Beat Bullying ONLINE

YouthAction
NORTHERN IRELAND

Youth Work Resource Pack

Beat Bullying ONLINE

'Beat Bullying Online' has been developed by young people to tackle cyberbullying and help young people feel safe online. There are a range of activities that can be used by/with young people to have healthy conversations about how to promote positive online behaviours, as well as staying safe when accessing online material.

There are seven activities, each one with a positive online message.

Many thanks to YouthAction's Rainbow Factory Members' Forum for devising this resource.

This resource has been supported by the Education Authority Child Protection Fund.

Helpful Websites

www.ceop.police.uk	www.chatdanger.com	www.thinkuknow.co.uk
www.saferinternet.org.uk	www.nspcc.org.uk	www.childline.org.uk
www.childnet.com	www.getsafeonline.org	www.safeguardingni.com

What is E-Safety?

- E-safety or electronic safety is about using electronic devices or e-technologies in a safe and responsible way.

- It is concerned with the safeguarding of children and young people in the digital world and helping them to feel safe when accessing e-technologies.

- With all emerging technologies there is the potential for misuse.

What are the risks?

Content risks: young person is exposed to harmful material.

Contact risks: young person participates in adult initiated online activity.

Conduct risks: young person is a perpetrator or victim in a negative peer-to-peer exchange.

Conduct risks: young person is exposed to inappropriate commercial advertising, marketing schemes or hidden costs.

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Online Safety - What should I think about?

Who might be able to read this?

Could someone feel disrespected or hurt?

Could someone misinterpret what I'm saying?

PAUSE B4 U POST

Am I posting in anger?

Am I showing a bad side of myself?

Am I revealing too much about myself?

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LET'S TALK ABOUT IT!

Use these statements to get the conversations started.

"Why do we place so much trust in passwords?"

"Why can't you
talk to me off screen the way you do on screen?"

"Would you unfriend someone in person as quickly
as you can do on social media?"

"If you invented the internet today would you be proud of it?"

"What I have posted is online forever"

"Since when did relationships depend
on your online status?"

Add your own quote below.

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E-Safety word search

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K R L B T E P L P M T A D R K O E R
M C N R M A S K S T A B B E A A R F
B E O O C L O L W P L C S F E E L E
G L J L I O L I E O A E S A F E T Y
L I G F B A T M G N I M A E R T S S
O K K E W T I I S A N T I V I R U S
G N C E E R N R S H E I F L E S G E
O A R R C Y B E R B U L L I N G B R
F I E E O I A P U U P L O A D N O D
F L E S O E N O H P T R A M S I N D
G G P W K E T R A O D O M K H M B A
A S I O I N S T A G R A M C I O G T
T E N R E T N I N C O R O A P O K O
H X G B S K H N W E W O U L S R E E
S T A L K I N G W C S I G B N G E S
A I R T A H C P A N S N F L N W K I
H N L T I P P F L L A T O I E I O L
C G E E E S P U P O P J T C I L P D
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Activity One - Pause before you Post

Internet wordsearch puzzle.

WORD LIST

twitter	address	sexting
grooming	streaming	internet
snapchat	spam	consent
login	google	cyberbulling
facebook	scam	wifi
logoff	reporting	smartphone
blackmail	selfie	friendships
popups	upload	app
browser	crime	firewall
hashtag	safety	block
cookies	emoji	download
password	creeping	blog
troll	antivirus	
instagram	stalking	

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Activity Two - B Kind Online

Being online can be both positive and negative.
List some examples below.

POSITIVES	NEGATIVES

How will you B Kind Online

Personal exercise: Record 3 ways you plan to be more kind online.

1.

2.

3.

Activity Three - B Aware Online

Cyberbulling case studies

Separate into smaller groups and discuss a case study.

Case Study 1

Megan was painfully shy and recently joined the youth group. After a few weeks she was browsing social media and noticed a page with pictures of the group members including some hurtful comments posted about her. She posted a reply and the comments got worse eventually spilling over into the group. The youth worker overheard the comments and asked Megan what was going on. Megan told her about the page and the comments.

What action should the youth worker take?

What action could you take if you were part of the youth group?

What do you think of Megan's actions and what else could she do?

Case Study 2

Tina fell out with a friend over a boy they both liked. It wasn't long before she got rude text messages and the angry friend enlisted others to send hurtful messages too, calling her names and sending rude text messages at all hours of the night. Tina was devastated and stopped going out and seeing her friends. Her other friend Anna got very concerned about her.

What could Anna do?

What could Tina do?

