



# CYBERBULLYING PEER AMBASSADORS NETWORK

## CYBERBULLYING PEER AMBASSADORS TRAINING PROGRAM





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## INTRODUCTION

Cyberbullying has become a major issue in our modern world where technology plays a big role in our daily lives. It can have devastating consequences on the mental health and well-being of individuals who are targeted, and it's crucial that we educate ourselves and the youngsters on how to recognize and prevent it.

In this training format, we will dive deep into the topic of cyberbullying and explore its various forms, from cyberstalking to online harassment. We will discuss the impact it has on the victims and other individuals, as well as the larger community.

By using this training format, individuals can learn about the various warning signs and red flags of cyberbullying, and will go over practical strategies for how to respond and report it. The training format also aims talking about how to educate others and promote a positive, inclusive online culture.

By the end of this training format, you will be equipped with the knowledge and skills to confidently recognize and address instances of cyberbullying, and to support those who have been affected by it. This training format is crucial for anyone who wants to make a positive impact in the online world.





## AIM OF THE TRAINING FORMAT

The Cyberbullying Peer Ambassadors Training Program aims to empower young people by providing them with a comprehensive understanding of cyberbullying and its related aspects, such as the risks, forms, consequences, and impact. The program utilizes a training format that covers seven key topics that we have identified as crucial in addressing cyberbullying effectively.

The Training Format approach 5 key topics that we considered the most important when it comes to Cyberbullying:

- **Privacy and security**
- **Digital Identity and footprint**
- **Online relationships and communications**
- **Harmful and abusive digital behavior**
- **Holistic approaches in addressing cyberbullying**

By focusing on these essential areas, the program equips young people with the knowledge and skills they need to recognize and respond to cyberbullying incidents effectively.





## METHODOLOGY

The methodology used in this Training Format is based on non-formal education, which means that it focuses on experiential learning through interactive and engaging activities. This approach is particularly effective in addressing complex and sensitive topics such as cyberbullying, as it allows participants to process information in a supportive and interactive environment.

The Training Format includes a variety of activities, including group discussions, role-playing, scenario-based problem-solving, and media analysis. These activities are designed to encourage critical thinking and reflection, and to foster the development of empathy and interpersonal skills.

In addition, the training format places a strong emphasis on peer-to-peer learning, as young people are often more comfortable discussing and learning from their peers. This approach has been shown to be effective in promoting healthy and respectful relationships, as well as a positive and safe online culture.

By using this methodology, the Training Format aims to empower young people with the skills and knowledge they need to recognize and prevent cyberbullying, and to promote a positive and safe online community.

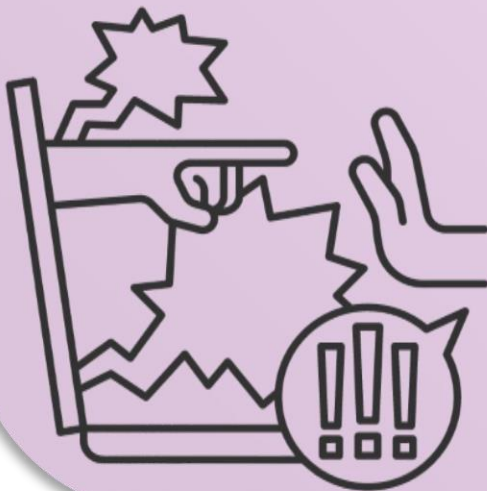




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# ***PEDAGOGICAL GUIDELINES***





# Privacy and security

## Objectives

O.1. Identify important benefits and privacy risks that new technologies present;

O.2. Decide whether or not the benefits of new technologies outweigh their privacy risks;

O.3 Use the Take a Stand thinking routine to consider both the benefits and the risks of new technologies;

O.4. Identify the pros and cons of schools having access to students' social media;

O.5. Describe the concerns related to government access to social media and cellphone data, including those related to free speech and privacy;

O.6. Choose a position for or against government access to social media and cellphone data, and support that position with reasons and examples.

## Methodological approach

For our activities we will use non formal education as methodological approach.







Non formal activities are based on the needs of learners and they are open to the input of learners to the learning process and encourage making links to real life.

Non formal education methodologies are varied, participatory and learner-centred, they include a mix of individual and group learning and encourage people to learn from each other. It is all about learning life skills and preparing for active citizenship.

### Methodological Indications

Duration (e.g 150 minutes - for 5 activities of 30 min)	2 activities – each 40 minutes
Methods	Non-formal education
Materials	Papers, pens

### Learning content

Objective	Thematic content	Learning materials
<p>O.1. Identify important benefits and privacy risks that new technologies present</p> <p>O.2. Decide whether or not the benefits of new technologies outweigh their privacy risks</p> <p>O.3 Use the Take a Stand thinking routine to consider both the benefits and the risks</p>	Risk Check for New Tech	<p>What privacy risks do new technologies present, and how do we decide if they're worth it? Pages 92-97.</p>





of new technologies		
<p>0.4. Identify the pros and cons of schools having access to students' social media.</p> <p>0.5. Describe the concerns related to government access to social media and cellphone data, including those related to free speech and privacy.</p> <p>0.6. Choose a position for or against government access to social media and cellphone data, and support that position with reasons and examples.</p>	<p>Debating the Privacy Line</p>	<p>Debate - Should the government have access to all your social media and cellphone data? Pages 97-100.</p>

## Evaluation

Trainers can use a variety of methods to gather feedback from participants, such as surveys, focus groups, and individual interviews. They can also observe participants during the activity and collect data on their engagement, participation, and learning outcomes. The feedback collected can be used to assess the effectiveness of the activity and make improvements for future sessions.





## Learning Results

R.1. Identify important benefits and privacy risks that new technologies present

R.2. Decide whether or not the benefits of new technologies outweigh their privacy risks

R.3 Use the Take a Stand thinking routine to consider both the benefits and the risks of new technologies

R.4. Identify the pros and cons of schools having access to students' social media.

R.5. Describe the concerns related to government access to social media and cellphone data, including those related to free speech and privacy.

R.6. Choose a position for or against government access to social media and cellphone data, and support that position with reasons and examples.





# Digital Identity and footprint

## Objectives

01. Learning about public presence online called a digital footprint;

02 . Recognize that any information posted online can help or hurt their future opportunities (college admission, employment, etc.);

03. Create a vignette that shows how a positive digital footprint can help someone take advantage of an opportunity;

04. Identify reasons for using social media and the challenges that often come along with it;

05. Reflect on the responsibilities they have that are related to digital footprints -- both their own and others' -- when they're using social media;

06. Identify ways to make the most of social media while still caring for the digital footprints of themselves and others;

07. Define "digital reputation," and identify examples of social media posts that can have a positive or negative effect;

08. Generate a list of questions to ask themselves before posting pictures or information about someone else.





## Methodological approach

For our activities we will use non formal education as methodical approach.

Non formal activities are based on the needs of learners and they are open to the input of learners to the learning process and encourage making links to real life.

Non formal education methodologies are varied, participatory and learner-centred, they include a mix of individual and group learning and encourage people to learn from each other. It is all about learning life skills and preparing for active citizenship.

## Methodological Indications

Duration	Each activities – 1 hour
Methods	Non formal education
Materials	Papers, pens, makers, posters

## Learning content

Objective	Thematic content	Learning materials
<p>O1. Learning about public presence online called a digital footprint.</p> <p>O2 Recognize that any information posted online can help or hurt their future</p>	<p>Who's Looking at Your Digital Footprint?</p>	<p>How can information you post online affect your future opportunities? Pages 100-103</p>





<p>opportunities (college admission, employment, etc.). 03. Create a vignette that shows how a positive digital footprint can help someone takeadvantage of an opportunity.</p>		
<p>04. Identify reasons for using social media and the challenges that often come along with it. 05. Reflect on the responsibilities they have that are related to digital footprints -- both their own and others' -- when they're using social media. 06. Identify ways to make the most of social media while still caring for the digital footprints of themselves and others.</p>	<p>Social Media and Digital Footprints: Our Responsibilities</p>	<p>How does using social media affect our digital footprints? Pages 103-105</p>
<p>07. Define "digital reputation," and identify examples of</p>	<p>Protecting Online Reputations</p>	<p>How can you respect the privacy of others online?Pages 106-109</p>





<p>social media posts that can have a positive or negative effect. 08. Generate a list of questions to ask themselves before posting pictures or information <i>about someone else.</i></p>		
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## Evaluation

Trainers can use various methods such as surveys, interviews, and observations to collect feedback from participants and assess their progress. It is essential to establish clear goals and objectives before the activity and use appropriate evaluation tools to measure the extent to which those goals have been achieved. The evaluation process should be ongoing and allow for feedback from participants to continually improve the learning experience.

## Learning Results

- R.1 Learned public presence online called a digital footprint
- R2 . Recognized that any information posted online can help or hurt their future opportunities (college admission, employment, etc.).
- R3. Created a vignette that shows how a positive digital footprint can help someone take advantage of an opportunity
- R4. Identified reasons for using social media and the challenges that often come along with it





R5. Reflected on the responsibilities they have that are related to digital footprints -- both their own and others' -- when they're using social media

R6. Identified ways to make the most of social media while still caring for the digital footprints of themselves and others

R7. Defined "digital reputation," and identified examples of socialmedia posts that can have a positive or negative effect.

R8. Generated a list of questions to ask themselves before posting pictures or information about someone else.

## Online Relationships and Communications

### Objectives

O.1. Fostering the „Communication in the mother tongue” key competence;

O.2. Fostering the „Digital competence” key competence;

O.3 Fostering the „Learn to learn” key competence;

O.4. Fostering the „Social and civic competence” key competence;

O.5 Fostering the „Entrepreneurship” key competence;

O.6 Fostering the „Cultural awareness and expression” key competence;

O.7 Understanding the key principles of the Manifesto of non-hostile communication;

O.8 Understanding the key rights of the "Declaration of Rights on the Internet”.







## Methodological approach

Non-formal education methods and tools will be used, with an emphasis to participation, cooperation and engagement of youth people.

## Methodological Indications

Duration	365 minutes
Methods	Different methods relating to non-formal education
Materials	Digital device (smarthpone or laptop), pens, pencils paper, smart/paper board, connection to internet

## Learning content

Objective	Thematic content	Learning materials
O1. Fostering the „Communication in the mother tongue” key competence	<ul style="list-style-type: none"> <li>- Ouch. Words create, words destroy</li> <li>- The Art of Communicating</li> <li>- Rights on the Net: how much do you know?</li> <li>- In words it’s (not) easy</li> </ul>	Since there are several activities, please refer to each of them from page 110 to page 117
O.2. Fostering the „Digital competence” key competence	<ul style="list-style-type: none"> <li>- Ouch. Words create, words destroy</li> <li>- The Art of Communicating</li> <li>- Rights on the Net:</li> </ul>	Since there are several activities, please refer to each of them from page 110 to page 117





	<p>how much do you know? - In words it's (not) easy</p>	
<p>O.3 Fostering the „Learn to learn” key competence</p>	<p>- Ouch. Words create, words destroy - The Art of Communicating - Rights on the Net: how much do you know? - In words it's (not) easy</p>	<p>Since there are several activities, please refer to each of them from page 110 to page 117</p>
<p>O.4. Fostering the „Social and civic competence” key competence</p>	<p>- Ouch. Words create, words destroy - The Art of Communicating - Rights on the Net: how much do you know? - Ho-stile Words</p>	<p>Since there are several activities, please refer to each of them from page 110 to page 117</p>
<p>O.5 Fostering the „Entrepreneurship” key competence</p>	<p>- Ouch. Words create, words destroy</p>	<p>Please refer to the description of this activity at pages 110-111</p>
<p>O.6 Fostering the „Cultural awareness and expression” key competence</p>	<p>- Ouch. Words create, words destroy - The Art of Communicating - Rights on the Net: how much do you know?</p>	<p>Since there are several activities, please refer to each of them from page 110 to page 117</p>





	- In words it's (not) easy	
O.7 Understanding the key principles of the Manifesto of non-hostile communication	- The Art of Communicating - In words it's (not) easy - Ho-stile Words	Since there are several activities, please refer to each of them at pages 111-113, 115-118
O.8 Understanding the key rights of the "Declaration of Rights on the Internet"	- Rights on the Net: how much do you know?	Please refer to the description of this activity at pages 113-114

## Evaluation

The evaluation can be done by conversation and debriefing after each activity and analyzing tasks and outputs produced by participants in terms of coherence with the topic, quality, and relationship with expected learning outcomes. These methods can help assess the effectiveness of the activity and provide valuable feedback for future improvements.

## Learning Results

- R.1 Improved language skills
- R.2 Better comprehension and expression abilities
- R.3 Enhanced digital skills
- R.4 Better online safety and citizenship awareness
- R.5 Improved learning strategies and techniques
- R.6 Enhanced self-awareness and reflection abilities
- R.7 Improved communication and collaboration abilities





R.8 Increased awareness of human rights and democratic principles

R.9 Enhanced business planning and evaluation abilities

R.10 Improved creativity and problem-solving skills

R.11 Increased appreciation and understanding of cultural diversity

R.12 Improved ability to express oneself in different cultural contexts

R.13 Understanding of key principles of non-hostile communication

R. 14 Understanding of key rights related to the Internet.

## Harmful and Abusive Digital Behaviour

### Objectives

O.1. Recognize the many ways they use technology;

O.2. Identify both positive and negative uses of technology;

O.3 Increase awareness about the role of technology in their relationship;

O.4 Think critically about how and when they use technology;

O.5 Be challenged to limit their use of technology for 24 hours;

O.6 Recognize the ways that technology can be used to bully, harass or abuse someone;

O.7 Assess their own behaviors;





O.8 Increase awareness and understanding of sexting and cyberbullying – including their consequences;

O.9 Increase knowledge of how to prevent digital abuse;

O.10 Recognize that everyone in the community/group can play an important role in preventing digital abuse;

O.11 Identify effective strategies for handling various forms of Digital Abuse;

O.12 Increase knowledge of how to take control of their “Digital Domains.”

## Methodological approach

All activities are based on Non-formal educational approach. In each activity we use different methods that are being used in Non-formal education such as: Brainstorming, Discussion, Group Work, Use of ICT tools, Internet, Presentation of work and so on.

## Methodological Indications

Duration	1 Activity: 35 – 45 minutes 2 Activity: 35 – 45 minutes 3 Activity: 35 – 45 minutes 4 Activity: 35 – 45minutes 5 Activity: 35 – 45 minutes
Methods	Case study, Discussion, Brainstorming, Videos – Non formal methods
Materials	Flip chart, markers, post-its and Annex 1, Internet access, Annex 2, Digital Diet Plan, Annex 3, Annex 4





## Learning content

Objective	Thematic content	Learning materials
<p>O1. Recognize the many ways they use technology</p> <p>O1. Identify both positive and negative uses of technology</p>	<p>Technology &amp; Teen/Peer Relationship</p>	<p>Case study, Technology, Brainstorming, pages 119-122, Annex „Teen Media Use Survey”, pages 153-154</p>
<p>O2. Increase awareness about the role of technology in their relationship</p> <p>O2. Think critically about how and when they use technology</p> <p>O2. Be challenged to limit their use of technology for 24 hours</p>	<p>What's in YOUR Digital Diet?</p>	<p>Youtube video, Technology, Challenge, pages 122-126, Annex „24-hour Digital Diet Plan”, page no...</p>
<p>O3. Define “Digital Abuse”</p> <p>O3. Recognize the ways that technology can be used to bully, harass or abuse someone</p> <p>O3. Assess their own behaviors</p>	<p>What is Digital Abuse?</p>	<p>YouTube, Technology, Cyberbullying, Digital Abuse, pages 127-130</p>
<p>O4. Increase awareness and understanding of sexting and cyberbullying</p>	<p>Process Digital Diet + „Sexting” Facts</p>	<p>Digital Abuse: What can we do about it?, pages 130-134,</p>





<p>including their consequences.</p> <p>O4. Increase knowledge of how to prevent digital abuse.</p> <p>O4. Recognize that everyone in the community/group can play an important role in preventing digital abuse.</p>		<p>Annex „Sexting”, pages 156-158</p>
<p>O5. Explore ways to establish clear boundaries in relationships with regard to technology.</p> <p>O5. Identify effective strategies for handling various forms of Digital Abuse.</p> <p>O5. Increase knowledge of how to take control of their “Digital Domains.”</p>	<p>Drawing YOUR Digital Line</p>	<p>What is Your Digital Line?, pages 134-139</p> <p>Annex „Take Control of Your Digital Domain”, page 159</p>

## Evaluation

The trainer can evaluate the activities by using a variety of methods such as observation, self-assessment, peer assessment, and feedback forms. These methods can help to assess the effectiveness of the activity and identify areas for improvement. The evaluation should focus on the learning outcomes of the activity and whether participants have achieved their goals.





## Learning Results

- R.1 Recognize the many ways they use technology
- R.2 Identify both positive and negative uses of technology
- R.3 Increase awareness about the role of technology in their relationships
- R.4 Think critically about how and when they use technology.
- R.5 Be challenged to limit their use of technology for 24 hours.
- R.6 Define “Digital Abuse”
- R.7 Recognize the ways that technology can be used to bully, harass or abuse someone
- R.8 Assess their own behaviors
- R.9 Increase awareness and understanding of sexting and cyberbullying – including their consequences
- R.10 Increase knowledge of how to prevent digital abuse
- R.11 Recognize that everyone in the community/group can play an important role in preventing digital abuse
- R.12 Explore ways to establish clear boundaries in relationships with regard to technology
- R.13 Identify effective strategies for handling various forms of digital abuse
- R.14 Increase knowledge of how to take control of their “Digital Domains.”







# Holistic Approaches in Addressing Cyberbullying

## Objectives

O.1. To promote critical thinking, empathy, and awareness of the multiple factors that contribute to cyberbullying and its impact’;

O.2. To understand the importance of considering multiple perspectives when addressing cyberbullying;

O.3 To help participants sharing their perspectives and learn from each other in a supportive and inclusive environment;

O.4 To promote critical thinking, empathy, and awareness of the multiple factors that contribute to cyberbullying and its impact;

O.5 To help participants experience the issue in a safe and controlled environment and gain a deeper understanding of the issue from multiple perspectives;

O.6 To help participants work together to generate creative and effective solutions to address cyberbullying.

## Methodological approach

The pedagogical approach include interactive discussions, case studies, role-playing, group activities, and reflection/feedback sessions. The approach should create a safe and inclusive learning environment while promoting creative solutions, community building, and deeper understanding of the impact of cyberbullying.





## Methodological Indications

Duration	175 minutes
Methods	Group presentation, teamwork, case study analysis
Materials	Papper, pens, Flipchart, markers, Cyberbullying scenarios

## Learning content

Objective	Thematic content	Learning materials
O1. To promote critical thinking, empathy, and awareness of the multiple factors that contribute to cyberbullying and its impact.	Cyberbullying: A Holistic Perspective	Pages 139-141
O2. To understand the importance of considering multiple perspectives when addressing cyberbullying	Cyberbullying in Perspective	Pages 141-142
O3. To help participants sharing their perspectives and learn from each other in a supportive and inclusive environment.	Holistic Approaches to Cyberbullying: A Group Discussion	Pages 143-144
O4. To promote		





critical thinking, empathy, and awareness of the multiple factors that contribute to cyberbullying and its impact.		
O5. To help participants experience the issue in a safe and controlled environment and gain a deeper understanding of the issue from multiple perspectives.	Cyberbullying Who?	Pages 145-146
O6. To help participants work together to generate creative and effective solutions to address cyberbullying.	BLOCK the Aggression	Pages 146-148

## Evaluation

During the evaluation process, trainers can use a variety of methods:

1. Surveys and questionnaires: Trainers can ask participants to fill out surveys or questionnaires before and after the activity to gauge changes in their attitudes, knowledge, and skills. Surveys can also be used to gather feedback on the overall effectiveness of the program.





2. Observation: Trainers can observe participants during the activity to assess their engagement and participation. This can
3. include noting how often participants contribute to group discussions or how well they are able to complete assigned tasks.
4. Feedback from participants: Trainers can gather feedback from participants through informal discussions or structured focus groups. This can help trainers identify areas where the program can be improved and better meet the needs of participants.
5. Peer evaluation: Participants can evaluate each other's performance and provide feedback to the group. This can encourage participants to take ownership of their learning and create a more collaborative learning environment.
6. Self-reflection: Participants can be asked to reflect on their own learning and development throughout the program. This can help participants identify areas where they have grown and where they may still need improvement.

By gathering feedback from participants and monitoring their progress, trainers can ensure that the program is meeting its objectives and providing meaningful learning experiences.

## Learning Results

R1. Understanding the multiple factors that contribute to cyberbullying, including physical, emotional, social, and cultural factors

R2. Recognizing the impact of cyberbullying on individuals and communities





R3. Developing empathy and respect for others by considering different perspectives on cyberbullying

R4. Understanding the multiple perspectives involved in a cyberbullying incident, including the victim, the bully, and bystanders

R5. Recognizing the physical, emotional, social, and cultural factors that contribute to cyberbullying incidents

R6. Encouraging critical thinking and personal responsibility by examining one's own behavior online

R7. Developing empathy and respect for others by considering different perspectives on cyberbullying

R8. Gaining a deeper understanding of the issue of cyberbullying and the potential consequences of online behavior.

