene, assuming the roles of the teacher and the student:

TEACHER: What were you doing on the computer yesterday?

STUDENT: Oh, nothing, just dealing with some stuff on my Facebook.

TEACHER: What do you mean? Is everything okay?



STUDENT: It's not a big deal. I don't want to talk about it.

TEACHER: You know you can tell me anything. I know something is bothering you, so what's up?

STUDENT: This stupid kid from my class posted a photo of me on my Facebook wall. He photoshopped my picture to make it like I'm overweight.

TEACHER: I'm so glad you told me about this. That is awful. I'm so sorry.

STUDENT: Some people were posting mean comments. I am feeling really crappy.

TEACHER: Listen. I know it may seem like the end of the world right now, but we are going to fix this.

STUDENT: I just want this problem to go away.

TEACHER: First, let's delete the photo from your wall. We'll also review your security settings on Facebook to ensure only your real friends have access to your profile and set some controls to say who can and cannot post to your wall. We'll also report and block the person who posted the photo. I'm sorry this happened to you.

STUDENT: Thanks. Let's do it!

Then use it to introduce the students to the topic of cyberbullying and, most importantly, to make a point about detecting it. Let it also be an opportunity for class discussion. We suggest a time of about 15 minutes to conduct the exercise.

4. Dedicate one lesson to conducting the exercise suggested below. Try to get as much into the situation as possible by taking the role of a concerned teacher. Have one of your students volunteer to behave in the manner that is given in the scenario.

Scenario: Imagine that one of the first lessons after the students return from vacation is taking place. You already know the students of this class well enough that you would certainly notice any changes in the behavior from any of them. During the break, you notice that one of the boys, normally very sociable, is not sitting with a group of other children as usual. He is browsing something on his smartphone, but after a while he puts it back in his backpack; you see that his mood has changed in a moment. After less than a minute, the situation repeats itself. You already know that something bad is going on. First of all, you need to think about what the reason for the student's unusual behavior is. It doesn't necessarily have to be online bullying, but it could be one of the reasons.

Action:



STEP 1. Make sure the student feels reasonably comfortable and safe. The environment should be friendly for him and he should not feel uncomfortable in it.

STEP 2. Ask if everything is okay. It is better to ask a general question at first, because if you ask him right away if he is experiencing harassment, etc., he may shut down and evade answering the question.

STEP 3. Find a quiet place, away from the crowd (e.g., in the corridor), where you can have a conversation with the student in peace. Convenient conditions when he feels safe in your presence will help break down the "barrier" that is often present in victims of cyberbullying.

STEP 4. If the student decides to tell you what is bothering him, first listen to him carefully. Give him time, be patient and, above all, encourage him to share his experience.

STEP 5. Once you know the student's problem in detail, offer him your help. Since he shared his concern, it means he trusted you. Therefore, it is your duty as a teacher to take appropriate further action to solve the existing problem.

STEP 6. Find out whether this particular case can be solved right away, without interference from authorities such as the police. If not, seek help from relevant institutions. Remember that any act of cyberbullying is a crime!

Follow-up:

First, you need to make sure that the student is not left alone with the problem. Find out if further help has been provided (from the school psychologist, parents, other relevant institutions dealing with online violence). Monitor the situation on an ongoing basis and provide further support if there are any problems.

2.3 List of possible activities to detect cyberbullying

Detecting cyberbullying in the classroom is not a simple task. Students who experience it usually feel too intimidated and confused to seek support from others, including teachers. On the other hand, those students who are themselves aggressors on the Internet can camouflage themselves perfectly. This is done, for example, by writing comments from a fake account, pretending to be a completely different person, also by persuading others to bully someone "for fun". Unfortunately, e-learning is an excellent opportunity for such behavior. Therefore, teachers should be particularly alert to any, even the slightest, signs that something is wrong. The most appropriate actions a teacher should take to detect cyberbullying in the VET classroom are those suggested below:

1. *Devoting a regular cycle of several class periods to discussing the issue of cyberbullying in the classroom.* Showing examples of such behavior on the Internet, asking students whether they would classify them as acts of cyberbullying if they themselves had encountered such a thing. Such an activity can make students who are victims of online harassment feel more confident and brave enough to tell a teacher about their problem.

2. *Meeting with students' parents to make them aware of the importance of knowing how to teach their children to use the Internet safely.* Such meetings should be an opportunity to discuss with the teacher and parents among themselves whether their children show any symptoms that they might be experiencing cyber violence. Any problems noticed should be reported and discussed, preferably in a forum.

3. *Closely observing students in the classroom.* As a teacher, have you recently noticed a change in the behavior of any of your charges (e.g., if a normally sociable student has become withdrawn overnight, or if any student is behaving aggressively, even though this did not happen to him before) These may not necessarily be signs that a student has been a victim of cyberbullying, although such signals should not be ignored.

4. *Demonstrating to students that as a teacher you are a trustworthy person.* At every possible opportunity, let them know that they can always ask you for help when they have a problem. Emphasize that they are not alone and can get support (e.g., from the school counsellor or educator) if needed. This approach should encourage them to report to you that they have experienced or witnessed cyberbullying.

5. *Getting an idea of possible forms of support.* Find, for example, the numbers for an online safety support center, a child helpline (which can also be very helpful when it comes to issues of bullying and cyberbullying). Find out if there is access to a support center (such as Facebook) on the portals that students use most often.

6. *Conversation and consultation with other teachers.* Conduct a meeting, the main purpose of which is to discuss whether other teachers have already encountered cases of cyberbullying in their classrooms. If any of the teachers answer in the affirmative, ask as many questions as possible, so you can find out in detail how this issue was resolved. It would also be good to ask for advice if they had any on this issue. Perhaps you will get some suggestions from more experienced colleagues, as well as ways to help you detect cyberbullying in the classroom. This will certainly make it easier to locate the cyberbullying problem, if there is one in the classroom.

Test

According to Freud's theory:

- a) frustrated aggression is a consequence of anger
- b) the instinct to fight is also accompanied by feelings of anger
- c) human aggression is not instinctive
- d) aggression is necessary for survival**

Every case of cyberbullying needs a:

- a) revenge
- b) identification
- c) reaction**
- d) none of the above

When the student is bullying others, they avoid revealing whom are they talking to online.

True

False

In what order should you act to effectively help a student who is experiencing cyberbullying?

- 1 Report the case to the appropriate authorities who can provide further assistance.
- 2 Ask a general question, such as "Is everything okay?".
- 3 Make sure the student feels safe in the environment.
- 4 Offer him/her your help, gain his/her trust.

Correct answer: 3, 2, 4, 1

Drag the Words or matching Match the different parts of the sentences:

- 1) Acts of cyberbullying are very often difficult to detect
- 2) Recognizing the signs in of cyberbullying is
- 3) The most appropriate action a teacher should take to detect cyberbullying in the classroom is to
- 4) Cyberbullying is
 - a) hard for educators to detect and address.
 - b) the first step to tackle the problem.
 - c) as they are not reported.
 - d) figuring out the choice of possible forms of support.

Correct answer: 1c 2b 3d 4a



RESOURCES

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STANDUP

Fighting Cyberbullying

Fighting cyberbullying by identifying it in the VET classroom

(2021-1-ES01-KA220-VET-000034210)



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