



Module 3 - How to behave in case of discovering a case of cyberbullying

Alexandra Cheimona - Eurospeak

15/07/2022

Contents

Module 3: How to behave in case of discovering a case of cyberbullying	3
Objective of the module	3
Description of the module	3
3.1. Most common reactions and counteraction measures in the classroom	5
3.2. How to handle cyberbullying in a VET environment	6
3.3. Practical examples and exercises	7
Test	9
Sources	10

Module 3: How to behave in case of discovering a case of cyberbullying

Objective of the module

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

- ✓ Recognize cyberbullying cases in their classroom;
- ✓ Act on time and in the correct manner when discovering cyberbullying cases;
- ✓ Apply the most effective counteractive measures against cyberbullying in the classroom;
- ✓ Effectively handle cyberbullying cases;
- ✓ To behave in the right way towards students who are/have been victims of cyberbullying;
- ✓ To behave in the right way towards students who are/have been cyberbullies;
- ✓ Show their students how to behave in cases of cyberbullying;
- ✓ Raise awareness of cyberbullying and online safety;
- ✓ Apply different kinds of activities in their classroom, which will help students to know more about cyberbullying and how to stay safe online

Description of the module

Content / Activity	Method / Advice / Tips	Training Equipment / Materials / Tools	Timing
3.1. Most common reactions and counteractive measures in the classroom	<ul style="list-style-type: none"> ✓ Carefully read all the steps described; ✓ Recognize which of them are applicable in your VET institution; ✓ Apply the required steps. 	<ul style="list-style-type: none"> ✓ Computers/Laptops ✓ Mobile Phones 	60 min.
3.2. How to handle cyberbullying in a VET environment	<ul style="list-style-type: none"> ✓ Carefully read all the steps described; ✓ Apply all steps; ✓ Discuss with your students if they feel comfortable, 	<ul style="list-style-type: none"> ✓ Computers/Laptops; ✓ Mobile Phones; ✓ Printed surveys in case they are not distributed online. 	120 min.

	implementing those steps.		
3.3. Practical examples and exercises	<ul style="list-style-type: none"> ✓ Carefully read all the activities; ✓ Choose the ones that are easier to be adapted in your classroom; ✓ Implement at least 3 different activities. 	<ul style="list-style-type: none"> ✓ Computers/Laptops; ✓ Projector; ✓ Pens, pencils, markers; ✓ Paper A4; ✓ Glue; ✓ Scissors. 	240 min.

3.1. Most common reactions and counteraction measures in the classroom

If you have observed online bullying in your learning environment as a teacher or VET trainer, there are steps you may take to combat it. The following are examples of such responses and protective actions:

- **Support:** Offer assurance to the victim of bullying. Inform them that telling was the correct thing to do. Assure your students that you and the VET institution will support them if they decide to ask for backing.
- **Inform:** Give guidance to the students on how to assure that the incident will not be repeated. This may need password updates, contact information, disabling specific social networking profiles, or reporting online abuse.
- **Privacy:** Remind the students to keep their online data private.
- **Investigation:** A thorough disquisition of the cyberbullying case is needed. Ask the bully to cancel the obnoxious commentary or posts if they're known. As part of the disquisition, all records should be retained.
- **Report:** Explain to your students that the websites and mobile phone service providers need to be notified of any abuse occurring on social networking sites or through text messages.
- **Recommendations:** Your educational institution ought to have (or create) several policy documents you might consult. The following are examples of such policies: Behavior and Disciplinary Policies, Anti-Bullying Policies, and Acceptable Use Policy.
- **Tell your students to get in touch with service providers** if they receive threats or sexual content (such as sexting) on their phones. For a brief period, providers retain data on their systems that could be relevant evidence.
- **Save any documentation of online bullying.** Keep screenshots, message logs, or any other proof so you can prove how seriously the behavior was taken and how it affected the educational facility. If you want to formally discipline students, this is extremely important.
- **Employ innovative informal response techniques**, especially when dealing with relatively harmless kinds of cyberbullying. Students might be expected, for instance, to design anti-cyberbullying posters that would be exhibited throughout the educational facility.

3.2. How to handle cyberbullying in a VET environment

It can be challenging to handle a cyberbullying situation in the classroom. In these situations, discretion and prompt response are crucial. You can take into account the following to successfully manage cyberbullying incidents in your VET classroom:

- **Inform students that reporting abuse is acceptable.**

Students must understand that reporting abuse is important. It's critical to erase the taboo surrounding online harassment. Because they fear retaliation from their peers, victims of abuse frequently fail to report the abuse. They don't believe that anyone else will know how to handle the matter.

- **Building a team.**

Group cohesion can be effectively achieved through team building. Teachers/Trainers might think about holding weekly class meetings or any such event. Develop activities that could encourage students to interact socially with people they might not ordinarily interact with.

- **Create a channel of open dialogue with the students.**

Before an issue arises, students need to be aware of who to contact and where to go. It might already be too late by the time things get out of hand. Students could not be thinking clearly since they are under so much stress from their circumstances. Before problems become complicated by stress, it is preferable to make resources plain and accessible. You can provide students with an anonymous reporting box so they feel comfortable sharing information.

- **Permit technology use in classes.**

Teachers can concentrate on the ethical use of technology by introducing it into the class. Technology bans constantly make the issue worse. It's preferable to educate students on proper technology operation than to leave them to figure it out on their own.

- **Foster a friendly academic climate.**

According to some studies, depressed academy settings may be where cyberbullying is most current. It's unclear if these settings actually induce bullying or if they only increase its adequacy. The cohesiveness of the group may be strengthened and a friendly, humane atmosphere can be created in a positive classroom where everyone is valued and admired.