R9. Becoming more aware of the importance of a holistic approach to addressing cyberbullying and the role of bystanders in preventing it

R10. Understanding the multiple factors that contribute to cyberbullying, including physical, emotional, social, and cultural factors

R11. Recognizing the role of bystanders in cyberbullying incidents and how they can make a positive difference

R12. Developing empathy and considering multiple perspectives related to cyberbullying

R13. Practicing communication skills and problem-solving strategies for addressing cyberbullying

R14. To foster teamwork and collaboration by working in small groups to generate ideas and share feedback

R15. To develop critical thinking and problem-solving skills by brainstorming and presenting solutions to cyberbullying from a holistic perspective

R16. To understand the multiple physical, emotional, social, and cultural factors that contribute to cyberbullying incidents.

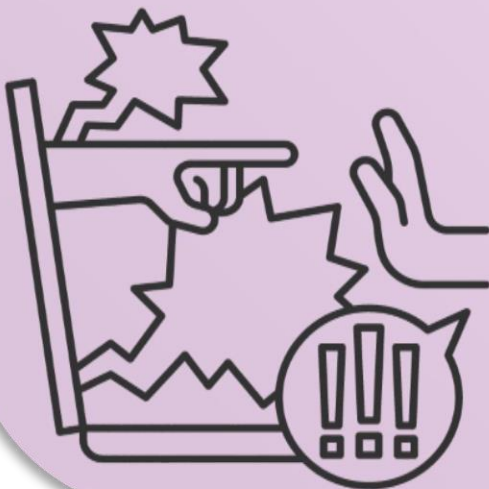




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# ***LEARNING CONTENT***





## Privacy and security

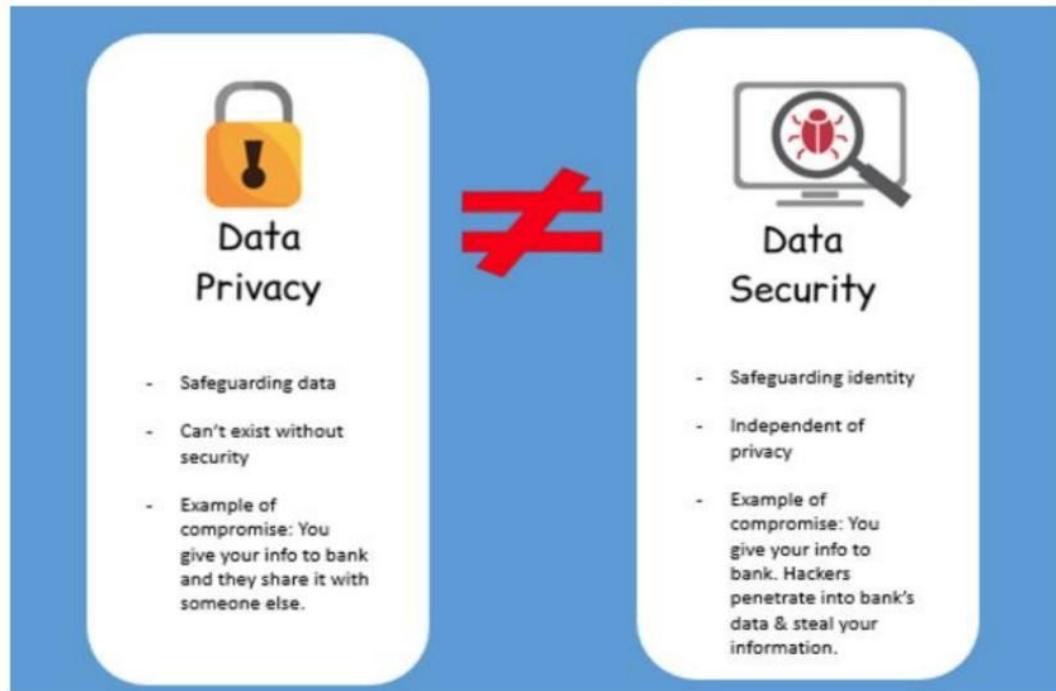
In today's digital era, technical teams and IT professionals are not the only ones who need to worry about [cybersecurity](#). The reality is that security, safety, and privacy are issues that everyone needs to understand, especially those who work in communications. In this post, we explain the difference between security and privacy, and why they are important to you and your social life.

- *What is the Difference between Security and Privacy?*

Security is about the safeguarding of data, whereas privacy is about the safeguarding of user identity. The specific differences, however, are more complex, and there can certainly be areas of overlap between the two.

- **Security** refers to protection against the unauthorized access of data. We put security controls in place to limit who can access the information.
- **Privacy** is harder to define, in part because user-specific details can also be secure data.





For example, hospital and clinic staff use secure systems to communicate with patients about their health, instead of sending information via personal email accounts. This type of data transmission is an example of security. On the other hand, privacy provisions, might limit patient health record access to specific hospital staff members, such as doctors, nurses, and medical assistants. Privacy might also stipulate when users can access specific information (i.e. business hours only).

- ***The Importance of Security***

Although concepts of security and privacy are tangled, we know that it is possible to have security without privacy, but impossible to have privacy without security. As technology advances, and use of technology increases, we become more and more dependent on it.







Our dependence, however, makes us more vulnerable to security threats such as identity theft and email hacks.

Information systems and the data they contain have been compromised because of inadequate security. The resulting loss of data can have meaningful consequences to individuals whose data is stored on these systems. Unfortunately, security breaches are so common that they are almost statistically inevitable. According to a 2017 cybercrime report by Steve Langan, “over 2 billion personal records were stolen and in the U.S. alone over 100 million Americans had their medical records stolen” in 2016. Those stats strongly indicate the need for beefed up cybersecurity.

- **Ensuring Users Feel Safe**

Beyond the technical issues, your visitors should understand what they can expect from a website and digital communication channels. It’s important for those users to have - and know that they have - a safe environment. Now more than ever, those of us in health communication must acknowledge the need to innovate while we also maintain the security and privacy of our users.

- **Why you should care about online privacy?**

Data breaches and violations of our privacy seem to be a daily occurrence. From Edward Snowden’s bombshell that the American government tracks its citizens to Cambridge Analytica collecting Facebook data from millions of people to allegedly influence the 2016 US presidential election, it’s clear that a lot of our personal information is out there. And it’s not always being used in the most transparent, ethical, or even legal ways.





It seems as if every aspect of our private lives can be dissected and scrutinized by corporate and government interests — or by other parties that mean to do us harm.

It's a difficult topic, but awareness is the first step in protecting yourself. So with that in mind, let's take a closer look at some of the ways others access our personal data and examine ways in which you can protect your privacy.

The most obvious issue that comes to mind when thinking about privacy violations is hacking and other criminal activity. There are people out there who will stop at nothing to try to grab your information and break into your private accounts. Here are a few ways they do it.

- **Data breaches**

The Equifax breach that may have leaked millions of people's data, including Social Security numbers, was just one of many examples where hackers gained access to a vast database of information that could be used for identity theft. These things happen more often than most of us realize, so it's important to remain vigilant and regularly update your passwords.

- **Web browsing and email**

When you're on the Internet, it's way too easy for other people to get information about you. Beyond social media and shopping behavior, just surfing the web and checking your email can get you into trouble.

Innocent-looking emails might send you to fraudulent banking or other websites that try to capture your login details, a process called





phishing. Other websites might track your online behavior by placing nefarious cookies in your browser that send your data places you might not want it to be.

- **Social Engineering**

Often it's just small bits of data that hackers are after. Your date of birth, along with your email or mailing address (perhaps listed on your website or Whois information on your domain) could provide a key that a criminal can use to reset your account passwords or gain access to important accounts. For example, back in 2012, hackers compromised Wired staff writer Mat Honan's digital accounts and deleted all of his computer files just by having critical bits of information about him.

- **Webcams**

Do you cover the webcam on your computer when you're not using it? Maybe you should. The camera on your laptop or computer monitor can be hacked to give strangers access to what's going on inside your house.

These are just a few ways hackers can disrupt your life. Security experts warn that with more of us connecting additional devices to the Internet (things like our thermostats, digital assistants like the Amazon Echo or Google Home, and home security systems) that's just exposing even more of our lives to potential hacking.

### **#It'sMorethanJustHacking**

Beyond the illegal activities, there are dozens of ways people gain legitimate access to your data on a daily basis, often with your explicit consent. It's worth considering how often your activities are





being monitored and what kinds of information you willingly provide to corporations and the government. Here are just a handful of examples to consider:

- **DNA records**

In the past few years, companies like 23andMe and Ancestry.com have started offering genetic mapping and profiling services: you simply mail in a cheek swab and, in return, the company sends you the results and stores your DNA records in their databases. But have you ever considered how this data might be used in the future? As we recently saw with the apprehension of the Golden State Killer in California using a genetic database at the genealogy service Ysearch.org, you never know how your DNA records might be used. Today it might be solving a murder, but in the future, who knows? Your genetic profile could be used to determine health coverage or other purposes you didn't expect.

- **Ride sharing**

Go ahead and call a Lyft or Uber. You'll give that company data on where you live, who else lives there, and your entertainment habits. Uber even got caught tracking their customers after they dropped them off.

- **Pokémon Go and other mobile games.**

It's just a game, right? By using GPS data to provide location-based entertainment, this addictive mobile app also keeps a close eye on where you—or your kids—are throughout the day.

- **Amazon and other retail apps.**

If you're like many people, you turn to Amazon for much of your





online purchases and household services. You might use the

Starbucks or Target apps on your phone to order in advance or get discounts. And each time you buy online from major retailers or use their apps, you're giving them rich data for future use.

- **Cell phones**

This may be a no-brainer, but every mobile device has a GPS chip that locates the phone even when it's turned off. This allows emergency services to locate you when you need help—but the question is, who else has access to that data?

- **Video surveillance/closed-circuit television (CCTV).**

From ATMs to 'eye in the sky' cameras at department stores, cameras are always watching you when you're out on public streets. Red light cameras and cameras on toll roads snap your car's license plate to send you violation notices or fee invoices. Any time you leave your home in most urban centers in the US and Europe (and in major cities across the world), someone knows what you're doing.

This is a long list of ways companies can compromise your privacy, all in the name of day-to-day business. When you think about it, it's almost enough to make you want to throw your hands up and surrender, right? While some things are out of your control, there are still things you can do to protect your information.

- **HOW TO PROTECT YOUR DIGITAL PRIVACY**



By making a few simple changes to your devices and accounts, you can maintain security against outside parties' unwanted attempts





to access your data as well as protect your privacy from those you don't consent to sharing your information with. Getting started is

easy. Here's a guide to the few simple changes you can make to protect yourself and your information online.

- **Secure your accounts**

**Why:** In the past decade, data breaches and password leaks have struck companies such as Equifax, Facebook, Home Depot, Marriott, Target, Yahoo, and countless others. If you have online accounts, hackers have likely leaked data from at least one of them. Want to know which of your accounts have been compromised? Search for your email address on [Have I Been Pwned?](#) to cross-reference your email address with hundreds of data breaches.

**How:** Everyone should use a password manager to generate and remember different, complex passwords for every account — this is the most important thing people can do to protect their privacy and security today. Wirecutter's favorite password managers are LastPass and 1Password. Both can generate passwords, monitor accounts for security breaches, suggest changing weak passwords, and sync your passwords between your computer and phone. Password managers seem intimidating to set up, but once you've installed one you just need to browse the Internet as usual. As you log in to accounts, the password manager saves your passwords and suggests changing weak or duplicate passwords. Over the course of a couple of weeks, you end up with new passwords for most of your accounts. Take this time to also change the default passwords for any devices in your house — if your home router, smart light bulbs, or security cameras are still using "password" or "1234" as the password, change them. Everyone should also use two-step authentication whenever possible for their online accounts. Most banks and major social networks provide this option. As the name suggests, two-step authentication requires two





steps: entering your password and entering a number only you can

access. For example, step one is logging in to Facebook with your username and password. In step two, Facebook sends a temporary code to you in a text message or, even better, through an app like Google Authenticator, and you enter that code to log in.

- **Protect Your Web Browsing** 

**Why:** Companies and websites track everything you do online. Every ad, social network button, and website collects information about your location, browsing habits, and more. The data collected reveals more about you than you might expect. You might think yourself clever for never tweeting your medical problems or sharing all your religious beliefs on Facebook, for instance, but chances are good that the websites you visit regularly provide all the data advertisers need to pinpoint the type of person you are. This is part of how targeted ads remain one of the Internet's most unsettling innovations.

**How:** A browser extension like uBlock Origin blocks ads and the data they collect. The uBlock Origin extension also prevents malware from running in your browser and gives you an easy way to turn the ad blocking off when you want to support sites you know are secure.

Combine uBlock with Privacy Badger, which blocks trackers, and ads won't follow you around as much. To slow down stalker ads even more, disable interest-based ads from Apple, Facebook, Google, and Twitter. A lot of websites offer means to opt out of data collection, but you need to do so manually.

Simple Opt Out has direct links to opt-out instructions for major sites like Netflix, Reddit, and more. Doing this won't eliminate the problem completely, but it will significantly cut down the amount of data





collected. You should also install the HTTPS Everywhere extension. HTTPS Everywhere automatically directs you to the secure version of a site when the site supports that, making it difficult for an attacker

— especially if you're on public Wi-Fi at a coffee shop, airport, or hotel — to digitally eavesdrop on what you're doing. Some people may want to use a virtual private network (VPN), but it's not necessary for everyone. If you frequently connect to public Wi-Fi, a VPN is useful because it adds a layer of security to your browsing when HTTPS isn't available. It can also provide some privacy from your Internet service provider and help minimize tracking based on your IP address. But all your Internet activity still flows through the VPN provider's servers, so in using a VPN you're choosing to trust that company over your ISP not to store or sell your data. Make sure you understand the pros and cons first, but if you want a VPN, Wirecutter recommends IVPN.

- **Use antivirus software on your computer**

**Why:** Viruses might not seem as common as they were a decade ago, but they still exist. Malicious software on your computer can wreak all kinds of havoc, from annoying pop-ups to covert bitcoin mining to scanning for personal information. If you're at risk for clicking perilous links, or if you share a computer with multiple people in a household, it's worthwhile to set up antivirus software, especially on Windows computers.







**How:** If your computer runs Windows 10, you should use Microsoft's built-in software, Windows Defender. Windows Defender offers plenty of security for most people, and it's the main antivirus option that Wirecutter recommends; we reached that conclusion after speaking with several experts. If you run an older version of Windows (even though we recommend updating to Windows 10) or you use a shared computer, a second layer of protection might be necessary. For this purpose, Malwarebytes Premium is your best bet.

Malwarebytes is unintrusive, it works well with Windows Defender, and it doesn't push out dozens of annoying notifications like most antivirus utilities tend to do.

Mac users are typically okay with the protections included in macOS, especially if you download software only from Apple's App Store and stick to well-known browser extensions. If you do want a second layer of security, Malwarebytes Premium is also available for Mac. You should avoid antivirus applications on your phone altogether and stick to downloading trusted apps from official stores.

- **Update your software and devices**

**Why:** Phone and computer operating systems, Web browsers, popular apps, and even smart-home devices receive frequent updates with new features and security improvements. These security updates are typically far better at thwarting hackers than antivirus software.

**How:** All three major operating systems can update automatically, but you should take a moment to double-check that you have automatic updates enabled for your OS of choice: Windows, macOS, or Chrome OS. Although it's frustrating to turn your computer on and have to wait out an update that might break the software you use, the security benefits are worth the trouble. These updates include





new versions of Microsoft's Edge browser and Apple's Safari. Most third-party Web browsers, including Google's Chrome and Mozilla Firefox, also update automatically. If you tend to leave your browser open all the time, remember to reboot it now and again to get those updates. Your phone also has automatic-update options. On Apple's iPhone, enable automatic updates under Settings > General > Software Update. On Google's Android operating system, security updates should happen automatically, but you can double-check by opening up Settings > System > Advanced > System Update.

For third-party software and apps, you may need to find and enable a Check for updates option in the software's settings. Smart-home devices such as cameras, thermostats, and light bulbs can receive updates to the app as well as to the hardware itself. Check the settings using the device's app to make sure these updates happen automatically; if you don't find an automatic-update option, you may have to manually reboot the device on occasion (a monthly calendar reminder might help).

- **Don't install sketchy software!**

**Why:** Every weird app you install on your phone and every browser extension or piece of software you download from a sketchy website represents another potential privacy and security hole. Countless mobile apps track your location everywhere you go and harvest your data without asking consent, even in children's apps.

**How:** Stop downloading garbage software, and stick to downloading programs and browser extensions directly from their makers and official app stores. You don't need half the apps on your phone, and getting rid of what you don't need can make your phone feel faster. Once you clear out the apps you don't use, audit the privacy permissions of what's left. If you have an iPhone, open Settings and tap the Privacy option. On Android, head to Settings > Apps, and then





tap the gear icon and select App Permissions. Here, you can see which apps have access to your location, contacts, microphone, and other data. Disable permissions where they don't make sense—for example, Google Maps needs your location to function, but your notes app doesn't. In the future, think about app permissions as you install new software; if an app is free, it's possibly collecting and selling your data. The same rules go for your computer. If you're not sure what to delete from your Windows computer, Should I Remove It? can help you choose. (Yes, it's more software, but you should delete it after you're done using it.) Mac users don't have an equivalent, but all software resides in the Applications folder, so it's easy to sift through. If you find an app you don't remember installing, search for it on Google, and then drag it to the trash to delete it if you don't need it.

- **Lock down your phone in case you lose it**

**Why:** You need to ensure nobody can get into your phone if you lose it or someone steals it. Smartphones are encrypted by default, which is great, but you still need to take a few steps to ensure your phone is properly locked down if it disappears.

**How:** You have two main defenses here. The first is to use a strong passcode alongside your biometric (fingerprint or face) login. The second is to set up your phone's remote-tracking feature. If you haven't taken the first step, set up a PIN number or pattern, and enable the biometric login on your phone. You can find these options on an iPhone under Settings >Face ID & Passcode or Touch ID & Passcode, and on an Android phone under Settings >Security and location. Next, set up your phone's remote-tracking feature. If you lose your phone, you'll be able to see where it is, and you can remotely delete everything on the phone if you can't recover it. On an iPhone, head to Settings, tap your name, and then go to iCloud >





Find My iPhone. On an Android phone, tap Settings > Security & location and enable Find My Device.

- **Enable encryption on your laptop (it's easier than it sounds)**

**Why:** If you lose your laptop or someone steals it, the thief gets both a sweet new piece of hardware and access to your data. Even without your password, a thief can usually still copy files off the laptop if they know what they're doing. If a stranger poked around your laptop, they might get a look at all your photos, say, or your tax returns, or maybe an unfinished bit of Game of Thrones fanfiction.

**How:** When you encrypt the storage drive on your laptop, your password and a security key protect your data; without your password or the key, the data becomes nonsense. Although encryption might sound like something from a high-tech spy movie, it's simple and free to enable with built-in software. Follow these directions on how to set up encryption on both Windows and Mac. Speaking of computer theft, if you store a lot of data on your computer, it's worth the effort to back it up securely. For this purpose, Wire cutter likes the online backup service Backblaze, which encrypts all its data in a way that even the folks at Backblaze don't have access to it. Ultimately, security and privacy are linked, so you need to get in the habit of protecting both. It might seem like a time-consuming, overwhelming headache, but once you follow these steps, all that's left is to cultivate your judgment and establish good online behaviors. Be suspicious of links in emails and on social media. Make your accounts private and don't share anything you wouldn't mind getting out anyway. Keep your main email address and phone number relatively private. Use a burner email account you don't care about for shopping and other online activities; that way, if an account





is hacked, it's not linked to an important personal account, like that of your bank.

Likewise, avoid using your real name and number when you have to sign up for a service you don't care about, such as discount cards at a grocery store (your area code plus Jenny's number usually gets you whatever club-card discount a retailer offers). Don't link together services, like Facebook and Spotify, or Twitter and Instagram, unless you gain a useful feature from doing so. Don't buy Internet of Things devices unless you're willing to give up a little privacy for whatever convenience they provide. Once you settle into a low-key, distrustful paranoia about new apps and services, you're well on your way to avoiding many privacy-invading practices.



## Digital Identity and Footprint



Whenever we use the internet we are leaving a series of digital footprints. These footprints are the lasting impression of all the activities we perform online. Simply put, a digital footprint is the record or trail left by the things we do online. Our social media activity, the info on personal website, our browsing history, our online subscriptions, any photo galleries

DIGITAL FOOTPRINT & IDENTITY

We define who we are.





and videos we have uploaded, anything on the Internet with our name on it.

Sometimes these footprints can be hidden, such as our order history on Amazon, our PayPal purchases, or our searched terms on browsers like Google or Bing. Although most users on the internet cannot see these particular footprints, they are still lasting impressions about our stored online. Therefore, we need to ask our self if we trust every website and service that we use to keep our data secure and use it appropriately. Though it is impossible to have no footprint if we use the internet, there are ways to reduce our footprint.

All the information that we share online contributes to our digital identity. Our identity is made of what we share online and it may include things we didn't consciously share. For this reason, we need to carefully manage our online activities and curate our online identity because digital identity is important not just for our personal reputation but for our professional reputation as well.

To protect ourselves, we need to take precautions in our social media space and create professional only social media profiles. This way we keep our professional and private lives separate. There are many entities who are interested in tracking our digital footprint.

Foremost of these are publishers, advertisers, and data aggregators who use the data to sell you products and services. Potential employers or admissions officers might check our profile to check if we are a good fit for their organization. Worse, cybercriminals could mine that data to gain access to our account to commit fraud and identity theft. With this, it's not surprising that people are taking the steps to protect their identity online. According to a survey from the Pew Research Center, 86% of U.S. adults have made conscious efforts to hide their digital footprints, from clearing cookies to using encrypted emails.





Source: Pew Research Center

Research.com



## HOW TO MANAGE YOUR DIGITAL FOOTPRINTS

You can take control of your image by cleaning up your online profile. You can also boost your online security by following the steps below for how to protect your digital footprint.

### 1. Look yourself up online.

Type your name on search engines like Google, Bing, or Yahoo. Take note of anything negative that comes up in search results. Turn on Google alerts for your name so you are notified if something about you pops up online.

### 2. List down all your accounts.

Keep only the accounts you use. Delete ones that you do not use. This way, your online identity is easier to manage and you lessen the chances of having your data exposed through a data breach





### **3. Use privacy settings**

Know the various privacy settings available on social media. On Facebook, you can control who can see your posts, who can add you as a friend, and the tags that show up on your timeline. On Twitter, you can protect your tweets so only your followers can see them.

### **4. Keep things professional**

Remember that what you post online can stay there for a long amount of time. You can be yourself and express opinions but make sure what you say or share is factual and is something that you would not mind a future employer or admissions officer reading.

### **5. Keep your profile up to date**

Part of how to manage your digital footprint is presenting the best version of yourself. Maintain your online profiles with current information, especially for professional or job search sites. This way, potential clients or employers can easily contact you.

### **6. Don't overshare**

Avoid posting sensitive information such as your home or mobile number, credit card information, driver's license, and the like. Reconsider sharing your full name, birth date, current employer, and other personal details that identity thieves can easily take advantage of.

### **7. Delete unflattering content**

Go through all your social media posts and delete content that you find questionable or unflattering. For content that is posted on a website, you would have to get in touch with the publisher or webmaster to have it deleted. If it still shows up in Google search even after you've requested deleting the content, you can fill out Google's URL Removal tool to have the issue fixed.







## **8. Check your browser for cookies.**

Cookies make online browsing more convenient, however, some types of cookies can compromise your privacy. Check your browser for cookies from sites you haven't visited. Make sure to delete cookies every after a few months. Set your cookie preferences and block third-party cookies.

## **9. Protect your passwords**

Never share your password with anyone else, be it for work or personal purposes. If you can't keep track of all your passwords, write them down in a notebook or planner and store this in a safe place. Better yet, use an online password manager.

## **10. Use strong passwords.**

Passwords should have at least eight characters and include a combination of upper and lowercase letters, plus numbers and symbols. Avoid common passwords like "mypassword," sequential numbers like "1234," and keyboard paths like "qwerty." Don't include personal information like your birthday, family members' names, or other information about you that can be easily looked up online.

## **11. Create a second email account**

You can create a burner email address or two so you can sign up for various kinds of services and keep the spam emails away from your primary inbox. They also function as recovery or backup emails in case your primary email gets hacked or is having some glitches.

## **12. Share your achievements**

Present yourself in a positive light by posting about personal or professional achievements that you're proud of. Just be careful not to humble-brag and give credit to the people who helped you achieve





your goals. You can also share your volunteer work and membership in professional organizations.

### **13. Think before you post**

Resist the temptation to vent online. Before you open social media, remember this mnemonic designed by Melissa Pilakowski (2015). Assess if what you're sharing is True (T), Helpful (H), Inspiring (I), Necessary (N), and Kind (K) or in short, THINK before you post.

### **14. Always update your software**

Outdated software can give hackers a backdoor for accessing your private information. Keeping your antivirus and other programs updated means you get security patches that will help fix or remove bugs in your system. You can set programs and apps to auto-update so you're sure you have the latest software installed.

### **15. Use digital tools**

With the Googlification of schools globally, it is important more than ever to protect your privacy. To do this, you can use anti-tracking tools, private search engines, or anonymous browsers. One tool that has gained popularity lately is virtual private networks (VPNs), which mask your IP address so you can keep your location, browsing history, and other information private.

## **Worst-Case Scenario: Delete Your Digital Footprints**

If you suffer from a massive data breach, the only option is to go nuclear. Wiping out your existence from the internet takes a bit of work, but here's what you can do.

- **Opt out of data broker sites.**





Data brokers collect information about you without your consent. They then sell that information to other data companies, firms, or individuals for targeted advertising and consumer profiling (Boticello, 2019). If you find yourself on sites like WhitePages, Spokeo, and MyLife, you would have to go to their opt-out page to request your information to be deleted.

- **Delete social media accounts.**

It is undeniable how social media has made an impact globally. However, the growing vigilance about privacy is causing people to rethink social media use. If you're contemplating deleting your account, make sure to back up your data first. Deletion procedures vary per site but beware of any grace period you need to observe before deleting your account for good.

- **Unsubscribe from mailing lists.**

If you signed up for a mailing list, you might have unwittingly volunteered to get more promotional materials. You can manually unsubscribe from these junk mails by clicking on the Unsubscribe link from the email message itself. You can also use bulk unsubscribing tools like Unroll.me and Unsubscriber.

- **Delete forum comments and blog posts.**

Forums are a shared space, so leaving a comment will be tied to an account that can be traced back to you. However, private site operators do not have an obligation to remove the content you want deleted. Instead, they will at least make your profile anonymous so your name and other descriptive information will not appear on the forum.

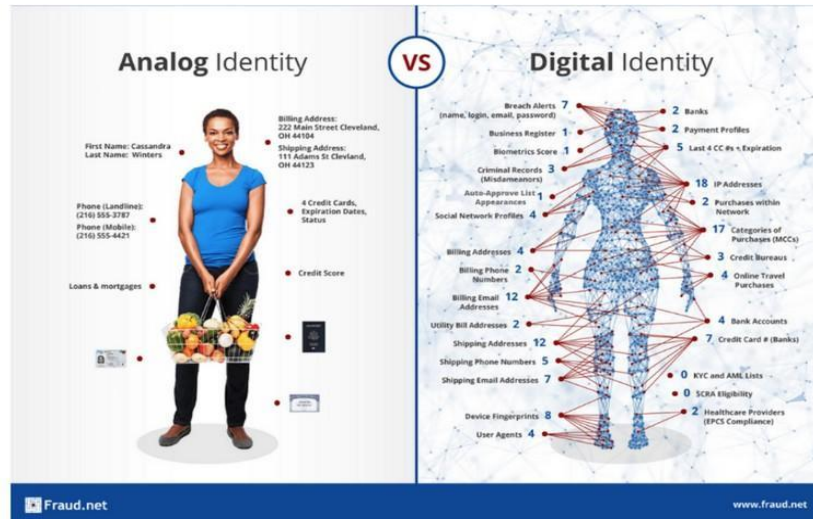
- **Delete email accounts.**

Steps for different email providers will vary, but it is always safe to download your data first so you don't lose important information. It's





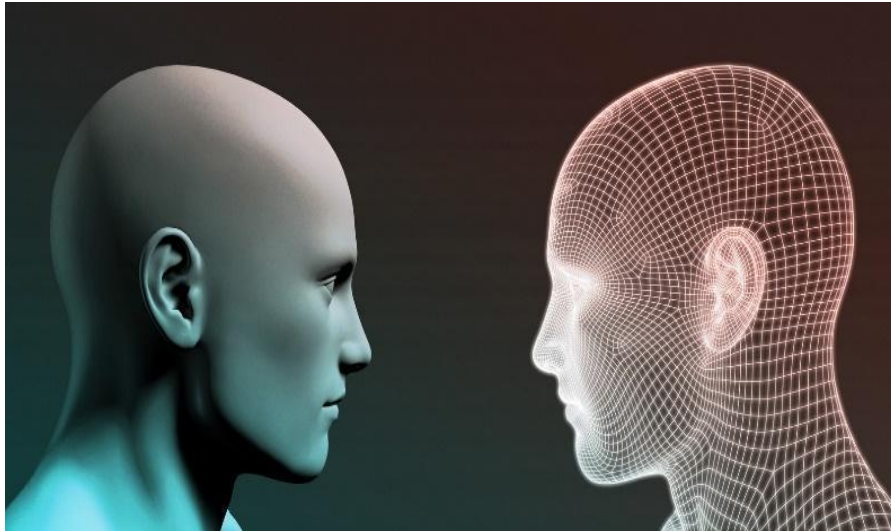
also a good idea to do an inventory of what other services are tied to that email account.



### ● Being Mindful of Your Online Activities

In today's modern world information about anyone is a mere click away. For students who have to think about college education and getting a well-paying job, what they do or share online can impact future opportunities. For this reason, it is important for them to take control of their online presence early on. Students must realize that almost everything they do online can leave a digital footprint. There are many tips for students to manage their digital footprints. A good way to start is by looking up the search results for one's name. Then review the content you generate from social media posts to blog posts and even forum comments. Delete questionable content yourself or ask the publisher or website owner to take it down for you. It's also good to practice healthy cybersecurity habits like creating strong passwords and using privacy tools. In extreme cases, you can delete all traces of your digital footprint by deleting information about you from data brokers, as well as deleting your email and social media accounts.





## Online relationships and communications

Online relationships and communication are fundamental since we all spend a lot of time being connected, and off-line and on-line are strictly complementary. In fact, the “digital citizenship” is now as important and relevant as the regular, traditional “citizenship”. “Digital media, especially mobile communication technologies, enable adolescents to explore and experiment with each other with only limited adult control. Conflicts between peers can be easily staged since nearly everybody can be reached at any time under the radar of authorities” (Wendt R. and Quandt W., “The Role of Online Communication in Long-Term Cyberbullying Involvement Among Girls and Boys”, Journal of Youth and Adolescence, 2016).

### ONLINE RELATIONSHIPS





## 1. Sexuality and the internet

Two seemingly contrasting features of online relationships are: greater anonymity and greater self-disclosure. Anonymity is associated with concealment, which is contradictory to self-disclosure. However, since greater anonymity reduces vulnerability, it typically facilitates greater self-disclosure, which in turn increases familiarity and intimacy.

Research indicates that there is faster and more profound self-disclosure in online communication than in face-to-face meetings (Joinson, 2003; Tidwell and Walther, 2002). In online relationships people can be partially or fully anonymous: people can conceal their true identity or important aspects of it. Anonymity in online relationships facilitates self-disclosure as it reduces the risks involved in disclosing intimate information about oneself. People can express themselves more freely since they are more anonymous, less accountable, and hence less vulnerable. In the anonymity (or semi anonymity) of cyberspace, it is much easier to disclose one's true feelings. Accordingly, it is more likely that in cyberspace the process of self-disclosure will be linear, moving in a unidirectional and cumulative fashion from nondisclosure to near full disclosure. In offline circumstances, the opposing urges to reveal and to conceal makes people oscillate between guarded self-concealment and candid self-disclosure.

Online self-disclosure resembles the 'strangers on a train' phenomenon, where people sometimes share intimate information with their anonymous seatmate (McKenna et al., 2002). Since anonymity in cyberspace is greater than on a train, revealing intimate personal details is more common in cyberspace. Online relationships enable people to hide behind a form of communication that is somewhat 'removed from





life.’ It is easier to open up to a faceless stranger that you do not have to look at while revealing your secret or to see the next morning. Online relations are similar in this regard: people can freely express their emotions and become emotionally close without being vulnerable.

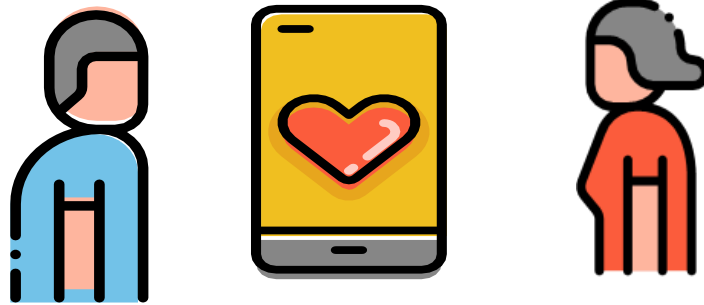
Accordingly, it is also easier to fall in love on the Net. Despite the reduced vulnerability in cyberspace, the online agent can be hurt as well. In this regard, two major aspects are significant: (1) most of the many high hopes that cyberspace generates are not fulfilled – thereby causing frequent and profound disappointments; and (2) profound self-disclosure leaves the agent's mind naked, without any masks to protect her – and this is a highly vulnerable position for anyone.

Online relationships typically have fewer practical implications than have offline relationships; hence, participants in these relationships are less vulnerable. Indeed, in offline relationships, people tend not to reveal much intimate information until they feel safe. In cyberspace, people are ready to disclose more intimate information since they assume that anonymity and spatial distance reduce the risk of harmful consequences.

Relations in cyberspace are safe not only in the physical sense, since viruses cannot travel in that space, but also in the psychological sense that is provided by being anonymous. Since feeling safe is a major precondition, the safety provided by cyberspace may explain the vast interest in cybersex (Bader, 2002: pp. 263–276).

\*Aaron Ben-Ze'ev, in International Encyclopedia of the Social & Behavioral Sciences (Second Edition), 2015





## 2.Name/age/education/status update: creating a digital presence

Jenkins asserts the difficulty in developing a relationship online, writing ‘the medium's inadequacies are, no doubt, resulting in significant shifts in the vocabulary of love. In cyberspace, there is no room for the ambiguous gestures that characterized another generation's fumbling first courtships.’<sup>32</sup> Jenkins’ sentiments regarding the shift in the vocabulary in terms of love suggests that the Internet is challenging the way in which we communicate. Textual communication has to be clear, as Jenkins suggests, when dating online so misunderstandings do not occur. The subtle nuance of tone and turn of phrase have been replaced by emoticons, brackets and asterisks. Although the time constraints of gaming require textual communications to be clear but brief, dating online requires them to be clear and emotional.

Although these networks require technological literacy, they also require social literacy, which is heavily based on acceptable behavior in offline social interaction. The realm of online dating encourages the crossover between on- and offline environments and as technology like VoIP (Voice over Internet Protocol) and video chat evolves it is becoming apparent that the line between the two might only be a screen. Dating online is not role-playing and whether in a game, forum or other social network the interactions between these people are not







fantasy; these are people who are developing real romantic relationships with real feelings. The presence of a screen and the 'freedom' of socializing, provided through the networks' various public and private channels of communication, allow relationships to foster in a distinct manner.

Although these relationships and feelings are not fantasy, the structure and style of their beginnings highlights that there is unusual impetus that informs their development. The negative side of social networks and relationship formation is something that is discussed in future chapters. The emotions felt between people are not contained in some Internet world of whimsy nor do they only exist within the forum where they were born. They are part of lives and for that reason these relationships demonstrate the blurring of the boundary between on - and offline. This highlights how the digital presence means that part of the user is always online and emphasizes the importance of Internet use in everyday life.(Angela Thomas-Jones, in *The Host in the Machine*, 2010)

### 3.Virtual Reality, Psychology

The psychological power of virtual reality is enhanced by the fact that phenomena associated with projection and transference are heightened in virtual space. As in Thomas Mann's *The Magic Mountain*, which takes place in the isolation of a sanitarium, relationships in cyberspace become intense very quickly because the participants feel themselves to be in a remote and unfamiliar world with its own rules.

Electronic meeting places breed an easy intimacy. In the first phase of electronic friendships, people describe the excitement of a rapidly deepening relationship and the sense that time itself is speeding up. In virtual encounters, the lack of information about the physically real





person to whom one is talking, the silence into which one types, the absence of visual cues, all encourage projection. This can lead to disappointment when, in a second stage of friendship, people who have had only virtual encounters move to bring them into the physical 'real.' However, it also has a positive side.

Virtual reality offers a new tool for self-reflection. In close virtual friendships, it is not unusual to 'log' one's interaction with an intimate. It is possible to compare the text of the 'relationship' with the depth of feeling it has evoked. Very often, the gap between the two provides a rough but potentially useful approximation of the 'transference.' More frequently, people do not have an actual transcript of an on-line relationship to work with, but as they become more experienced in virtual social interaction, they are in a good position to notice recurrent patterns of on-line behavior. In this sense, it is possible to use the virtual to reflect constructively on the real.

Otherwise put: people who make the most of their lives on the screen are usually those who are capable of approaching it in a spirit of self-reflection; they examine what they are doing on-line and ask themselves what it says about their desires, perhaps unmet, about their needs for connection, perhaps unfulfilled. They make efforts to use what they learn in virtual reality to improve the quality of their lives in the physical 'real.'

The study of the psychology of on-line life requires a better understanding about how to instill and nurture this discipline of self-reflection. Among psychologists, this enterprise has met some resistance by a movement to label the medium 'addicting' and requiring control much as one would control a drug (Young 1998, Greenfield 1999). There is a lively debate among psychologists (Young 1999) about





the usefulness of the concept of Internet addiction. For some, the analogy is justified by the compelling hold of virtual life and computer games and by the fact that the term ‘addiction’ is employed by many who are drawn to chatrooms, on-line communities, and computer games and who find themselves spending more and more time using them. For others, the addiction analogy seems misplaced (Turkle 1995, Grohol 1999). The argument against the addiction metaphor is that it closes down the important psychological questions that discriminate among computer users and the use to which they put virtual reality. Cyberspace may be compelling, but it is only a medium and can be used for ‘acting out’ or ‘working through’ for both constructive and destructive psychological ends. From this point of view, a parent whose child is on heroin needs to help the child stop taking the drug, whereas a parent whose child is on-line needs to be curious about what he or she is doing there. Is the child forming on- line relationships that are serving important developmental purposes?

Are the specific on-line experiences likely to serve as stepping-stones for important emotional or intellectual growth? From this perspective, when we try to understand the psychological state of a person at a networked computer, it is most constructive to think of the Internet and its virtual spaces as a Rorschach, rather than as a narcotic.(S. Turkle, in International Encyclopedia of the Social & Behavioral Sciences, 2001).

## ONLINE COMMUNICATION

- Types of Online Communication



If you avail the internet, you possibly avail internet oriented communications to contact friends, family members or co-workers. From giving instant messages to e-mailing, to make video calls, to hosting video conferences, the internet provides different methods of communication. There are plenty of tools that can be successfully and easily used in an internet setting to communicate and collaborate. Mostly these types of online communication for organization are only used in actual time settings. So they highly depend on different kinds of media like visual and auditory, can be experienced with a number of accessibility hindrances and might contain difficult interfaces.



- **Video Conferencing**

Video conferencing has progressed to become one of the best types of online communication. Organizations benefit from online conferencing through meetings. The reason for this is meetings let for the discussion of business improvement and the coordination of ideas. Video conferencing softwares like ezTalks Cloud Meeting allow organizing meetings.



The physical locations of a participant it's not important, therefore it is the best option for emergency times. This shows that this promises a quick redress of organization problems and raises productivity. It is affordable and facilitates nonverbal communication also.

● Chats

Chats can be explained like online text messages which occur in real time. Users of internet relay chat use an outside program to make a connection with the IRC server. This shows that the accessibility of this primarily depends on the customer's accessibility. This tool is availed by technical members. Instant messaging is a downloadable program which people avail to communicate. Web based chat are online chats that are accessed through a normal browser. Normally a part of the screen or the full screen refreshes regularly.

● Whiteboards:

Interactive whiteboards are the most new types of communications tools on the internet.

They are famous tools for online communication in education.

They are useful because they let

users draw, write and communicate with the assistance of an interface that activates a real physical whiteboard.

These have become the best online education tools due to the reason that their features help in learning. Whiteboards need users to get a mouse to include some content.





- **Forums:**

There are many methods that online forums are meant to use, such as discussion boards, groups and bulletin boards. They can be explained like areas where the users are permitted to post the questions or comments. These forums online are keyboard accessible. These tools are inaccessible for registration. These are insightful tools in education because they have plenty of valuable information.

- **Voice over IP:**

VoIP is a word which is availed in reference to a voice changing that is made over the internet link instead of over the normal phone line.

Several big companies avail VoIP in place of the traditional phone line. It must be considered that it is probable to do VoIP calls over a system however with handsets or a USB headset.

The calls are audio oriented and a good example of this kinds of communication tools is Skype.

Web 2.0 has developed a new approach and vision from improving technology in to highly interactive and communicational.



Magazine such as websites were replaced with interactive powerful online spaces where authors and visitors can give and assist creating the site and shape the information.

- **Email:**

Email is also called as electronic mail is among the old tools in types of online communications. It lets users change photos, get news





and send files from different parts of the globe. This tool is highly used for public communication, especially in mailing lists. This is not exhausting because there are other fundamental online tools for communication like newsletters, websites and social networks. The internet has used a better amount of new key stream communication tools which has revolutionized things. The reason for this is that different kinds of tools for online communication have greatly decreased the time spent in making and providing messages.

- **Social Networks**

Social networks have established from knowing that active users online might need to connect and get in touch with each other providing news, life updates, interests etc.



Profiles pages which assist you to study about each other were placed in several websites and connected collectively with messaging, chats and extra features like music, video and photo sharing, schooling, group by interests and work. Few social networks are particularly made by interests, people who like music.

- **Conclusion:**

The internet is over simply the web, the big collection of linked networks functions like a worldwide communications hub for data. Internet traffic has mostly of text in the way emails and other folders. When the internet develops in speed and size, users included new





capabilities like video and audio services. The internet possess great flexibility, taking any kind of data. Learn the different types of online communication. Choose the best tool for your company according to your needs.