- **Restoration should be the main goal of interventions rather than punishment.**

Punitive measures sometimes made students who reported misconduct more likely to face reprisals. Policies should emphasize making amends and hold offenders



responsible for their actions. Further incidents can be prevented by dealing with the problem healthily. These might include educating students about responsible behaviour, empathy, and healthy relationships. It is crucial to provide chances for reintegration and forgiveness. Punishment differs from restoration in that it places more emphasis on the specific rule disobeyed than on the behavior as a whole.

- **Create a baseline.**

To gauge the level of bullying and other behaviors taking place in the classrooms, anonymous surveys of the educational environment climate may be useful. It is possible to spot red flags. Administrators can use this to get tips on what to search for.

3.3. Practical examples and exercises

Besides raising awareness and prevention strategies and anti-cyberbullying policies, non-formal education exercises and activities can be used, in case cyberbullying cases have been detected in your classroom. Below, you will find examples of exercises and activities you can involve in your educational environment:

1. Use videos and arrange discussions.

Use videos showing cyberbullying cases to attract your students' interest and make them think about the problem that these kind of cases can cause to their peers. Such videos could be the following:

<https://www.youtube.com/watch?v=dubA2vhllrg>

<https://www.youtube.com/watch?v=qA1TJjJgdz8>

<https://www.youtube.com/watch?v=Y9D2PFD7nTI>

After watching the video, arrange a discussion with the classroom. Questions that can be addressed are the following:

- What would you do if you notice that a person in the classroom gets cyberbullied?
- How would you advise someone to stay safe online?

2. Organize interactive activities.

Non-formal education activities can teach your students different topics, including cyberbullying and how to fight it. There are several types of activities that you can use and adapt for your classroom such as:

- Define cyberbullying: Divide the classroom into groups of up to 3 people. Give them 10 minutes to come up with up to 3 types of cyberbullying. Once completed, give them another 10 minutes and ask them to write down



- countermeasures and ways to handle those types of cyberbullying. Let them present their work to the rest of the classroom and then discuss all together how someone can handle cyberbullying cases.
- Draw your emotions: Start with a group discussion on the effects of cyberbullying. Then ask your students to draw the emotions they had during these conversations. Then ask them to think of how a cyberbullied person could feel, and discuss it with the classroom.

3. Use real-life examples of cyberbullying and arrange discussions.

Present and review with the classroom some real-life cyberbullying cases. Such cases can be found here: <https://sites.google.com/a/cypanthers.org/cease-cyber-bullying/real-life-examples-of-cyber-bullying>

Once the cases are reviewed, discuss with the classroom what was previously read. Questions that can be added to the discussion are the following:

- What type of cyberbullying did the victim suffer?
- How is the victim probably feeling?
- If you were the victim, how would you react?

4. Organize awareness-raising campaigns with your students.

Group activities are among the most recommended to use in your classroom. Students feel that they form part of a team who shares similar ideas and views on specific issues, their team spirit is enhanced and they feel more comfortable expressing themselves better. To achieve the aforementioned, inform them regarding online protection, and raise awareness about cyberbullying you can organize the following group activities:

- Discuss with your students how to stay safe online and ask them to work in teams and develop awareness-raising posters, which then you will promote in the VET institute.
- Create teams of students in your classroom, and ask them to develop short articles on cyberbullying, which you will then publish on the institution's website and social media.

At the end of the academic year, you can organize an awareness-raising event with your students, where the local community can be invited and your students can have the role of activists against cyberbullying, informing others about the threats and consequences of this problem, as well as the ways to fight and stop it.

Test

1. Password updates, contact information, and disabling specific social networking profiles, are some of the steps that someone can undertake to stay safe online.
 - True
 - False

2. Keeping evidence of cyberbullying attacks is not a necessary action, when reporting the attack.
 - True
 - False

3. It is recommended technology should not be used in the classroom.
 - True
 - False

4. Teacher's/trainer's goal when they identify a cyberbullying case in the classroom is to apply punishments to the bullies.
 - True
 - False

5. Non-formal education activities and group activities can be used for raising awareness regarding cyberbullying and online safety.
 - True
 - False

Sources

- Wilkey Oh, E. (2020, March 15). *Teachers' Essential Guide to Cyberbullying Prevention*. Common Sense Education. <https://www.commonsense.org/education/articles/teachers-essential-guide-to-cyberbullying-prevention>
- W. (2018, August 2). *Dealing with Cyberbullying in Schools: How to Respond*. Webwise.ie. <https://www.webwise.ie/trending/dealing-with-cyberbullying-in-schools-2/>
- Clifford, M., & Clifford, M. (2022, April 6). *15 Strategies Educators Can Use to Stop Cyberbullying*. InformED. <https://www.opencolleges.edu.au/informed/features/15-strategies-educators-can-use-to-stop-cyberbullying/>
- Cooper, J. (2022, January 1). *Cyberbullying at school: 5 simple steps to protect students*. Campussuite. <https://www.campussuite.com/blog/cyberbullying-at-school-5-simple-steps-to-protect-students>
- H. (2020, May 21). *Tips on Handling Cyberbullying in School | Resilient Educator*. ResilientEducator.Com. <https://resilienteducator.com/classroom-resources/how-to-handle-school-cyber-bullying/>



STANDUP

Fighting Cyberbullying

Fighting cyberbullying by identifying it in the VET classroom

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



Centrum Wspierania
Edukacji
i Przedsiębiorczości



The STAND UP project is co-funded by the European Union. The opinions and views expressed in this publication commit only the author(s) and do not necessarily reflect those of the European Union or of the Spanish Service for the Internationalisation of Education (SEPIE). Neither the European Union nor the SEPIE National Agency can be held responsible for them.