## Rules for online communication

But, do we really think about what we write when we are online, the consequences of every sentence, every single word? Do we know the effects of sharing on the web?

The Manifesto of non-hostile communication - promoted by Parole O\_Stili Association and recognised by several institutions and by the Ministry of Education and University of Italy - spotlights some milestones on this matter. This is a card that lists ten style principles useful to improve the style and behavior of those who are on the Net. The Manifesto of non-hostile communication is a commitment to shared responsibility and wants to encourage respectful and civil behavior. It wants the Net to be a welcoming and safe place for everyone.

These are the 10 principles of the Manifesto:

- **Virtual is real**

I say and write on the net only things that I have the courage to say in person.

- **You are what you communicate**

The words I choose tell the story of the person I am: they represent me.

- **Words shape thought**







I take all the time necessary to best express what I think.

Before speaking you have to listen

No one is always right, not even me. I listen with honesty and openness.

- **Words are a bridge**

I choose words to understand, to make myself understood, to get closer to others.

- **Words have consequences**

I know that every word of mine can have consequences, small or big.

- **Sharing is a responsibility**

I share texts and images only after reading, evaluating, including them. Ideas can be discussed.

- **People must respect each other**

I do not turn those who hold opinions that I do not share into an enemy to be annihilated.

- **Insults are not arguments**

I do not accept insults and aggression, not even in the favor of my thesis.

- **Silence also communicates**

When the best choice is to be silent, I keep silent.

The **“Declaration of Rights on the Internet”** is another relevant document adopted by the Italian Parliament, defined as “crucial to laying the constitutional foundation for supranational principles and rights”. It is “founded on the full recognition of the liberty, equality, dignity and unique diversity of each individual. Preserving these rights is crucial to ensuring the democratic functioning of institutions and avoiding the predominance of public and private powers that may lead to a society of surveillance, control and social selection”. The full text of the document can be found here:

<https://www.camera.it/application/xmanager/projects/leg17/commissi>





[one internet/testo definitivo inglese.pdf](#)

## Skills for online communication

### 1. Clear and concise language

When it comes to online communication, especially in the website content, you must focus on the language of communication. The written or visual cues should

be clear and precise. It should not divert from

the topic, and it should be easy

to understand. Technical jargon,

while necessary to some extent,

should not be used excessively.



Wherever possible, it is recommended to use acronyms in brackets. For example, instead of the United Nations, use the UN. Too many shortcuts would ruin the intention of the message and may not serve all the audiences. Many online communications are customized for their audiences, and it is highly recommended for all companies since it increases the effectiveness of the communication.

### 2. Tone of the narrative

The tone of your online communication must be what you intend it to be. Most of the time, you may intend something else, and the communication turns out to be something else. Such mismatches can be disastrous for not only business but also personal purposes. For example, humor can be a great icebreaker. It works





very well when used in face-to-face communication as well.

However, the tone should be used carefully since humor is usually easy to misinterpret, and you may knowingly or unknowingly end up hurting someone's feelings. The tone of online communication also matters when communication is for business purposes. Even grammatical accuracy plays a significant role in the tone of your online communication. A simple grammatical mistake might damage your reputation. On the other hand, when visual tools do communicate, visual accuracy matters the most.

### **3. Provide complete responses**

Whenever you're communicating with your prospects or customers, you should thoroughly address all your issues. These issues usually are the ones that customers have asked, and most businesses or business workers fail to provide complete answers to the inquiries.

This may not leave a good impression of the organization on the customers. The best way to solve a customer's concern is first to understand it.

Don't hesitate to ask for clarification if you don't understand the problem. Giving the wrong solution is worse than providing no solution at all. Understand what exactly the customer wants and then prepare a solution accordingly.

### **4. Conclusion**

Online communication has increased a lot in the last few





years and has turned into different methods. It is increasingly becoming an essential part of the everyday lives of all people. There is very little which cannot be achieved with the help of online communication. Designing communication and using proper channels is as crucial as the message itself. Every message and the intention behind the message necessitates the use of different channels of communication.

## Harmful and Abusive Digital Behaviour



Every time I speak, another person hates me,  
Every time they answer, I must forgive again.  
Every time I listen, I suppress my angry comments,  
Every time I hear them, I brush away the tears.  
Everywhere I go, I am a nameless victim,  
Everywhere I hide, they find me once again.  
Every time they see me, I put a happy face on,  
Every time they leave me, the tears roll down my cheeks.  
Every night I'm sleeping, I dream of faceless horrors,  
Every day I'm living, I wish it were not so.

Every day It Happens by *Kathleen Kiker*

The increase in the use of information technologies encompasses all educational and social issues, even changing intergenerational skills. It is considered that the most conditioned to this effect are adolescents and young people.

The numbers and statistics describing cyberbullying and the negative repercussions resulting from cyberbullying are overwhelming. As youth workers, we must personally and collectively take a stand against cyberbullying and prepare our participants to do likewise. Rather than passively tolerating cyberbullying, bystanders must be mentored and encouraged to





actively take a stand, step in, and speak up.

*“It’s time to confront bullying, harassment, and violence whenever and wherever we find it. This can be our contribution. We can make a difference, both in classrooms and in the world” (Henkin, 2005, pp. 64–65).*

**“Harmful behavior”** and **“Abuse”** includes a broad range of emotionally and physically harmful behaviors. **“Abuse”**, by definition, is behavior that causes suffering, is indifferent to negative effects on others, or uses something or someone for a harmful purpose. It’s not just physical harm that qualifies, and not only what the law considers **“abusive”**.

As youth workers, we consider patterned non-violent behaviors such as suspicious questioning, snooping, criticism, sarcasm, ignoring, yelling, harsh tones, cheating and name-calling to be abusive.

Attempting to control or manipulate a person’s actions with subtle or overt threats, withholding of money or resources, or lying are all abusive behaviors.

### ***What counts as harmful behavior?***

In general, harmful behavior constitutes any action which causes pain or harm in someone else. As you can imagine, there is an infinite number of actions which have the potential to cause pain or harm, and many of those actions are not necessarily intentional. At Emerge, we look at both intentional and unintentional actions which may become a harmful pattern of behavior.

The following list contains some examples of harmful, abusive, controlling, and violent behavior, as well as the effects that this





behavior may have caused. If you have done anything on this list to a partner/peer, chances are that you understand the damage that these actions can cause. At Emerge we ask group members to identify how they have harmed others so that they can work to keep it from happening again.

- ❖ *Have you ever hit, pushed, grabbed, threatened, frightened or intimidated your partner/peer?*
- ❖ *Is your partner/peer afraid of you?*
- ❖ *Are your friends afraid of you?*
- ❖ *Are you concerned that your behavior is harming your relationship?*
- ❖ *Have you broken promises about changing behavior?*
- ❖ *Have you ever punched a wall, banged a table, or broken something during a disagreement?*
- ❖ *Have you ever grabbed your partner/peer during a disagreement, attempted to stop her/him from leaving, locked her/him out, or restrained her/him in any way?*
- ❖ *Do you pressure your partner/peer to do things your way, even when you know your partner/peer doesn't want to?*
- ❖ *Has your partner/peer ever said 'you're always trying to control me'?*
- ❖ *Do you use names, put-downs or swearing to control your partner/peer?*
- ❖ *Do you put the blame onto your partner/peer for things you are responsible for?*
- ❖ *Have you found yourself 'keeping score' of the wrongs your partner/peer has done to you in order to hold those things against her/him?*
- ❖ *Have you ever blamed your abusive actions on alcohol, other*

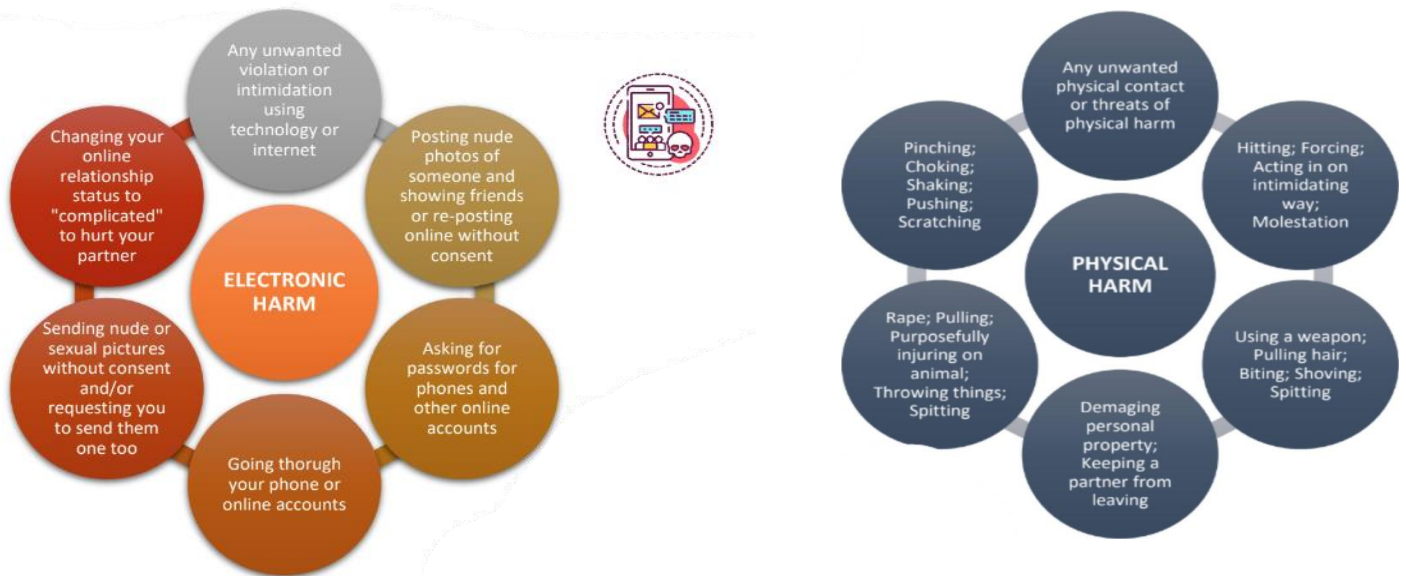




*drugs, stress or family problems?*

- ❖ *Have you cheated on your partner/peer or been sexually abusive in other ways?*
- ❖ Have you ever been accused of mistreating your friends?
- ❖ Are you concerned that your friends are being emotionally or psychologically harmed because of the way you treat your partner/peer?
- ❖ Has your partner/peer complained about jealous or possessive behavior on your part?
- ❖ When you do something that hurts your partner/peer, do you just say "I'm sorry" and then expect acceptance of your apology without making any change in how you were hurtful?

*Electronic harm, Physical harm and Emotional/Verbal harm*





## ● What is Digital abuse?

Digital abuse is behavior that has a threatening, intimidating, harassing or humiliating effect on a person. Women who have a public profile because of their work are especially at risk of being targeted. Digital abuse can hurt you socially or psychologically, or even lead to physical harm. It can take many forms, including stalking and sexual harassment.

### *Common types of online abuse*

#### **Trolling**

- ❖ Someone keeps provoking me online to get an emotional reaction.



#### **Image-based abuse**

- ❖ Someone has shared or threatened to share intimate images or videos of me without my consent.



#### **Sexual extortion**

- ❖ Someone is using my intimate images or videos to blackmail me.



#### **Impersonation accounts**







- ❖ A fake social media account has been set up in my name to humiliate me.

**Doxing**



- ❖ My personal details have been shared online, resulting in offensive comments and unwanted contact from strangers.

**Deepfakes/morphing**



- ❖ My face has been added to a nude of someone else's body and posted online.



**Defamatory comments**

- ❖ Someone has posted comments intended to harm my reputation.



**Impacts of Digital abuse**

Digital abuse can have a devastating impact. It can affect women’s wellbeing, mental health, confidence, relationships and sense of safety. It can also lead to women stepping back from public conversations or self-censoring out of fear for their privacy and safety. Digital abuse can quickly intensify in scale and nature. It can also feel deeply personal. It's important to remember that online abuse is never acceptable; it reflects badly on the person who is abusing you.

**How to identify Digital abuse**

Technology-facilitated abuse – or Digital abuse can be difficult to recognize as people often don’t realize it’s a form of abuse and unlawful. If you are unsure whether you’re at risk of or





experiencing tech abuse, learn more about the warning signs and get support.

## What is adult cyber abuse?

Adult cyber abuse involves severely abusive online communication to or about an adult which is menacing, harassing or offensive and intended to cause them serious harm. Adult cyber abuse is when the internet is used to send, post or share content that is harmful to the physical or mental health of someone who is 18 or older.

Adult cyber abuse is when someone sends seriously harmful content to a person who is 18 or older, or posts or shares harmful content about them, using an online or electronic service or platform. It can include posts, comments, emails, messages, chats, livestreams, memes, images and videos.

## What you can do?

If someone is just being rude, annoying or upsetting, or you don't like their opinions, you can use simple strategies such as changing the settings on your device or online account to limit contact with them. But if the content is seriously harmful you should send it to the service or platform that was used to send, post or share it. This is usually the fastest way to get the content removed and stop the bad behavior, if the service or platform has clear rules and moderators who can assess reports and take action. This also allows them to understand, prevent and respond when patterns of abuse develop that may affect other users.

## What is image-based abuse?

In the context of peer violence, image-based abuse occurs when a





partner/peer or ex-partner shares — or threatens to share — intimate, nude or sexual images without the consent of those pictured. Image-based abuse (IBA) happens when an intimate image or video is shared without the consent of the person pictured. This includes images or videos that have been digitally altered (using Photoshop or specialized software/s).

An intimate image is one that shows:

- a person's genital area (whether bare or covered by underwear);
- a person's breasts (if the person identifies as female, transgender or intersex);
- private activity (for example a person undressing, using the bathroom, showering, bathing or engaged in sexual activity);

**Image-based abuse also includes the threat of an intimate image being shared.**

Image-based abuse is sometimes called other things like 'revenge porn', 'intimate image abuse' or 'image-based sexual abuse'. '**Revenge porn**' is the term usually used in the media. But in many cases image-based abuse is not about 'revenge' or 'porn'. Image-based abuse can happen for many reasons and can include many kinds of images and video.

### What is Cyberstalking?

In the context of peer violence, cyberstalking is the use of technology to stalk or repeatedly harass a partner, ex-partner or family member. It is often accompanied by offline stalking.

**Cyberstalking may include:**





- ✓ false accusations;
- ✓ abusive comments;
- ✓ attempts to smear your reputation;
- ✓ *threats of physical or sexual violence or repeated unwanted sexual requests.*

Cyberstalking may also include monitoring, identity theft and the gathering of information that may be used to threaten, embarrass or harass.

### **Cyberstalking behavior can look like:**

- ❖ Making unwanted contact by calling, emailing, texting, messaging, or sending offensive material.
- ❖ Sharing – or threatening to share – photos, videos, personal information, or anything that is humiliating or embarrassing to you.
- ❖ Posting humiliating, abusive or intimidating comments about you on social media.
- ❖ Accessing your email or social media accounts to find your personal information, track your movements, read your emails and messages, or change your passwords to lock you out of your accounts.
- ❖ Impersonating your online identity in order to harm your reputation or relationships – including creating fake social media accounts.





- ❖ Monitoring your movements using GPS technologies that are built into the operating systems of phones, tracking apps or spyware.
- ❖ Physically tracking you, following you or watching you.

Your partner, peer or ex-partner may use cyberstalking to abuse and control you or to try and have continuing power over your life after you have separated.

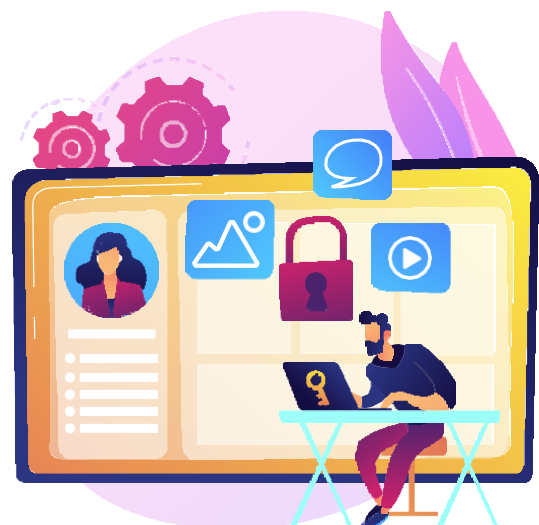
Being abused, threatened and cyberstalked is traumatic and extremely stressful, and reactions can vary. It is normal to experience one or more of these reactions, such as feeling:

- *confused, anxious and powerless;*
- *angry, depressed and distrustful;*
- *isolated from family and friends;*
- *embarrassed, ashamed or guilty;*
- *worthless;*
- *that you are watching your back all the time and are unable to have any peace.*

**You may find it harder to:**

- *remember things;*
- *get organized;*
- *manage caring responsibilities.*

**You could also:**





- *become super-focused and notice and remembering everything;*
- *be unable to 'switch off'.*

## What are the warning signs?

The following warning signs indicate that you or your peer may be at risk of Digital abuse.

### ***Your partner, peer or ex-partner:***

- ❖ Seems to know what you are doing online when they normally would not have access to this information.
- ❖ Seems to know where you or your children are or turns up unexpectedly where you are.
- ❖ Knows information from your private conversations, messages or emails.
- ❖ Has access to your phone or computer or requests passwords or pin codes. If your partner or ex-partner has access to your phone, they could look at call logs, emails, texts, messages, browser histories or load spyware.
- ❖ Constantly checks on you through social media activity or text logs.
- ❖ Wants to control when you can access your phone or computer or takes these devices away.
- ❖ Sends frequent and unwanted texts or messages or makes calls that are abusive or silent.
- ❖ Posts defamatory comments, or things that are designed to humiliate or ridicule you or spreads malicious rumors on social media.





- ❖ Constantly posts or sends messages that are harassing, threatening or demanding, such as ‘what are you doing?’, ‘who are you with?’, ‘where are you?’
- ❖ Starts contacting your friends or family to check up on you or tell damaging stories about you.
- ❖ Pressures you to send intimate pictures to them - shares or threatens to share intimate images of you without your consent.
- ❖ Controls your finances or restricts access to your bank cards and online accounts.
- ❖ Has set up a new camera or security system that seems unnecessary.

**Other warning signs might include noticing unusual activity on your devices, such as:**

- ❖ Have your passwords stopped working or has access to any of your online accounts suddenly been restricted?
- ❖ Have you unexpectedly been given a computer or phone or received offers to fix your devices?
- ❖ Have your children been given new electronic gifts that your ex-partner seems insistent on them using and taking with them when they return to your care?

Sometimes a phone with location tracking is given to a child, when there is a separation.





- ❖ Are you receiving abusive emails, messages or texts from strangers or anonymous senders?
- ❖ Have fake messages or texts been sent from your social media accounts or phone?
- ❖ Have you found a fake social media account in your name?
- ❖ Have you found evidence of unusual activity in your email account, such as emails that have been read, marked unread, sent or deleted from your account, but not by you?
- ❖ Has your computer, phone or tablet started running very slowly or not working properly? Does it take too long to turn off or is the battery running down more quickly than usual? This could be

caused by additional processes, such as malware and spyware, running in the background.

- ❖ Have you found unknown financial transactions in your online accounts?
- ❖ Are the lights, locks, thermostat, air-conditioning, fridge, television, music system, or internet in your home turning off or on or changing unexpectedly? If you live in a connected home, your ex- partner may still have access to these devices and use them to ‘gaslight’ you. Gaslighting is a tactic that abusers use in order to gain control over their target by making them question their sense of reality.

## What can you do to protect yourself?

*Follow these tips for managing your online activities and staying safe:*







- ❖ **Set strong passcodes and passwords** - to secure your online accounts and devices, change them frequently and do not share them with anyone. One of the most common ways that an abuser can gain access to your personal information is by accessing your online accounts using saved passwords, or by simply guessing your password.
- ❖ **Turn off location services** - on your phone and computer, and do not 'check in' through your social media accounts. If your partner or ex-partner set up your device or you share an account, such as an apple ID, they may be able to access information on your device remotely or track your location. It may be necessary to set up a new account and restore your device to factory settings.
- ❖ **Be aware of your privacy when posting online** - avoid posting identifying information about your location, including in photos.
- ❖ **Use your social media accounts safely** — block unknown or abusive people and use the highest-level security and privacy settings on your accounts to make sure your posts are only seen by the people you choose.
- ❖ **Double check which apps or programs are loaded on your devices** - and remove any that you did not put there yourself. Seek help from a tech expert if you cannot find or remove the unknown apps or programs. If necessary, do a 'factory reset' to restore your devices back to their 'as new' condition — be sure to back up important data first, but be careful when restoring from a backup as this may also copy over any unknown apps or programs.

**Be very careful about opening attachments in emails and messages.**





If any appliances, locks or connected systems in your home are not working in their usual way, consult a relevant technical expert. It may be necessary to reinstall or set up these systems.

- ❖ **Use a safer computer** - if you are not confident your computer is 100% clean, for example use a public library computer or a trusted friend's phone or computer.

And, most importantly, trust your instincts. You are in the best position to know if things are not right, and to take control of your online experience.

## Holistic approaches in addressing cyberbullying

Cyberbullying has become a pervasive issue in our modern digital society, fueled by the ever-growing prevalence of social media, texting, and other forms of online communication. While traditional forms of bullying are often limited to a specific location or group of individuals, cyberbullying has the potential to reach a much larger audience, resulting in an amplified negative impact on victims.

The effects of cyberbullying can be far-reaching and long-lasting, with serious consequences for an individual's mental and physical health, academic performance, and personal relationships. Victims of cyberbullying may experience anxiety, depression, low self-esteem, and in severe cases, thoughts of suicide. The constant nature of technology and the ability for bullying to reach a large





audience can amplify the negative effects of bullying and cause lasting psychological harm.

The stress and anxiety caused by cyberbullying can also have physical effects, such as headaches, fatigue, and sleep disturbances. Victims of cyberbullying may experience decreased motivation, difficulty concentrating, and a decrease in overall school performance, leading to long-term negative consequences, including lower career prospects and decreased earning potential.

The effects of cyberbullying can also extend to personal relationships. Victims of cyberbullying may experience difficulty trusting others and forming close relationships, which can have long-term consequences for their social and emotional well-being.

Addressing cyberbullying requires a multi-faceted approach, involving education, support for victims, and collaboration between individuals, communities, and organizations. Preventing cyberbullying starts with educating individuals, particularly children and young adults, on safe and responsible online behavior. It is important for parents, teachers, and community organizations to teach and model positive online behavior, and provide support in the event of a bullying incident.

In addition, technology companies can play a role in preventing cyberbullying by providing tools and resources to help prevent bullying, as well as reporting mechanisms for individuals to report incidents of bullying. Law enforcement can also be involved in investigating and prosecuting cases of cyberbullying that are criminal in nature.

Finally, it is important to provide support and resources for victims of cyberbullying. This includes offering counseling and mental health resources, as well as peer support and understanding from family, friends, and community organizations.





Raising awareness about the dangers of cyberbullying and providing education on the topic is essential in preventing cyberbullying from occurring. Children, parents, and teachers should be educated on the importance of responsible online behavior and the potential consequences of cyberbullying.

Addressing cyberbullying requires collaboration between multiple stakeholders, including schools, law enforcement, technology companies, and mental health organizations.

Some of the effects that the phenomenon has among, especially young people, are:



- **Mental Health Consequences:** Cyberbullying can have a profound impact on an individual's mental health. It can lead to anxiety, depression, low self-esteem, and in severe cases, thoughts of suicide. The constant nature of technology and the ability for bullying to reach a large audience can amplify the negative effects of bullying and cause lasting psychological harm.
- **Physical Health Consequences:** The stress and anxiety caused by cyberbullying can also have physical effects, such as headaches, fatigue, and sleep disturbances. The constant exposure to negative and hurtful comments can also have long-term physical health consequences.
- **Academic Performance:** Cyberbullying can also have a significant impact on academic performance. Victims of cyberbullying may experience decreased motivation, difficulty concentrating, and a decrease in overall school performance. This can lead to long-term negative consequences, including lower career prospects and decreased earning potential.
- **Relationships:** The effects of cyberbullying can also extend to personal relationships. Victims of cyberbullying may experience





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### *Approaches:*

- **Education and Awareness:** Raising awareness about the dangers of cyberbullying and providing education on the topic is essential in preventing cyberbullying from occurring. This can be done through schools, community organizations, and media campaigns. Children, parents, and teachers should be educated on the importance of responsible online behavior and the potential consequences of cyberbullying.





- **Parental Involvement:** Parents play a critical role in addressing cyberbullying. They can monitor their children's online activities, communicate with them about safe online behavior, and provide support in the event of bullying incidents. Parents can also educate themselves on the warning signs of cyberbullying and how to respond.
  
- **How?**
  1. **Monitoring Online Activities:** Parents can use parental control software or monitoring apps to keep track of their child's online activity. This can help parents identify potential cyberbullying incidents or other unsafe behavior.
  2. **Talking to Children About Cyberbullying:** Parents should have open and honest conversations with their children about cyberbullying and its potential impact. This includes discussing safe online behavior, responsible social media use, and the consequences of cyberbullying.
  3. **Encouraging Responsible Online Behavior:** Parents should encourage their children to be responsible and respectful online. This includes not sharing personal information, not engaging in cyberbullying, and reporting incidents of bullying to a trusted adult.
  4. **Taking Action:** If parents suspect their child is being cyberbullied, they should take action immediately. This may involve contacting the school, law enforcement, or a mental health professional for support.
  5. **Modeling Positive Online Behavior:** Finally, parents should model positive online behavior for their children. This includes avoiding cyberbullying, being respectful of others online, and using technology in a responsible and safe way.





- **Collaboration with Stakeholders:** Addressing cyberbullying requires collaboration between multiple stakeholders, including schools, law enforcement, technology companies, and mental health organizations. Schools can implement policies and procedures to address cyberbullying incidents, while law enforcement can investigate and prosecute cases of cyberbullying that are criminal in nature. Technology companies can provide tools and resources to prevent cyberbullying and support victims. Mental health organizations can provide support and resources to individuals affected by cyberbullying.
  
- **How?**
  - **Schools:** Schools can create anti-cyberbullying policies that outline what is and is not acceptable behavior online, and communicate these policies clearly to students and parents. They can also provide education and training to teachers and students on how to recognize and respond to cyberbullying. For example, some schools have implemented anonymous reporting systems where students can report incidents of cyberbullying to a trusted adult or school official.
  - **Law enforcement:** In some cases, cyberbullying can be considered a crime, such as when it involves harassment, threats, or hate speech. Law enforcement can investigate and prosecute these cases, and work with schools and parents to ensure the safety of the victim. For example, some police departments have cybercrime units that specialize in investigating online harassment and bullying.
  - **Technology companies:** Many social media platforms and other online services have implemented features to prevent or reduce cyberbullying. For example, Instagram allows users to





filter out comments that contain certain keywords, and Snapchat has a "do not disturb" feature that prevents notifications from certain users. Some companies also provide resources and support to victims of cyberbullying, such as online reporting tools or counseling services.

- **Mental health organizations:** Cyberbullying can have serious mental health effects, including anxiety, depression, and suicidal ideation. Mental health organizations can provide resources and support to individuals affected by cyberbullying, such as counseling services, online support groups, and educational resources. They can also work with schools and parents to ensure that victims receive the support they need.
- **Empathy and Support:** Providing support and empathy to individuals who have been victims of cyberbullying is crucial in addressing the negative impact of cyberbullying. This includes offering counseling, peer support, and resources for recovery. Family, friends, and community organizations can also play a role in providing support and understanding to victims.
- **How?**
  - **Counseling:** Mental health professionals can offer counseling services to individuals who have experienced cyberbullying. This can help them process their emotions, develop coping strategies, and build resilience.
  - **Peer support:** Peer support programs, such as peer mentoring or peer counseling, can be effective in helping victims of cyberbullying. This type of support can help victims feel less isolated and alone, and provide them with practical advice and emotional support.







- **Resources for recovery:** There are many resources available for individuals who have been victims of cyberbullying, including support groups, online forums, and self-help guides. These resources can provide victims with information on how to report cyberbullying, how to protect themselves online, and how to recover from the negative impact of cyberbullying.
  - **Family and friends:** Family and friends can play an important role in providing support and understanding to victims of cyberbullying. This includes listening to their experiences, validating their feelings, and offering practical support, such as helping them block the bully or report the cyberbullying.
  - **Community organizations:** Community organizations, such as anti-bullying campaigns or advocacy groups, can also provide support and resources to victims of cyberbullying. These organizations can help raise awareness about the issue of cyberbullying, provide education on how to prevent it, and offer support to individuals who have been affected by it.
- **Technological Solutions:** Technology can also be used as a tool to prevent and address cyberbullying. Filtering software and reporting mechanisms can be implemented to prevent cyberbullying, while social media platforms can provide resources and reporting tools for users to address incidents of cyberbullying. Cyberbullying is a growing concern among individuals and communities. It involves the use of technology to harass, humiliate, or threaten someone. The impact of cyberbullying can be severe, leading to negative mental health effects, anxiety, and depression.
- **How?**
- **Filtering software:** Schools and parents can use filtering software to block certain websites and content that may be used to cyberbully others. This can include blocking social





media sites or specific keywords that are commonly associated with cyberbullying.

- **Reporting mechanisms:** Many websites and social media platforms have reporting mechanisms that allow users to report incidents of cyberbullying. This can include reporting abusive messages or posts, or flagging accounts that are engaging in cyberbullying behavior.
- **Cyberbullying prevention programs:** Some organizations have developed specific programs and resources aimed at preventing cyberbullying. These programs can include online courses, training sessions, and educational materials for students, parents, and educators.
- **Artificial intelligence (AI) tools:** Some companies are using AI tools to detect and prevent cyberbullying. For example, AI algorithms can analyze social media posts and flag those that contain potentially harmful language or behavior.
- **Anonymous reporting apps:** There are apps available that allow users to report incidents of cyberbullying anonymously. This can help individuals feel more comfortable coming forward and reporting incidents without fear of retaliation.

In conclusion, addressing cyberbullying requires a comprehensive and holistic approach, involving education, technology solutions, collaboration between stakeholders, and support for victims. By working together, individuals, communities, and organizations can help prevent and address the negative impact of cyberbullying.





## Learning Activities

PRIVACY & SECURITY	
<b>Name of the Activity:</b>	<p><b>Risk Check for New Tech</b></p> <p><i>What privacy risks do new technologies present, and how do we decide if they're worth it?</i></p>
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>✓ Identify important benefits and privacy risks that new technologies present</li> <li>✓ Decide whether or not the benefits of new technologies outweigh their privacy risks</li> <li>✓ Use the Take a Stand thinking routine to consider both the benefits and the risks of new technologies</li> </ul>
<b>Number of participants:</b>	20 participants
<b>Duration:</b>	40 minutes
<b>Materials needed:</b>	Papers, pens
<b>Activity description:</b>	<p>New tech, like location services and smart devices, helps make our lives easier and opens opportunities that didn't exist before. But these innovations also come with a cost -- especially to our privacy. Help youth consider the benefits and drawbacks of these new technologies -- and decide whether they're ultimately worth it.</p> <p><b><i>Ask: How many of you have or know of someone who has a device that you can unlock with your face? What type of</i></b></p>





**device isit?**

Invite youth to respond and share out examples (e.g., phone, tablet).

Explain that these devices use facial recognition technology. Define facial recognition as technology that can use a digital image to identify a person.

Invite youth to share out. Capture the benefits and risks that students identify about facial recognition technology.

**Benefits**

- *you can use it for fun things like Snapchat or Instagram filters.*
- *It makes unlocking your phone more convenient.*
- *It could be a useful tool to help protect people*

**Risks:**

- It could be used against people who disagree with the government.*
- *Companies can use it for targeted advertising.*
- *A company or the government could use it to follow you anywhere you go.*

**Say: *Balancing the benefits and potential risks of new technologies like facial recognition can be tricky.***

Whether a technology is useful or risky depends on the context: who is using it, how it is being used, why it is being used, and how privacy is affected for people involved.

Distribute the Lunch Lines Dilemma Handout. Explain to the group that they will be using the steps of Take a Stand to





consider whether the benefits of new technologies outweigh their potential privacy risks. Take a Stand is a thinking routine for exploring perspectives on dilemmas about community and civic life

**Part 1: Dilemma**  
**Read the dilemma below.**

**“LUNCH LINES”**

Dr. Davis is the principal of Fairview High School, one of the biggest schools in the state. At the beginning of the year, Dr. Davis sent a survey to learn about the things students wanted to improve about school. Most students said they wanted to make the lunch lines more efficient so that everyone could eat without having to rush to make it to their next class. While looking for solutions to the issue of lunch lines, Dr. Davis received a pitch from a facial recognition company. The company said it could create a system that allows students to pay for their lunch using their face. That way, students would not have to wait in long lines to get their lunch and then pay for it. Do you think Dr. Davis should get the facial recognition technology to improve





the lunch lines?

### **Part 2: Take a Stand**

Complete the steps below to take a stand on the issue. Some steps are done individually, and others as a class.

#### **TAKE A STAND**

(On your own.) What do you think? Explain your perspective.

#### **STAND BACK**

(As a group.) Where do your classmates stand?

Listen to their perspectives.

#### **LOOK AGAIN**

(On your own.) Look again at your original response. What had you not considered that other people brought up? (Maybe you changed your mind, maybe you didn't -- that's OK! Either way, you heard other views. How has your thinking shifted after hearing your classmates' perspectives, even if you haven't changed your mind?)

#### **LOOK BEYOND**





(As a group.) Look beyond this specific case.

How does this dilemma remind you of other situations we've explored in class or that you've seen, heard about, or experienced?

**Part 3: Complicate**

In your group, pick and discuss one of the questions below.

- Does it make a difference where the technology is installed (hallway vs. cafeteria)?
- What if the school administrators also have access to the facial recognition information?
- Would it make a difference if this technology were already in use in a place like a grocery store?

**Part 4: Exit Ticket**

Take a moment to reflect on today's activity and then respond to the following prompt:

"I used to think \_\_\_\_\_, and now I think \_\_\_\_\_."

After leading the group through Part 2, say: The aim of this activity was not to lead us to a "right" answer. Rather, the goal was to slow our reactions down, take time to listen to different perspectives, and be reflective about





	<p>our stances on this dilemma.</p> <p>Explain that listening to others' perspectives can also help us discover shared beliefs or values, even when we disagree on how to resolve specific issues (if possible, give an example that surfaced during the discussion -- e.g., two students who had different stances but were both thinking about their privacy rights).</p> <p>Understanding how and why we don't see eye to eye can support greater mutual understanding and more productive dialogue about how to resolve issues in our society and world.</p>
<b>Learning outcomes:</b>	<ul style="list-style-type: none"> <li>• Identify important benefits and privacy risks that new technologies present.</li> <li>• Decide whether or not the benefits of new technologies outweigh their privacy risks.</li> <li>• Use the Take a Stand thinking routine to consider both the benefits and the risks of new technologies.</li> </ul>

<b>PRIVACY &amp; SECURITY</b>	
<b>Name of the Activity:</b>	<p><b>Debating the Privacy Line</b></p> <p><i>Should the government have access to all your social media and cellphone data?</i></p>
<b>Objectives:</b>	<p>✓ Identify the pros and cons of</p>

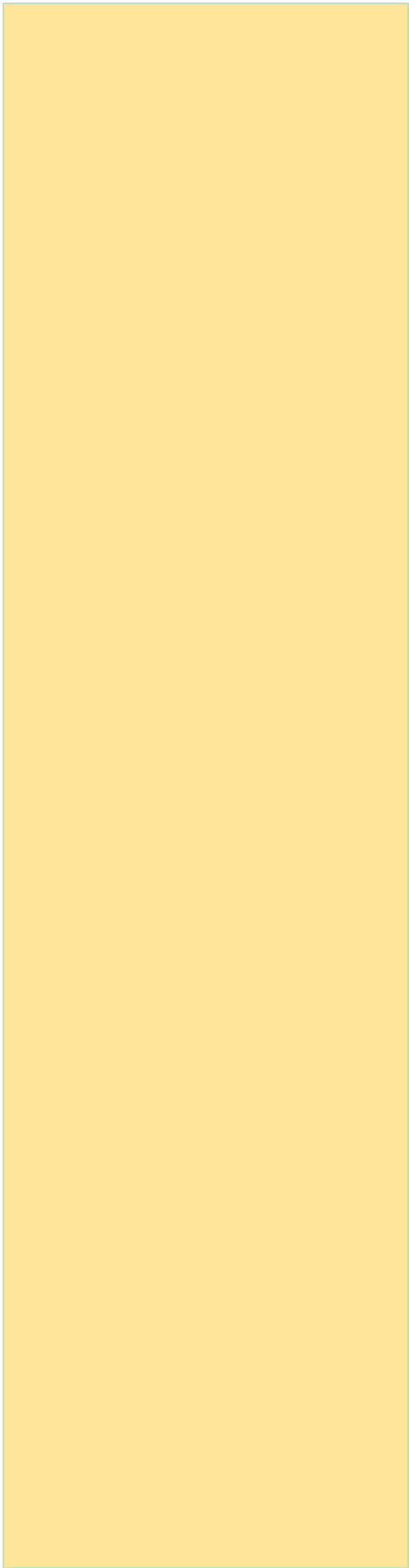






	<p>schools having access to students' social media.</p> <ul style="list-style-type: none"> <li>✓ Describe the concerns related to government access to social media and cellphone data, including those related to free speech and privacy.</li> <li>✓ Choose a position for or against government access to social media and cellphone data, and support that position with reasons and examples.</li> </ul>
<b>Number of participants:</b>	20 participants
<b>Duration:</b>	40 minutes
<b>Materials needed:</b>	Pens, papers
<b>Activity description:</b>	<p>Often, the more information we have, the better decisions we're able to make. The power of data can benefit both individuals and governments. But who can be trusted with the responsibility of having all this data?</p> <p>Can governments collect and use it fairly and without violating our privacy? Help the young people think through this question and become thoughtful influencers of data policy and practice.</p> <p>Ask: How much information do you think your school/university knows about you?</p> <p>Invite the group to respond. They may say name, address, class schedule, or academic information.</p> <p>2. Ask: What about what you do outside</p>





of school?

Do you think they know anything about that?

Youth may say no or refer to extracurricular activities that are connected to the school. Some might also refer to social media as a way for the school to know about what students do.

3. Invite youth to share out their answers to the discussion questions. Highlight arguments for and against schools monitoring students' social media accounts.

Answers may include:

Schools Should Monitor Social Media

-Problems that start on social media, like bullying, transfer to school.

- Problems on social media can distract from learning and cause safety issues.

- Schools can be sued if they don't take online threats seriously

Schools Shouldn't Monitor Social Media

- Monitoring what students like and their private messages is going too far and can lead to unfair discipline.

-Open-ended access like collecting passwords or "shoulder-surfing" potentially stifles free speech and thinking.

4. Explain that schools are not the only ones tracking people's social media. The government also tracks a large amount





	<p>of information about people, including social media activity. Some say it's necessary to keep people safe. Others argue it's a type of mass surveillance. Surveillance means closely watching or keeping track of a person or people.</p> <p>Give to the group 20 minutes to write reason for and against of governments tracking people's social media.</p>
<b>Learning outcomes:</b>	<ul style="list-style-type: none"> <li>• Identify the pros and cons of schools having access to students' social media.</li> <li>• Describe the concerns related to government access to social media and cellphone data, including those related to free speech and privacy.</li> <li>• Choose a position for or against government access to social media and cellphone data, and support that position with reasons and examples.</li> </ul>

<b>DIGITAL IDENTITY &amp; FOOTPRINT</b>	
<b>Name of the Activity:</b>	<p><b>Who's Looking at Your Digital Footprint?</b></p> <p><i>How can information you post online affect your future opportunities?</i></p>
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>✓ <i>Learning about public presence online called a digital footprint.</i></li> <li>✓ <i>Recognize that any information posted online can help or hurt their future opportunities (college admission, employment, etc.).</i></li> </ul>





	<p>✓ <i>Create a vignette that shows how a positive digital footprint can help someone take advantage of an opportunity.</i></p>
<b>Number of participants:</b>	20 participants
<b>Duration:</b>	60 minutes
<b>Materials needed:</b>	Papers, markers, pens, posters
<b>Activity description:</b>	<p>Our digital footprints can have a powerful impact on our future. This can be a scary thought, given that what's in our digital footprint isn't always in our control. Teaching youth that digital footprints are an opportunity to showcase their best selves and craft a footprint that leads to future success.</p> <p>1. Ask: Have you ever Googled yourself? What type of information comes up? Have participants who have done it share out what they found. Explain that this is all part of their digital footprint, which is all the information online about a person either posted by that person or others, intentionally or unintentionally</p> <p>2. Explain some of the key aspects of a digital footprint: it's growing. Your footprint expands as your information is copied and passed on, making it more searchable and viewable to a large invisible audience. - It's not just up to you.</p> <p>When other people -- like your friends, companies, or groups you belong to - -</p>





	<p>track, post, or share information about you, it becomes part of your footprint. - It's permanent. Because it is archived in a variety of ways and passed on by others, it doesn't ever go away</p> <p>Explore: Positive and Negative Footprints 20 mins.</p> <p>Explain how your digital footprint can work against you, it can also work for you, and can help you get admitted to a school or hired by an employer. Although not everything in our footprint is under our control, there are steps you can take to make your footprint a help rather than a hindrance.</p> <p>Brainstorm and write your own vignette where someone's digital footprint has a positive impact on their future opportunities. Your vignette can be fiction or nonfiction but must include a situation where someone's posts or online activity help them take advantage of a future opportunity (college admission, job hiring, etc.). Your vignette must include specific details, including:</p> <ul style="list-style-type: none"> <li>• What the person posted or did online that showed a positive footprint.</li> <li>• What the opportunity was that was affected by their footprint</li> <li>• How the opportunity was affected positively by the person's footprint</li> </ul>
<p><b>Learning outcomes:</b></p>	<ul style="list-style-type: none"> <li>• Learn that they have a public presence online called a digital footprint.</li> </ul>





- Recognize that any information they post online can help or hurt their future opportunities (college admission, employment, etc.).
- Create a vignette that shows how a positive digital footprint can help someone take advantage of an opportunity.

<b>DIGITAL IDENTITY &amp; FOOTPRINT</b>	
<b>Name of the Activity:</b>	<b>Social Media and Digital Footprints: Our Responsibilities</b> <i>How does using social media affect our digital footprints?</i>
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>✓ Identify reasons for using social media and the challenges that often come along with it.</li> <li>✓ Reflect on the responsibilities they have that are related to digital footprints -- both their own and others' -- when they're using social media.</li> <li>✓ Identify ways to make the most of social media while still caring for the digital footprints of themselves and others.</li> </ul>
<b>Number of participants:</b>	20 participants
<b>Duration:</b>	60 minutes
<b>Materials needed:</b>	Papers, makers, pens
<b>Activity description:</b>	Social media can be a place to connect, learn, and, most of all, share. But how much do youth know about what they're sharing -- and not just about themselves but each other? Help youth





think

critically about their digital footprints on social media.

This activity includes youth discussion about social media, which includes platforms such as Facebook, Snapchat, Instagram, etc. You can use a broad definition of social media to include any way that youth communicate and post online, such as livestreaming, live gaming, YouTube comments, fan communities, or even communicating through Google Docs.

How would you describe your experiences with social media, either for yourself or for people you know? Good, bad, or in the middle? Why?

Directions:

1. Take a moment to think silently about this question.
2. Then, capture your ideas on the blank sheet.

What responsibilities do you have to your self when you use social media? How can you be responsible for your own digital footprint?

Directions:

1. Take a minute to reflect on the question above.
2. The youth worker will choose one person to share first. They'll have one minute to share out.
3. They'll pass clockwise to the left, and the next person will have one minute to





	<p>share. This will continue in a circle until everyone has shared. What responsibilities do you have to others when using social media? How can you be responsible for others' digital footprints?</p> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Take a minute to reflect on the question above.</li> <li>2. The youth worker will choose one person to share first. They'll have one minute to share with the group.</li> <li>3. They'll pass clockwise to the left, and that person will have one minute to share. This will continue in a circle until everyone has shared.</li> </ol>
<p><b>Learning outcomes:</b></p>	<ul style="list-style-type: none"> <li>• Identify reasons for using social media and the challenges that often come along with it.</li> <li>• Reflect on the responsibilities they have that are related to digital footprints -- both their own and others' - - when they're using social media.</li> <li>• Identify ways to make the most of social media while still caring for the digital footprints of themselves and others.</li> </ul>







<b>DIGITAL IDENTITY &amp; FOOTPRINT</b>	
<b>Name of the Activity:</b>	<b>Protecting Online Reputations</b> <i>How can you respect the privacy of others online?</i>
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>✓ Define "digital reputation," and identify examples of social media posts that can have a positive or negative effect.</li> <li>✓ Generate a list of questions to ask themselves before posting pictures or information about someone else.</li> </ul>
<b>Number of participants:</b>	20 participants
<b>Duration:</b>	60 minutes
<b>Materials needed:</b>	Papers, markers, pens
<b>Activity description:</b>	<p>Tagging friends on social media is a great way to connect with others and capture memorable experiences. But what if they don't want to be tagged? Encourage your students to take responsibility for how they may affect the digital footprints of others.</p> <p>1. Ask: Has anyone heard the term "sharenting"? What do you think it means? Invite students to respond. Explain that sharenting is when parents or caregivers post excessive or sensitive details about children's lives online, usually through photos and comments on social media. Explain that posting online about your children is something many parents do, and has a lot of benefits. However, there is some debate about the potential consequences it can</p>





have.

Ask youth to consider the discussion question: What are the upsides and downsides sharing posts, photos, and videos of children online?

3. Invite youth to share out their responses to the discussion question. Responses may include:

Upsides:

-some kids like having their pictures on the internet;

it makes them feel famous. - It can be a creative outlet for parents or caregivers and preserve important memories. - It allows important moments in a child's life to be shared with family and friends.

Downsides:

-Children may not like or may feel embarrassed or scared about what's been shared when they get older.

- It starts a permanent digital footprint that can reflect negatively on them later.

- It enables advertisers to start building profiles for targeted advertising.

Explain that this debate does not just apply to parents and caregivers. It applies to everyone, because anytime you post a photo that includes someone else, or you tag someone in a post, you're adding to that person's digital footprint. A digital footprint is all the





information online about a person, either posted by that person or others, intentionally or unintentionally.

Your digital footprint is important because it affects your digital reputation, which is what people think about you based on what they see online (social media, public information, photos, etc.).

This can be difficult to manage, because it is not totally in your control. Even things that you delete or remove can still have been captured in a screenshot, downloaded, or saved by others. It also includes things that others may have posted about you, or that you're tagged in.

Ask: What kinds of things might be good for your reputation in the future if they are posted online now? What kinds of things might be not so good?

Youth may say

Good for digital reputation:

- Photos and videos of you doing activities for school and community
- Positive comments about you from others
- Cool things you created for school or for fun
- Sports and hobbies that show your talents





	<p>Negative for digital reputation:</p> <ul style="list-style-type: none"><li>- Embarrassing or humiliating comments or photos</li><li>- Hints of drug or alcohol use</li><li>- References to illegal or bad behavior</li><li>- Personal information that you shared in confidence with someone</li><li>- Photos that were taken without your consent</li></ul>
<p><b>Learning outcomes:</b></p>	<ul style="list-style-type: none"><li>• Define "digital reputation," and identify examples of social media posts that can have a positive or negative effect.</li><li>• Generate a list of questions to ask themselves before posting pictures or information about someone else.</li></ul>





<b>OLINE RELATIONSHIPS &amp; COMMUNICATIONS</b>	
<b>Name of the Activity:</b>	<b>OUCH. WORDS CREATE, WORDS DESTROY</b>
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>✓ Fostering the „Digital competence” key competence</li> <li>✓ Fostering the „Learn to learn” key competence</li> <li>✓ Fostering the „Social and civic competence” key competence</li> <li>✓ Fostering the „Entrepreneurship” key competence</li> <li>✓ Fostering the „Cultural awareness and expression” key competence</li> <li>✓ Fostering the „Communication in the mother tongue” key competence</li> </ul>
<b>Number of participants:</b>	15+ participants
<b>Duration:</b>	150 minutes
<b>Materials needed:</b>	Laptop/smartphone, internet, paper, pen
<b>Activity description:</b>	<p>Participants will be split into groups of 4 each and are invited to:</p> <p>search online for articles on hostile language and its effects. The search results will then be shared in class</p> <p>Listening to “40 songs against bullying!” (133) 40 Songs Against Bullying! - YouTube</p> <p>Reading the PPT presentation of the Manifesto of non-hostile communication and its link with the Netflix series “13 reasons why” (optional)</p> <p>Afterwards each group will be invited to prepare a short piece of</p>





	<p>drama/performance in which to simulate the causes and effects of hostile communication (online or offline)</p> <p>Performances will be offered to the audience</p>
<p><b>Learning outcomes:</b></p>	<p>Understanding the following key principles of the Manifesto of non-hostile communication:</p> <p>01. Virtual is real 05. Words are a bridge 06. Words have consequences 09. Insults are not arguments</p> <p>Fostering the following key competences:</p> <ul style="list-style-type: none"> <li>● Communication in the mother tongue</li> <li>● Digital competence</li> <li>● Learn to learn</li> <li>● Social and civic competences</li> <li>● Entrepreneurship</li> <li>● Cultural awareness and expression</li> </ul>





<b>ONLINE RELATIONSHIPS &amp; COMMUNICATIONS</b>	
<b>Name of the Activity:</b>	<b>THE ART OF COMMUNICATING</b>
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>✓ Fostering the „Communication in the mother tongue” key competence</li> <li>✓ Fostering the „Digital competence” key competence</li> <li>✓ Fostering the „Learn to learn” key competence</li> <li>✓ Fostering the „Social and civic competence” key competence</li> <li>✓ Fostering the „Cultural awareness and expression” key competence</li> <li>✓ Understanding the key principles of the Manifesto of non-hostile communication</li> </ul>
<b>Number of participants:</b>	15+ participants
<b>Duration:</b>	65 minutes
<b>Materials needed:</b>	Screen (laptop, smartphone, etc) connected on internet, smartboard, paper, pens.
<b>Activity description:</b>	<p>Viewing the video "The great speakers of history" (<a href="#">(133) Top 10 Most Powerful Orators in History - YouTube</a>)</p> <p>Viewing the video vision of non-hostile communication (<a href="https://youtu.be/QATKI1I-79Y">https://youtu.be/QATKI1I-79Y</a>)</p> <p>The Manifesto of non-hostile communication is introduced (<a href="#">The Manifesto of Non-Hostile Communication (paroleostili.it)</a>)</p>





	<p>The art of oratory: what it means according: team reflection in pairs on the characteristics of the art of oratory</p> <p>Collective sharing of the results and debriefing. The trainer will facilitate the visualization of all ideas on a clipboard/smartboard.</p> <p>Let's create the Decalogue of the Good Speaker: the trainer will divide learners in groups and invite them to write on a paper/file the decalogue of the good speaker of contemporary society according to them, inspired by the Manifesto of non-hostile communication and by the great speakers of history.</p> <p>Finally, each team will present its Decalogue in an original and digital way (producing videos, making Padlets, comics, infographics, e-books, etc.).</p>
<p><b>Learning outcomes:</b></p>	<p>Understanding the following key principles of the Manifesto of non hostile communication:</p> <ul style="list-style-type: none"> <li>• 02. You are what you communicate</li> <li>• 07. Sharing is a responsibility</li> <li>• 09. Insults are not arguments</li> </ul> <p>Fostering the following key competences:</p> <ul style="list-style-type: none"> <li>• Communication in the mother tongue</li> <li>• Digital competence</li> </ul>







	<ul style="list-style-type: none"> <li>• Learn to learn</li> <li>• Social and civic competences</li> <li>• Cultural awareness and expression</li> </ul>
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<b>ONLINE RELATIONSHIPS &amp; COMMUNICATIONS</b>	
<b>Name of the Activity:</b>	<b>RIGHTS ON THE NET: HOW MUCH DO YOU KNOW?</b>
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>✓ Fostering the „Communication in the mother tongue” key competence</li> <li>✓ Fostering the „Digital competence” key competence</li> <li>✓ Fostering the „Learn to learn” key competence</li> <li>✓ Fostering the „Social and civic competence” key competence</li> <li>✓ Fostering the „Cultural awareness and expression” key competence</li> </ul>
<b>Number of participants:</b>	15+ participants
<b>Duration:</b>	60 minutes
<b>Materials needed:</b>	Laptop/smartphone, internet, paper, pen and pencil, billboard
<b>Activity description:</b>	<p>Brief discussion about citizens rights in general</p> <p>Reading the "Declaration of Rights on the Internet"</p> <p><a href="https://www.camera.it/application/xmanager/projects/leg17/commissione_internet/testo_definitivo_inglese.pdf">https://www.camera.it/application/xmanager/projects/leg17/commissione_internet/testo_definitivo_inglese.pdf</a></p> <p>Visual representation of the articles of the Declaration: The trainer will divide the group into small groups and will have one member draw a note per group, on which the article number of the Declaration of</p>





	<p>Rights on the Internet that the group will have to analyze will be reported. Participants will then be invited to read the article entrusted to them, analyze its content and, subsequently, represent it with an image or icon.</p> <p>Sharing on the need to be protected online: after a moment of sharing the work done, the trainer will ask participants if they ever thought that some issues such as access to the Net, net neutrality, online privacy, anonymity etc., were subject to rights and if they ever felt the need to be protected online.</p> <p>Conclusions: get a billboard where each group will attach the leaflet with the article and the drawing made: the teacher/trainer will divide the board in half; each group will have to report, next to each other and in their respective columns, the law that they have deepened in depth and the design made.</p>
<p><b>Learning outcomes:</b></p>	<p>Understanding the following key principles of the Manifesto of non hostile communication:</p> <ul style="list-style-type: none"> <li>• 02. You are what you communicate</li> <li>• 07. Sharing is a responsibility</li> <li>• 09. Insults are not arguments</li> </ul> <p>Fostering the following key competences:</p> <ul style="list-style-type: none"> <li>• Communication in the mother tongue</li> <li>• Digital competence</li> </ul>





- Learn to learn
- Social and civic competences
- Cultural awareness and expression

ONLINE RELATIONSHIPS & COMMUNICATIONS	
<b>Name of the Activity:</b>	<b>IN WORDS IT'S (NOT) EASY</b>
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>✓ Fostering the „Communication in the mother tongue” key competence</li> <li>✓ Fostering the „Digital competence” key competence</li> <li>✓ Fostering the „Learn to learn” key competence</li> <li>✓ Fostering the „Social and civic competence” key competence</li> <li>✓ Fostering the „Cultural awareness and expression” key competence</li> </ul>
<b>Number of participants:</b>	15+ participants
<b>Duration:</b>	65 minutes
<b>Materials needed:</b>	Laptop/smartphone, internet
<b>Activity description:</b>	<p>Reading Montale’s “Don’t ask me for words” poem (<a href="#">Eugenio Montale - Don't ask me for words / Non chiederci la parola   Books of Art</a>)</p> <p>After reading, the trainer asks the following questions:</p> <ul style="list-style-type: none"> <li>• What are, today, the meanings we look for in our lives?</li> <li>• How do we look for them and how do we communicate them to others?</li> </ul>





- What meanings do we share with our stories, posts, and comments?
- In a world where everything is arid and fragmented, what is the value of language?
- Montale's text expresses a sense of frustration and communicates a substantial acceptance of things. Yet, the ending seems to open up a possibility: which one?

Group sharing activities: participants will be invited to connect to a common Padlet board and publish a post (a text, a photo, a video, a shared link) inspired by verses. 5-8 and, at the same time, similar to their life experiences. Students will therefore be able to draw on pop culture and contemporary icons, at least apparently not very relevant to the register of the text; they will be able to choose facts of particular importance or "only" small daily events.

Each post will have as its title the name of the participant, in order to keep track of the published material. \*\* At the end of the publication, we proceed with a collective editing of the contents through the "comment" function. The trainer invites students to intervene on the posts of their classmates,





	<p>commenting on their relevance and their own "vision of the world". Students will be free to express themselves as long as they do not insult, post a thought and seek interaction with the rest of the class.</p> <p>Once a collective bulletin board has been obtained, heterogeneous and rich in materials, the results are discussed in plenary. Did the words chosen really express our thoughts? Have they communicated to other people our idea of the world? Have they been able to "defend" our opinion? Did they say who we are? Above all, did they avoid hostility?</p>
<b>Learning outcomes:</b>	<p>Understanding the following key principles of the Manifesto of non-hostile communication:</p> <p>02. You are what you communicate</p> <p>Fostering the following key competences:</p> <p>Communication in the mother tongue Digital competence Cultural awareness and expression</p>

<b>ONLINE RELATIONSHIPS &amp; COMMUNICATIONS</b>	
<b>Name of the Activity:</b>	<b>HO-STILE WORDS</b>
<b>Objectives:</b>	✓ Fostering the „Social and civic





	<p>competence” key competence</p> <ul style="list-style-type: none"> <li>✓ Understanding the key principles of the Manifesto of non-hostile communication</li> </ul>
<b>Number of participants:</b>	8+ participants
<b>Duration:</b>	60’
<b>Materials needed:</b>	Screen (laptop, smartphone, etc) connected on internet, smartboard, paper, pen; PPT presentation (optional)
<b>Activity description:</b>	<p>Viewing the video of non-hostile communication (<a href="https://youtu.be/QATKI1I-79Y">https://youtu.be/QATKI1I-79Y</a>)</p> <p>The Manifesto of non-hostile communication is introduced: the trainer can use <u>The Manifesto of Non-Hostile Communication (paroleostili.it)</u> or read the annexed PPT presentation of the Manifesto of non-hostile communication and its link with the Netflix series “13 reasons why” (optional). For each article the trainer will ask participant their opiniopn („What do you think of...?”) and invite them to share their personal experience related to it, if any („Do you have experience about it?”, „Did it happen to you too?”).</p> <p>The trainer will facilitate the visualization of all answeerrs on a clipboard/smartboard.</p> <p>Finally, each team will be invited to present the Manifesto in an original and digital way (producing videos, making Padlets, comics, infographics, e-books,</p>





	etc.).
<b>Learning outcomes:</b>	<p>Understanding the following key principles of the Manifesto of non-hostile communication:</p> <p>01. Virtual is real 05. Words are a bridge 06. Words have consequences 09. Insults are not arguments</p> <p>Fostering the following key competences:</p> <ul style="list-style-type: none"> <li>• Digital competence</li> <li>• Social and civic competence</li> </ul>

<b>Harmful &amp; Abusive Digital Behaviour</b>	
<b>Name of the Activity:</b>	<b>Technology &amp; Teen/Peer Relationships</b>
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>✓ Recognize the many ways they use technology</li> <li>✓ Identify both positive and negative uses of technology</li> </ul>
<b>Number of participants:</b>	20-40 participants
<b>Duration:</b>	35-45 minutes
<b>Materials needed:</b>	Dry erase board/chalkboard or flip chart, Markers or chalk, Post-its and Annex 1 “Teen Media Use Survey”
<b>Activity description:</b>	Distribute surveys to participants and give them 5 minutes to complete them. Take a few moments to discuss





responses -- particularly to questions # 4 & 5. How much do they use technology? How would their lives be different without cell phones or internet? Invite participants to share their ideas. As a group, identify the top 3 ways participants use technology the most. Share the following statistics: ***“According to a recent study by the Kaiser Family Foundation, Youth ages 8-18 spend 7.5 hours a day with a smart phone, computer, television, or other electronic device. They spend an additional 1.5 hours each day texting, and ½ hour each day talking on cell phones. Considering the ways teens can multitask, this can mean up to 11 hours of media content packed into that 7.5 hours per day!”***

Explain: “With so much technology in our lives today, it is important to think about how it can affect our relationships with one another. The next activity will help us to explore that topic.”

#### **Four Corners -**

Divide the group into 4 small groups, sending each group to a different corner of the room.

Once participants are in their corner, give each group a stack of Post-it notes and a marker.

Write the following question at the top of your flip-chart. Give groups 3 minutes to reach consensus.







***What are three ways that cell phones and the internet are used in negative ways in people's relationships?***

Have groups write down three different ideas on three separate post-it notes.

Have groups share their responses and stick their post-it notes on the flip chart. (Possible responses might include: *as tools for bullying, threats, rumors, harassment, controlling, abuse, identity theft, etc.*)

If you are short on time, keep the groups as they are, but if time permits, divide the main group up again into four different groups, sending each to a different corner. (This allows participants the chance to work with different peers. Consider using another set of criteria from the list in the box above.)

Write the following question at the top of your flip-chart. Give groups 3 minutes to reach consensus.

***What are three ways that cells phones and the internet are used in positive ways in people's relationships?***

Have groups write down three different ideas on three separate post-it notes.

Have groups share their responses and stick their Post-it notes on the flip chart.





	<p>(Possible responses might include: <i>keeping in closer contact with friends, convenience, time efficiency, connect with people around the world, allows teens to check in with parents easier, share information quickly, etc.</i>)</p> <p>Keep the groups as they are or divide the class again into four different groups once more, sending each to a different corner.</p> <p>Write the following question at the top of your flip-chart. Give groups 3 minutes to reach consensus.</p> <p><b><i><u>What are three ways that cell phones and the internet have made your life different from your parents' lives?</u></i></b></p> <p>Have groups write down three different ideas on three separate Post-it notes. Have groups share their responses and stick their Post-it notes on the flip chart. (Possible responses might include: <i>less face to face contact, more frequent communication, but not as deep, easier to get away with negative behaviors, greater exposure to a range of ideas and actions, etc.</i>)</p>
<p><b>Learning outcomes:</b></p>	<p>R.1 Recognize the many ways they use technology</p> <p>R.2 Identify both positive and negative uses of technology</p>





Harmful & Abusive Digital Behaviour	
<b>Name of the Activity:</b>	<b>What's in YOUR Digital Diet?</b>
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>✓ Increase awareness about the role of technology in their relationship;</li> <li>✓ Think critically about how and when they use technology;</li> <li>✓ Be challenged to limit their use of technology for 24 hours.</li> </ul>
<b>Number of participants:</b>	20-40 participants
<b>Duration:</b>	35-45 minutes
<b>Materials needed:</b>	<p>Internet access to <a href="https://www.youtube.com/watch?v=wHfhzh_2UdE">https://www.youtube.com/watch?v=wHfhzh_2UdE</a></p> <p>Video: Changing Lives “Cell Phone Horror” and Annex 2 “24-hour Digital Diet Plan” worksheet</p>
<b>Activity description:</b>	<p>Explain: <b><i>“We are surrounded by technology 24 hours a day. Technology has changed the way we work, communicate, and entertain ourselves. But is it possible that we sometimes misuse technology?”</i></b></p> <p>Explain: <b><i>“Let’s start things off with a humorous video created by some local teens who wanted to explore these questions.”</i></b></p> <p>Show the Changing Lives “Cell Phone Horror”</p>





video available at

<https://www.youtube.com/watch?v=wHfhzh2UdE>

Ask the group **some or all** of the following questions:

- What is the main message of this video?
- *Why do you think the teens who created this video chose to represent cell phones as parts of people's bodies?*
- *At one point in the video, two teenagers are walking through the woods holding "hands", which are represented by oversized cell phones. When they become separated from their cell phones, they are devastated. What do you think the makers of this video were trying to say about cell phones and teen relationships?*
- *At another point, a girl holds up her cell phone and yells, "This is my life! You're not taking it away from me!" Are there ways in real life that teens sometimes seem to feel this way about their cell phones? Explain.*
- *Why do you think the creators of this video named the movie "How Close is Too Close?"*

"Exploding Atom" + "Digital Diet Challenge" -

Clear a large space in the center of the room. Place a stool or other object in the center of the open space.

Explain: **"We are going to look at the ways**





that we depend on technology in our lives. I am going to read a series of prompts and your job will be to respond to them silently by moving to a particular part of the room. The center of the room will represent “STRONGLY AGREE.” The outer boundary of the room will represent “STRONGLY DISAGREE”. And the space in between will represent various degrees of agreement. As I read each prompt, if you agree with it, you will move toward the center. If you disagree with it, you will move toward the outer walls. If you have mixed feelings, place yourself somewhere in between. Once you have “voted with your feet”, please stand still in your place and look around at how others in the class have voted. Here we go!”

Read each of the following prompts, giving participants time to “vote” silently on their feet. *(If time permits, invite a couple of group to share their reasons for voting as they did after each prompt.)*

- I text, talk on the phone, or email my friends outside of school more than I talk with them face to face.
- I prefer communicating with others via technology more than face to face.
- My life would be kind of boring without my cell/smart phone or the internet.
- Most of what I do afterschool involves some sort of technology.
- If I didn’t have my cell/smart phone or





the internet, I would have a hard time getting things done.

- I have a hard time imagining what life was like before cell/smart phones and the internet.
- Teens should be allowed to use their cell/smart phones during the school day/activities.

Ask the group: ***“How long do you think you could go without your cell/smart phone or the internet and still be happy?”*** Allow participants to call out their answers.

Ask the group: ***“Why would it be hard to go without these technologies?”*** Allow participants to call out their answers

Ask the group: ***“Do you think you could limit how you use technology just for 24 hours? Your assignment is to take the 24-Hour Digital Diet Challenge!”***

Hand out the **“24-hour Digital Diet Plan”** worksheets to each participant.

Explain: ***“Starting at midnight tonight, your challenge is to limit how much you use your cell/smart phone, computer, iPod, Facebook, Instagram, WhatsApp, Snapchat video games, TV etc., for 24 hours. I’m not asking you to cut them out altogether – just cut back and see how it makes you feel. Try substituting face-to-face conversation for technology whenever possible. Use this worksheet to record how, when, and for what reasons you use technology – as well as how***





*it feels to limit yourself to our “recommended daily allowances” (RDA). As with any diet, only you can hold yourself to it, but if you “cheat” at least make note of it and ask yourself why.”*

**Explain: “This digital diet may be difficult, but you might also make some discoveries about yourself through it. As you tackle the diet, ask yourself:**

- How does this digital diet make me feel?
- *How does it change the way I relate to my friends and family?*
- What purpose does technology serve in my relationships?
- *When and why do I call, e-mail, text, go online, check Facebook, etc.?*
- What would happen if I didn’t have instant, constant access to technology?
- *What are the daily allowances for using technology that feel good for me? (They may be higher or lower than the “recommended daily allowances.”)*

**Learning outcomes:**

- R1. Increase awareness about the role of technology in their relationship;
- R2. Think critically about how and when they use technology;
- R3. Be challenged to limit their use of technology for 24 hours.





Harmful & Abusive Digital Behaviour	
<b>Name of the Activity:</b>	<b>What is Digital Abuse?</b>
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>✓ Define “Digital Abuse”;</li> <li>✓ Recognize the ways that technology can be used to bully, harass or abuse someone;</li> <li>✓ Assess their own behaviors.</li> </ul>
<b>Number of participants:</b>	20 – 40 participants
<b>Duration:</b>	35 – 45 minutes
<b>Materials needed:</b>	<p>Internet access to <a href="https://www.youtube.com/watch?v=wOWSnxO5hog">https://www.youtube.com/watch?v=wOWSnxO5hog</a></p>
<b>Activity description:</b>	<p>Explain: <b><i>“We have been exploring the many ways - - both positive and negative -- that we can use technology in our relationships. Before we go any further, let’s take a quick look at a short YouTube video.”</i></b></p> <p>Show the “Textual Harassment” video available at <a href="https://www.youtube.com/watch?v=wOWSnxO5hog">https://www.youtube.com/watch?v=wOWSnxO5hog</a></p> <p>Ask the class <b>some or all</b> of the following questions:</p> <ul style="list-style-type: none"> <li>➤ <i>What is the main message of this video?</i></li> <li>➤ <i>What were some of the things that the boyfriend harassed the girlfriend about?</i></li> <li>➤ <i>The final slide asks, “When does caring become controlling?” At what point do you think the boyfriend’s texts went from caring</i></li> </ul>







*to controlling?*

- *Is there a downside to our ability to have immediate and constant contact with one another?*
- *When it comes to over-texting, what puts it over the edge - the number of texts or what the texts are saying? Or both?*
- *What do you think the girlfriend in the video should do about this situation?*

***Explain: “The video that we just watched demonstrates how cell phones can be used to monitor, control, pressure, and overwhelm another person. Today we are going to examine a topic that has become very serious as technology has become such a major influence in our lives: Digital Abuse. Cell phones, the internet, and on-line sites like Facebook, Instagram, Snapchat, TikTok etc. can all be used as tools to bully, threaten, and harass others. For example, they can be used to spread rumors; spy on others; share people’s personal pictures, videos, and information without their consent.”***

Write the following definition on the board and explain: **“Digital Abuse** is the use of cell phones, the internet, social networking sites, or other technologies to hurt, control, threaten, embarrass, harass, or manipulate another person.”

Explain: **“According to MTV’s “A THIN LINE” campaign, as much as 50 percent of 14- to 24-year-olds have experienced some type of digital abuse.”**





Explain: ***Let us talk about recent news about cyberbullying.***

- What forms can cyber bullying take? (e.g. online fights, harassment, threats; dissing someone online; sending or posting cruel gossip; impersonating someone; outing someone; exclusion)
- Are there things we do on-line or with our cell phones that we would never do face-to-face? Why? (e.g. “You can’t see me. Role-playing. No tangible feedback.)
- How does the target feel? Why is cyberbullying so serious? (e.g. nowhere to escape the bullying at school; rumors or threats spread quickly and everywhere; once rumors or pictures are on-line they will always be there.)
- What can you do if it happens to you? (e.g. talk to a trusted adult; report to the school; save the evidence; don’t retaliate; file a complaint with the internet service provider or the web site.)

Closing: Discussion/Brainstorm

- Ask the group: **Why is it important to stop cyberbullying and digital abuse?**

*“Allow participants time to respond, writing their responses on the board or flip-chart.”*

- Ask the group: **What can you all do when you see or hear of cyberbullying going on?**
- Explain: **“In our next activity we are going to**





	<p><b>talk more about what we can do about digital abuse when it happens to us or someone we care about.”</b></p>
<b>Learning outcomes:</b>	<p>R1. Define “Digital Abuse”; R2. Recognize the ways that technology can be used to bully, harass or abuse someone; R3. Assess their own behaviors.</p>

<b>Harmful &amp; Abusive Digital Behaviour</b>	
<b>Name of the Activity:</b>	<b>Process Digital Diet + “Sexting” Facts</b>
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>✓ Increase awareness and understanding of sexting and cyberbullying – including their consequences;</li> <li>✓ Increase knowledge of how to prevent digital abuse;</li> <li>✓ Recognize that everyone in the community/group can play an important role in preventing digital abuse.</li> </ul>
<b>Number of participants:</b>	20 – 40 participants
<b>Duration:</b>	35-45 minutes
<b>Materials needed:</b>	<p>Internet access to <a href="https://www.youtube.com/watch?v=Di2tKCQLV0Q">https://www.youtube.com/watch?v=Di2tKCQLV0Q</a></p> <p>Video: <i>Changing Lives: Perhaps Tomorrow</i> and Annex 3 “Sexting” Handout</p>
<b>Activity Description:</b>	Ask the group: <b><i>“Before we get started today, let’s talk about how the digital diet went. How did you</i></b>





**all do?"** Allow participants to reply. You might prompt them with questions like:

- What was the hardest part about it?
- Did you cheat at all? If so, why?
- How did going with limited technology make you feel?
- Since you weren't using technology so much, what did you do to communicate with others or entertain yourself? Did you learn or discover anything through this experiment?
- How would you define the healthy amount of technology use for yourself?
- In what ways can healthy use of technology be positive for you and your relationships?

After the discussion, collect all Digital Diet worksheets!

**Changing Lives *Perhaps Tomorrow* Video & Discussion** - Explain: **"We're now going to watch a short film made by local teens who wanted to address the issue of digital abuse. It's the story of a teenager, Alyssa, who becomes the victim of cyber-bullying. Watch carefully how the situation develops and escalates and we'll discuss it afterwards."**

Show the Changing Lives *Perhaps Tomorrow* video: Access the video at

<https://www.youtube.com/watch?v=Di2tKCQLV0Q>

Ask the group some or all of the following questions:

a) *Why do you think Alyssa agreed to send her on-line boyfriend "sexy" pictures of herself? How*





- do you think Alyssa felt?
- b) How did Alyssa's pictures go public?
- c) Why is sending personal pictures over the internet risky?
- d) What are some specific ways that Alyssa's friend was supportive of her?
- e) At the end of the film, Alyssa is seen telling her story to a group of peers at an assembly. Why do you think she decided to speak out?

Tell the group: "Let's talk about who was responsible for what happened in this film. You'll vote by standing up. You can vote as many times as you feel appropriate.

- ***"Stand up if you think Alyssa was responsible." Let participants vote.***
- ***"Stand up if you think the on-line boyfriend was responsible." Let participants vote.***
- ***"Stand up if you think the two girls who forwarded the pictures were responsible." Let participants vote.***
- ***"Stand up if you think the other students at school who passed the pictures along were responsible." Let participants vote.***
- ***"Stand up if you if you think all of the above shared responsibility." Let participants vote.***

Explain: "This film shows how digital abuse can spiral out of control quickly, so it's very important to think about the consequences of taking, sending, or forwarding personal pictures of yourself or someone else. Remember that once a photo, video, or message has been sent, you have no control over where it may travel or





who may see it. The photos can be sent without consent to show off to others, or to hurt or humiliate someone.

Unfortunately, sometimes people use threats or pressure to get nude or private photos (i.e., **“if you don’t, I’ll break up with you”** or **“I’d really like you if you sent me a picture”**). It is **NEVER** okay to use pressure or threats in a relationship. Everyone has a right to decide what they’re comfortable with.

The video also shows how everybody has a role in preventing or ending digital abuse.

Beyond causing emotional pain, sexting is against the law. Teens who send or forward sexual pictures of someone underage can face child pornography charges, go to jail, and have to register as a sex offender.

If you ever feel pressured to send a nude or private photo, remember that you have the right to say **NO**. Talk to someone you trust for support. If you receive an explicit photo, video, or message do not send it to anyone else and do not delete it. Report it to an adult you trust.

Share the following statistics:

**“A 2008 survey of teens ages 13-19 found that:**

- **20% of teens overall have sent/posted nude or semi-nude pictures or video of themselves.**
- **In 15% of these instances, the pictures or videos were sent by teens to someone they had only met and knew online.**
- **39% of teens overall reported sending sexually explicit messages to someone.**
- **48% of teens report they have received sexually explicit messages. *The teens often report***





	<p><i>pictures meant to be sent as private frequently get shared with people other than the intended recipient.”</i></p> <ul style="list-style-type: none"> <li>• More than half of teen girls (51 percent) say pressure from a guy is a reason girl send sexy messages or images, while 18 percent of teen boys say pressure from a girl is a reason.</li> </ul>
<b>Learning outcomes:</b>	<p>R1. Increase awareness and understanding of sexting and cyberbullying – including their consequences;</p> <p>R2. Increase knowledge of how to prevent digital abuse;</p> <p>R3. Recognize that everyone in the community/group can play an important role in preventing digital abuse.</p>

<b>Harmful &amp; Abusive Digital Behaviour</b>	
<b>Name of the Activity:</b>	<b>Drawing YOUR Digital Line</b>
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>✓ Explore ways to establish clear boundaries in relationships with regard to technology;</li> <li>✓ Identify effective strategies for handling various forms of Digital Abuse;</li> <li>✓ Increase knowledge of how to take control of their “Digital Domains.”</li> </ul>
<b>Number of participants:</b>	20 – 40 participants
<b>Duration:</b>	35-45 minutes





<p><b>Materials needed:</b></p>	<p>Internet access to <a href="https://youtu.be/2ogqUczAw">https://youtu.be/2ogqUczAw</a>          Dry-erase board or flip chart, markers          Annex 4 “Take Control of Your Digital Domain” Handout</p>
<p><b>Activity description:</b></p>	<p>Write the following quote on the board:  <b>“Your mobile, online, and Social Media accounts are all a part of you. When someone you’re dating is controlling, disrespecting, or pressuring you in those spaces. That’s Not Cool.”</b>          Explain: <b>“In our first lesson of this unit, you took a survey which identified all the different ways that you use technology in your lives. Raise your hand if you have a Instagram, Facebook, Snapchat, WhatsApp, TikTok or some other kind of social networking account.”</b> Have participants raise hands. <b>“Now raise your hand if you have an email account.”</b> Have participants raise hands. <b>“Are there any other ways that you use technology that require you to establish an account with a password?”</b> Let participants respond.          Explain: <b>“As we’ve seen, technology has become an essential part of how we relate to one another in today’s world. A big part of who we are is linked to who we in our ‘Digital Domain’.”</b> Draw participants’ attention to the quote and read it aloud.          Explain: <b>“ThatsNotCool.com is a website designed for teens that addresses the</b></p>







kinds of digital abuse we've been talking about -- constant messaging, pressure to send personal pictures, privacy problems, rumors, and more.

**Let's take a look."**

Bring up [www.thatsnotcool.com](http://www.thatsnotcool.com). Play the introductory video on the website. Or use the YouTube link:

<https://youtu.be/2ogqUczAw>

Explain: **"We're going to spend some time today on the website exploring ways to deal with digital abuse if it should happen to us."**

On the That's Not Cool homepage, click on **"2 Sided Stories."**

Explain: "We're now going to watch a couple of short videos that examine a situation of digital abuse in which one person's private space becomes not so private. We'll get to look at the situation from 2 sides – the boyfriend's and the girlfriends. Listen carefully to what each person in the relationship says. You'll be asked to choose a solution at the end."

Click on "The Break-In" and show "The Boyfriend's Story" first.

After the video is finished, but before participants vote, ask the following:

- ***When the boyfriend gets jealous, what does he assume might be going on***





***with his girlfriend and the other guy who posted on her Facebook page?***

- ***Why does the boyfriend feel like he “has to do something”?***

Tell the group, **“Now we’re going to vote. By a show of hands, who thinks the boyfriend should do [A, B, C]?”** Click on the answer voted on by the majority. Allow the group to watch the other options as well until the best option is seen.

Explain: **“Now let’s look at this situation from the girlfriend’s point of view. We’ll have a chance to vote on what she should do afterwards.”**

Show “The Girlfriend’s Story”.

After the video is finished, but before participants vote, ask the following:

- What new information did you get about the boyfriend from this video?
- *How does the boyfriend’s constant monitoring of her make her feel?*
- *Why does the boyfriend feel like he “has to do something”?*
- Is the boyfriend being more caring or controlling?

Tell the group, **“Now we’re going to vote. By a show of hands, who thinks the**





**girlfriend should do [A, B, C]?”** Click on the answer voted on by the majority. Allow the group to watch the other options as well until the best option is seen.

If time permits, explore the “Text Monster” and “Pressure Pic Problem” 2-Sided stories on the website in the same way.

Encourage the youngsters to visit [www.thatsnotcool.com](http://www.thatsnotcool.com) on their own time to explore these issues in more detail.

### **Closing: Taking Control of YOUR Digital Domain**

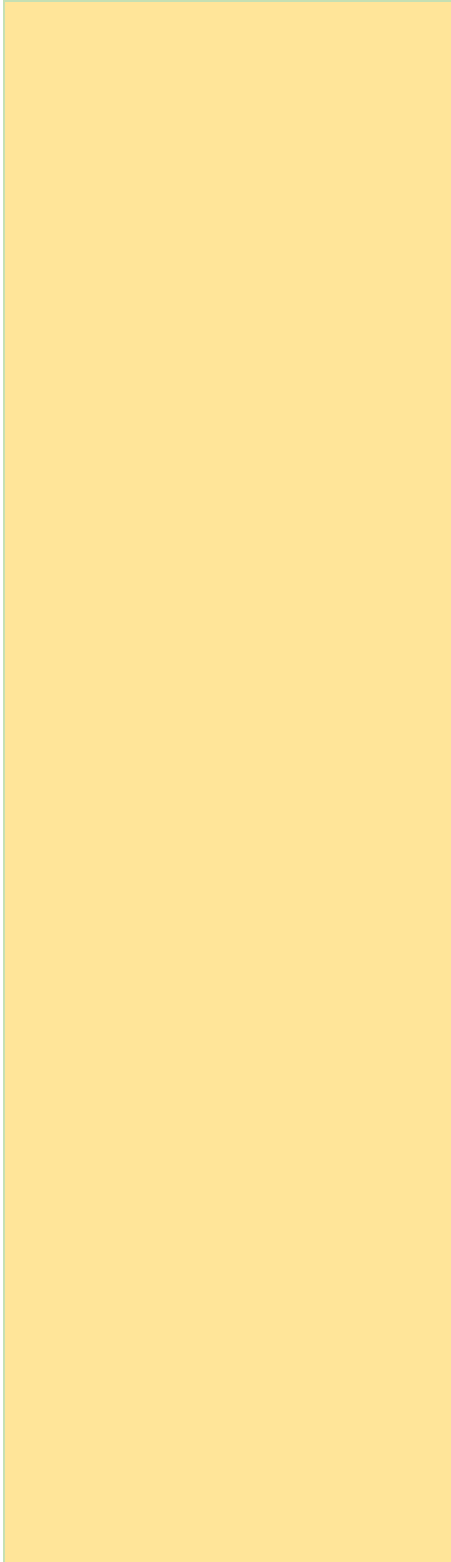
Tell the group: **“So, what are some ways we can protect our own digital domains? Let’s see how many ideas we can come up with in one minute.”** Have participants call out different ideas and write them on the board or flip chart.

Hand out the “Take Control of Your Digital Domain” handouts.

Explain: **“Those are great ideas. Here are 8 more Tips from another website created by MTV called [www.athinline.com](http://www.athinline.com) – which also aims to prevent digital abuse.”**

Invite participants to read each item on





the handout aloud. Be sure to check to see if they have any questions along the way.

Encourage participants to visit [www.athinline.com](http://www.athinline.com) on their own time to explore these issues in more detail.

Explain: **“Over the past 5 activities, we’ve explored how technology plays a huge role in teen relationships today. We’ve thought about how much we depend upon technology – and even tried to live without it for a day! We’ve talked about Digital Abuse – like sexting, cyberbullying, and over-texting. And we’ve identified ways to deal with digital abuse if it happens to us.**

**Remember that technologies, like our cell/smart phones and the internet, are tools we control, NOT tools that control us. They can be used for positive ends as well as negative ones and it’s up to each of us to use them responsibly in our relationships. There will always be people who abuse them, however, so it’s important to know how to recognize and deal with digital abuse when it happens. Hopefully you feel more equipped to do that now.”**

**Learning outcomes:**

- R1. Explore ways to establish clear boundaries in relationships with regard to technology;
- R2. Identify effective strategies for handling various forms of Digital Abuse;





R3. Increase knowledge of how to take control of their “Digital Domains.”

<b>Holistic Approaches in Addressing Cyberbullying</b>	
<b>Name of the Activity:</b>	<b>Cyberbullying: A Holistic Perspective</b>
<b>Objectives:</b>	✓ To promote critical thinking, empathy, and awareness of the multiple factors that contribute to cyberbullying and its impact.
<b>Number of participants:</b>	15-20 participants
<b>Duration:</b>	30 minutes
<b>Materials needed:</b>	Papper, pens
<b>Activity description:</b>	<p>Introduce the topic of cyberbullying and explain why it is important to address it from a holistic perspective. Ask participants what they already know about the issue and what they hope to learn from the activity.</p> <p>Ask participants to work in small groups to create a mind map of the different aspects of cyberbullying, including causes, effects, and potential solutions. Encourage participants to think broadly and include physical, emotional, social, and cultural factors.</p> <p><b>Group presentation and discussion (10 minutes):</b> Have each group present their mind map and lead a discussion on the different aspects they included. Emphasize the importance of considering multiple perspectives when addressing cyberbullying and encourage</p>





	<p>participants to think critically about the potential consequences of their actions online.</p> <p>Conclude the activity with a reflection on the importance of a holistic approach to cyberbullying. Ask participants what they learned from the activity and how they can apply these lessons to their own behavior online.</p>
<b>Learning outcomes:</b>	<ul style="list-style-type: none"> <li>● Understanding the multiple factors that contribute to cyberbullying, including physical, emotional, social, and cultural factors.</li> <li>● Recognizing the impact of cyberbullying on individuals and communities.</li> <li>● Developing empathy and respect for others by considering different perspectives on cyberbullying.</li> </ul>

<b>Holistic Approaches in Addressing Cyberbullying</b>	
<b>Name of the Activity:</b>	<b>Cyberbullying in Perspective</b>
<b>Objectives:</b>	✓ To understand the importance of considering multiple perspectives when addressing cyberbullying
<b>Number of participants:</b>	15-20 participants
<b>Duration:</b>	30 minutes
<b>Materials needed:</b>	Flipchart, markers
<b>Activity description:</b>	Explain the topic of cyberbullying and why it's important to address it from a





	<p>holistic perspective. Ask participants to think about their own experiences with cyberbullying or online behavior that may have affected others.</p> <p><b>Case study analysis (15 minutes):</b> Provide participants with a case study of a cyberbullying incident. Ask participants to work in small groups to analyze the incident from multiple perspectives, including the victim, the bully, and bystanders. Encourage participants to consider the physical, emotional, social, and cultural factors that may have contributed to the incident and its impact.</p> <p><b>Group presentation and discussion (10 minutes):</b> Have each group present their analysis and lead a discussion on the different factors they identified. Emphasize the importance of considering multiple perspectives and the potential consequences of online behavior.</p> <p><b>Reflection (5 minutes):</b> Conclude the activity with a reflection on the importance of a holistic approach to cyberbullying. Ask participants to think about their own online behavior and how they can apply the lessons from the activity to their own lives.</p>
<p><b>Learning outcomes:</b></p>	<ul style="list-style-type: none"> <li>● Understanding the multiple perspectives involved in a cyberbullying incident, including the victim, the bully, and</li> </ul>





	<p>bystanders.</p> <ul style="list-style-type: none"> <li>● Recognizing the physical, emotional, social, and cultural factors that contribute to cyberbullying incidents.</li> <li>● Encouraging critical thinking and personal responsibility by examining one's own behavior online.</li> </ul>
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<b>Holistic Approaches in Addressing Cyberbullying</b>	
<b>Name of the Activity:</b>	<b>Holistic Approaches to Cyberbullying: A Group Discussion</b>
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>✓ To help participants sharing their perspectives and learn from each other in a supportive and inclusive environment.</li> <li>✓ To promote critical thinking, empathy, and awareness of the multiple factors that contribute to cyberbullying and its impact.</li> </ul>
<b>Number of participants:</b>	20-30 participants
<b>Duration:</b>	40 minutes
<b>Materials needed:</b>	Pappers, pens
<b>Activity description:</b>	<p>Divide participants into small groups of 4-5 people and provide each group with a set of questions related to cyberbullying. Questions may include:</p> <ul style="list-style-type: none"> <li>● What are the physical, emotional,</li> </ul>







	<p>social, and cultural factors that contribute to cyberbullying incidents?</p> <ul style="list-style-type: none"> <li>• How can a holistic approach help address cyberbullying and its impact?</li> <li>• What role do bystanders play in cyberbullying incidents and how can they make a positive difference?</li> </ul> <p>Encourage groups to discuss the questions and share their thoughts and experiences with each other.</p> <p><b>Group presentations (15 minutes):</b> Have each group present their findings and lead a discussion on the topic. Encourage participants to think critically about the potential consequences of their actions online and how they can take responsibility for their behavior.</p> <p><b>Reflection (5 minutes):</b> Conclude the activity with a reflection on the importance of a holistic approach to cyberbullying. Ask participants what they learned from the activity and how they can apply these lessons to their own behavior online.</p>
<p><b>Learning outcomes:</b></p>	<ul style="list-style-type: none"> <li>• Developing empathy and respect for others by considering different perspectives on cyberbullying.</li> <li>• Gaining a deeper understanding of the issue of cyberbullying and the potential consequences of online</li> </ul>





	<p>behavior.</p> <ul style="list-style-type: none"> <li>● Becoming more aware of the importance of a holistic approach to addressing cyberbullying and the role of bystanders in preventing it.</li> </ul>
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<b>Holistic Approaches in Addressing Cyberbullying</b>	
<b>Name of the Activity:</b>	<b>Cyberbullying Who?</b>
<b>Objectives:</b>	✓ To help participants experience the issue in a safe and controlled environment and gain a deeper understanding of the issue from multiple perspectives.
<b>Number of participants:</b>	20-30 participants
<b>Duration:</b>	35 minutes
<b>Materials needed:</b>	Cyberbullying scenarios
<b>Activity description:</b>	<p>Divide participants into small groups of 4-5 people and assign each group a scenario related to cyberbullying and ask them to act it out. Scenarios may include a bullying incident, a situation where bystanders intervene, or a scenario where someone seeks help from a trusted adult.</p> <p><b>Group debrief and discussion (5 minutes):</b> After the role-plays, bring the groups together for a debrief and discussion. Ask participants to reflect on what they learned from the role-plays and how they can apply the lessons to</p>





	<p>their own lives. Emphasize the importance of considering multiple perspectives and taking responsibility for one's own behavior online.</p> <p><b>Reflection (5 minutes):</b> Conclude the activity with a reflection on the importance of a holistic approach to cyberbullying. Ask participants what they learned from the activity and how they can apply these lessons to their own behavior online.</p>
<b>Learning outcomes:</b>	<ul style="list-style-type: none"> <li>● Understanding the multiple factors that contribute to cyberbullying, including physical, emotional, social, and cultural factors.</li> <li>● Recognizing the role of bystanders in cyberbullying incidents and how they can make a positive difference.</li> <li>● Developing empathy and considering multiple perspectives related to cyberbullying.</li> <li>● Practicing communication skills and problem-solving strategies for addressing cyberbullying</li> </ul>

<b>Holistic Approaches in Addressing Cyberbullying</b>	
<b>Name of the Activity:</b>	<b>BLOCK the Aggression</b>
<b>Objectives:</b>	✓ To help participants work together





	to generate creative and effective solutions to address cyberbullying.
<b>Number of participants:</b>	20-30 participants
<b>Duration:</b>	40 minutes
<b>Materials needed:</b>	Flipchart, markers, papper
<b>Activity description:</b>	<p>Explain the topic of cyberbullying and why it is important to address it from a holistic perspective. Ask participants what they already know about the issue and what they hope to learn from the activity.</p> <p><b>Interactive presentation (20 minutes):</b> Show a presentation or video that highlights the various physical, emotional, social, and cultural factors that contribute to cyberbullying incidents. Encourage participants to ask questions and share their thoughts and experiences during the presentation.</p> <p><b>Group brainstorming (10 minutes):</b> Divide participants into small groups of 4-5 people and ask them to brainstorm ways to address cyberbullying from a holistic perspective. Provide each group with a set of questions to guide their brainstorming, such as:</p> <ul style="list-style-type: none"> <li>• What physical, emotional, social, and cultural factors can we address to prevent cyberbullying incidents?</li> <li>• How can we empower bystanders to intervene and make a positive difference in cyberbullying incidents?</li> </ul>





	<ul style="list-style-type: none"> <li>• How can we support those who have been affected by cyberbullying?</li> </ul> <p><b>Group presentations (5 minutes):</b> Have each group present their ideas and solutions to the larger group. Encourage participants to ask questions and provide feedback to each other.</p> <p><b>Reflection (5 minutes):</b> Conclude the activity with a reflection on what participants learned from the activity and how they can apply these lessons to their own lives. Emphasize the importance of considering multiple factors and taking a holistic approach to addressing cyberbullying.</p>
<p><b>Learning outcomes:</b></p>	<ul style="list-style-type: none"> <li>• To foster teamwork and collaboration by working in small groups to generate ideas and share feedback.</li> <li>• To develop critical thinking and problem-solving skills by brainstorming and presenting solutions to cyberbullying from a holistic perspective.</li> <li>• To understand the multiple physical, emotional, social, and cultural factors that contribute to cyberbullying incidents.</li> </ul>





**Energizers:**

**1. EXPECTATION TREE**

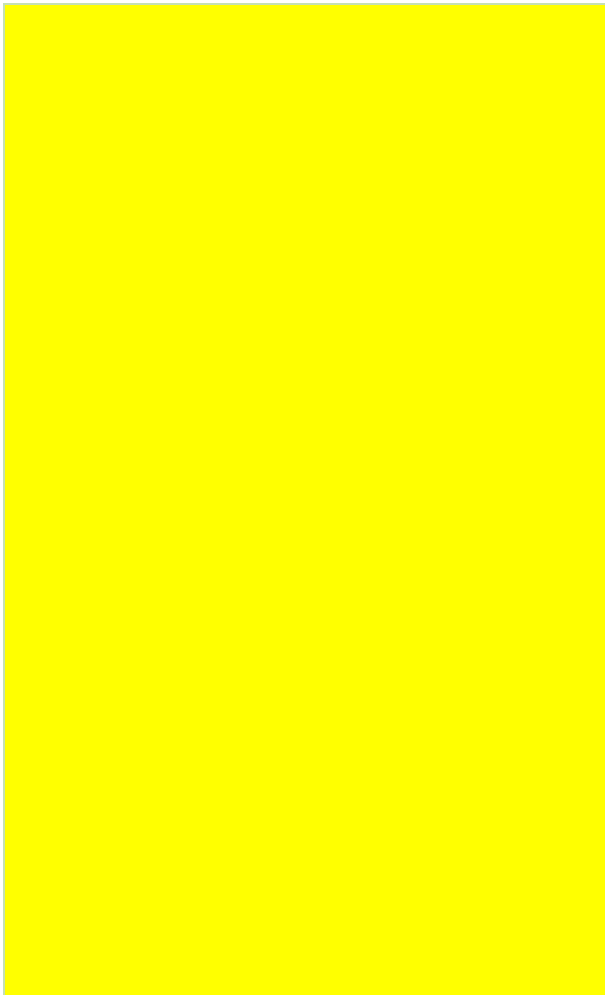


Objectives:

- To overcome the fear of sharing feelings;
- To improve the bravery;
- To start building a group by breaking the ice.

<b>Group Size</b>	5 + participants
<b>Duration</b>	30 minutes
<b>Materials</b>	- Flipchart - 3 different types of post-its - pens/markers
<b>Description of the Game</b>	On a flipchart draw the shape of a tree. Give to each participant one of each post-its you have and explain to them the meaning of it:  One color represents the expectations they have, one color it's for the fears and one color for the contributions. After everyone understood the





meaning of the post-its based on colors, ask to them to write down their expectations, fears and contributions for the upcoming training respecting the indications. At the end, each participant will come in the front and will stick each post it on the flichart as following:

- fears – on roots
- expectations – on the stem
- contributions – on the crown of the tree.

Explain to the participants that at the end of the week, you'll come back on the tree and unstick those postits which turned out not to be real.

## 2. Name Game



Objective:

- To overcome shyness and to get into the game

<b>Group Size</b>	5+ participants
<b>Duration</b>	30 minutes
<b>Materials needed</b>	- Ball
	Start the game by explaining the



**Description of the game**

rules to the participants:  
 The ball will be passed from one person to another and who has it has to say it's name and to describe itself using an adjective that starts with the first initial of it's name (e.g. Kevin – Kind).  
 In order to make the game a bit more complicated, you can ask the participants to repeat the names and description of 5 people before them.

**3. Whisky Mixer**

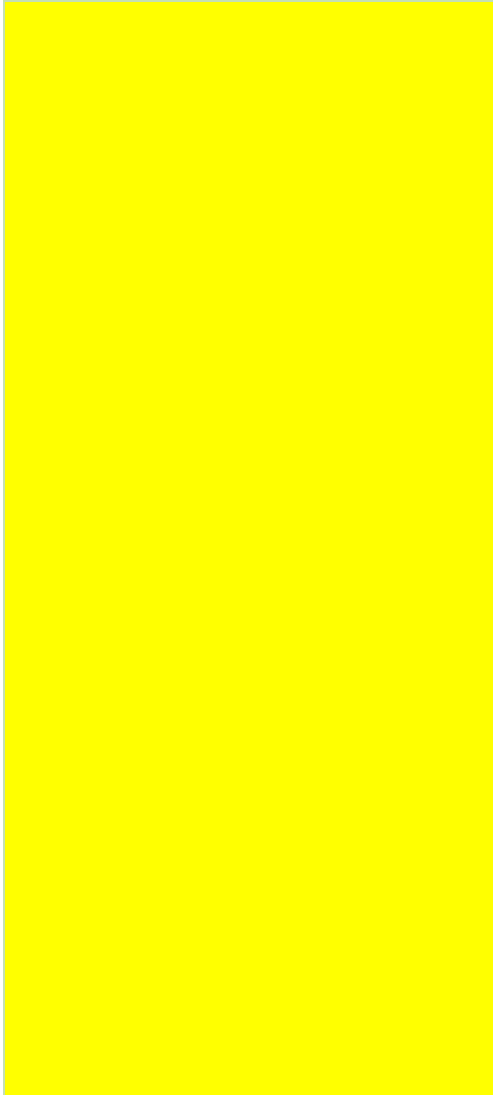


Objective:

- refocus the attention of the participants
- recovery and stimulation of physical and mental energy

<b>Group Size</b>	From 10 to 30
<b>Duration</b>	10-15 minutes
<b>Materials needed</b>	- enough space in the room
<b>Description of the game</b>	<p>Arrange the group in a circle.                  There is a virtual disk to be thrown between the participants in the circle with the following rules:</p> <ul style="list-style-type: none"> <li>- the sphere must always be launched by quickly rubbing one hand over the other.</li> <li>- If the disk is thrown to the participant on your right, you must say the word</li> </ul>





"Whiskey mixer"

- If the disk is thrown to the participant on one's left, the word "Welsh Mesk" must be pronounced
- If the disk is thrown to a participant in front, the word "Proboscia" must be pronounced
- It is absolutely forbidden to laugh. If anyone laughs, he will be forced to run around the circle until the laughter stops.

It is important that the throwing of the puck is continuous and fast and that there is an external judge (the trainer) to assess who will start running around the circle.

This game produces an infectious laugh that, combined with the continuous rush of the participants who will let themselves be infected, work in a fun way on the energy of each participant.

#### 4. What kind of animal?



Objective:

- refocus the attention of the participants
- recovery and stimulation of physical and mental energy

<b>Group Size</b>	From 10 to 30
<b>Duration</b>	10-15 minutes
<b>Materials needed</b>	- enough space in the room -chairs





**Description of the game**

Ask participants to divide into pairs and to form a circle. Put enough chairs in the circle so that all but one pair has seats. Each pair secretly decides what type of animal they are. The two participants without chairs are the elephants. They walk around the circle calling the names of different animals. Whenever they guess correctly, the animals named have to stand up and walk behind the elephants, walking in mime. This continues until the elephants can guess no more. Then they call “Lions!” and all pairs run for seats. The pair left without chairs become the elephants for the next round.

**5. Five islands**



Objective:

- refocus the attention of the participants
- recovery and stimulation of physical and mental energy

<b>Group Size</b>	From 10 to 30
<b>Duration</b>	10-15 minutes
<b>Materials needed</b>	- enough space in the room - chalk
	Draw five circles with chalk on the floor, big enough to accommodate all of the participants. Give each island a name. Ask everyone to choose the





## Description of the game

island that they would like to live on. Then warn participants that one of the islands will sink into the sea very soon and participants on that island will be forced to move quickly to another island. Allow the suspense to build and then call out the name of the island that is sinking. Participants run to the other four islands. The game continues until everyone is squashed onto one island.





**Worksheets:**

*Teen Media Use Survey*

*Do you own a cell/smart phone? YES/NO*

*If yes, at what age did you get your first cell/smart phone?*

*Does your cell/smart phone have access to the internet? YES/NO*

*Does your cell/smart phone have camera? YES/NO*

*On average, how much do you spend per day...*

<i>Talking on your cell phone?</i>	
<i>Texting?</i>	
<i>On Instagram, Facebook, Snapchat, WhatsApp...?</i>	
<i>Watching TV?</i>	
<i>Listening to your iPod, Music, YouTube?</i>	
<i>Surfing the net for fun?</i>	
<i>Doing on-line research for school/project?</i>	
<i>Playing video games?</i>	





*How do you think your life would be different...*

Without your cell/smart phone?	
Without the Internet?	

**Do you have Instagram, Facebook, Twitter accounts?**

**YES/NO**

<i>If yes, how often do you check it?</i>	
<i>If yes, how often do you post new status/test, photo or update your status?</i>	

*Which social media account (Check or list all that apply) do you visit/use the most?*

Instagram	Facebook	Snapchat	Twitter	Whatsapp
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Others

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## 24-hour Digital Diet Plan

Recommended Daily Allowance (may vary)	Log actual use here	Did you cheat?	Did you substitute any other activity or made of communication?	Comments (Was it hard? Did you discover or realize anything? How did it feel? What do you consider a healthy daily allowance of technology?)

### Social networking sites 40 minutes total

Instagram	5 minutes			
Facebook	5 minutes			
Twitter	5 minutes			
LinkedIn	5 minutes			
Snapchat	5 minutes			
WhatsApp, Telegram	5 minutes			
TikTok	5 minutes			
Pinterest, Reddit	5 minutes			

### Internet use 2hours 30minutes

Research/ Information for school/work	2 hours			
Personal E-mail	10 minutes			
Sharing information, links, etc. with friends	10 minutes			
YouTube, iTunes, Spotify	10 minutes			
TV, Netflix	0 minutes			
Tinder & Onlyfans	0 minutes			





## *Sexting Handout*

### **What is “sexting?”**

**Sexting** is the act of sending sexually explicit messages or photos (i.e.: nude, semi-nude, or otherwise sexual in nature) electronically, primarily between cell

phones. **Some things to keep in mind about “sexting” ...**

- A person can feel coerced, pressured or threatened into sending a sexually explicit image (i.e., “if you don’t, I’ll break up with you” or “I’d really like you if you sent me a picture”). These images can also be taken or distributed without a person’s consent or knowledge.
- Images sent by mobile phone can easily fall into the wrong hands, and once they are in cyberspace it is impossible to control what others may do with them, like copying and posting them in other places online where potential employers, college recruiters, friends, parents, teachers and enemies could see them.
- Sexting can lead to public humiliation, cyberbullying, or even sexual assault.
- It is illegal to take sexual photos of children and young people and it is also a crime to pass them on.
- The easy availability of new technologies and social networking sites can turn what can seem an innocent joke or flirtatious fun into a potentially devastating experience.





## What are the consequences of getting caught “sexting?”

- Teens involved in “sexting” could be prosecuted and convicted of crimes such as manufacturing, distribution, and possession of child pornography. If convicted of such crimes they could also become registered sex offenders.
- On top of being criminally prosecuted, once these pictures are posted online, they may never really go away even after the teen tries to delete them.

## 7 Tips to Prevent “sexting”

1) **PRESSURE IS NEVER OKAY** in your relationship. If you ever feel pressured, coerced, or threatened to send a nude picture, or to do anything you’re not comfortable with in your relationship, remember that you have the right to decide what’s okay, or not okay. Talk to people you trust and seek out resources to help with relationship pressure.

2) **THINK ABOUT THE CONSEQUENCES** of taking, sending, or forwarding a sexual picture of someone underage, even if it’s of you. You could get kicked off of sports teams, face humiliation, lose educational opportunities, and even get in trouble with the law.

3) **NEVER TAKE** images of yourself that you wouldn’t want everyone including your peer, friends, classmates, your teachers, your family, or your employers to see.

4) **BEFORE HITTING SEND**, remember that you can’t control where this image may travel. What you send to a boyfriend or girlfriend







could easily end up with their friends, and their friends, and their friends...

5) **IF A SEXTING PHOTO ARRIVES ON YOUR PHONE**, do not send it to anyone else! If you forward a sexual picture of someone underage, you are as responsible for this image as the original sender. You could face child pornography charges, go to jail, and have to register as a sex offender.

6) **REPORT** any sexting you receive on your cell phone to an adult you trust. Do not delete the message. Instead, get your parents or guardians, teachers, and school counselors involved immediately. Tell them the full story so they know how to support you. And don't freak out if that adult decides to talk with the parents of others involved - that could be the best way to keep all of you from getting into serious trouble.

7) **TALK TO YOUR FRIENDS** so that they know sexting is against the law and that it's never okay for anyone to pressure someone for a nude picture. You're actually doing them a big favor because of the serious trouble that can happen if the police get involved.





## *“Take Control of Your Digital Domain” Handout*

### **1. Keep your personal information private.**

This includes: Names, addresses, account #s, your date of birth, your social security number...

### **2. Keep your passwords in lockdown.**

If you feel the need to share your password with someone, try a parent or a trusted adult.

### **3. Trust your gut.**

If you feel threatened or uncomfortable by something in a text or IM, or anywhere online, tell someone who can help you.

### **4. Communicate.**

If you don't like what's going down online or in IMs or texts, talk to your partner about which behaviors are bugging you.

### **5. Draw your line.**

If your inboxes are overflowing with unwanted messages, take control! Delete, de-friend, and defend your domain

### **6. Bite your thumb.**

Responding to mean or threatening messages inevitably fuels the fire and makes it worse. Resist the urge.

### **7. Report it.**

Tell a trusted adult, site administrators or the police about threats, hate, harassment, etc.

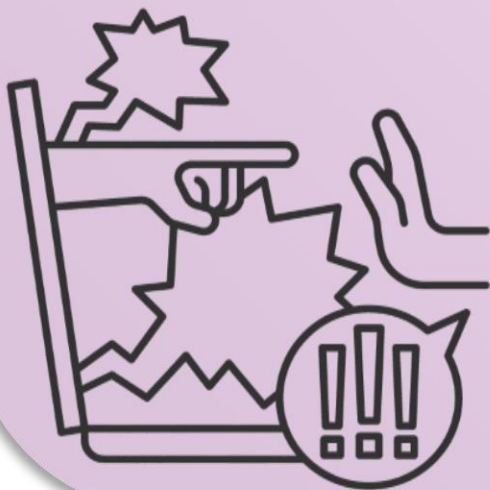
### **8. Keep tabs.**

If things get bad and you choose to contact the police, you'll need a record of what's been posted, texted, etc. So, save the mean stuff.





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