Who else could help?

Key messages for young people

- **Tell someone immediately when you get hurtful messages**

- **Don't respond to hurtful messages**

- **Know your school or youth groups' anti bullying policy and possible sanctions**

- **Parents can be informed**

- **There are serious consequences to cyberbullying**

- **Own up to your own behaviour and apologise**

B Aware Online

Cyberbulling can have a 'ripple effect'

Add your own examples of how cyberbullying can affect young people.
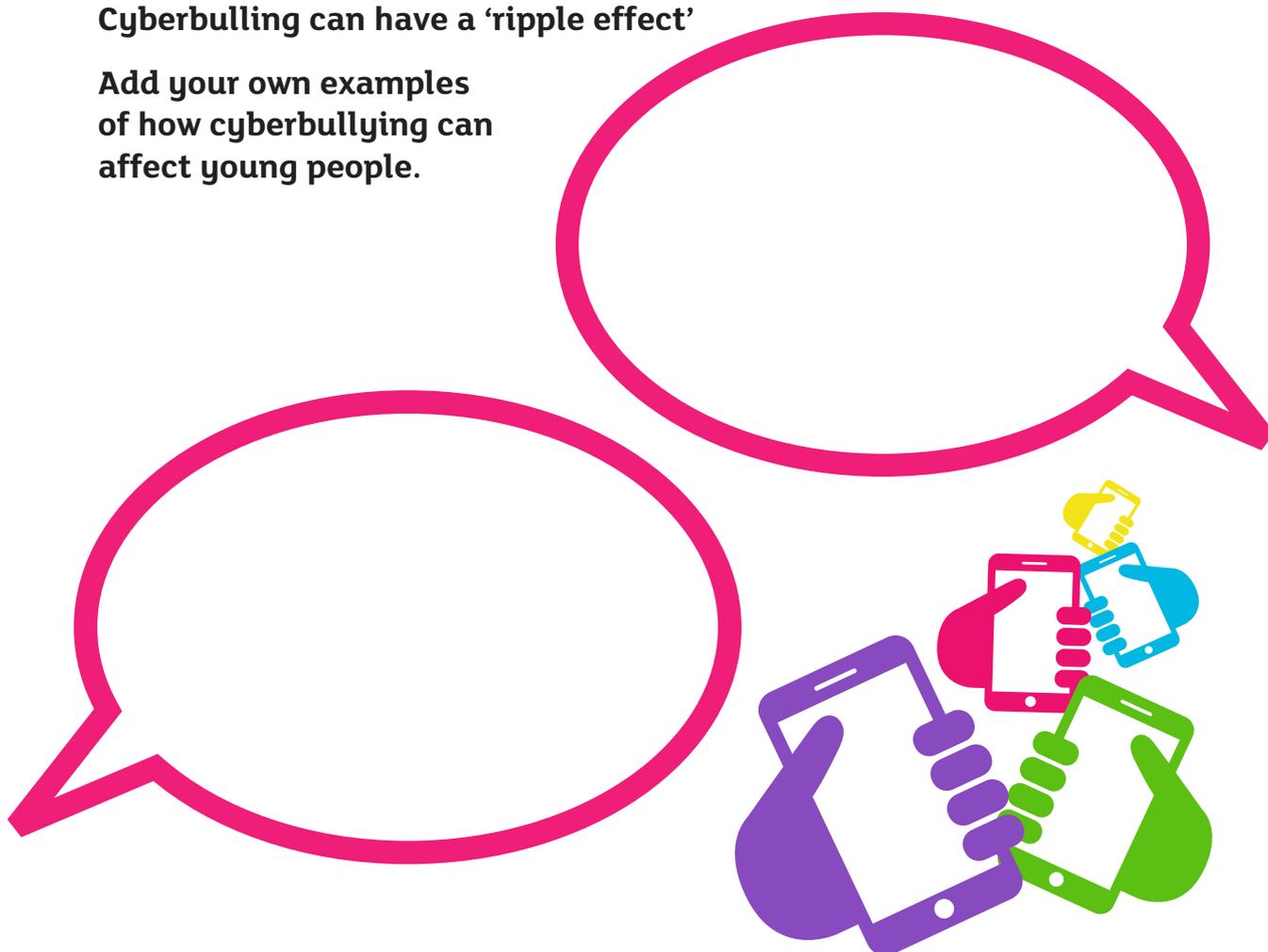
"Cyberbullying is the use of ICT, particularly mobile phones and the internet to deliberately upset someone else."

WHAT IS CYBERBULLYING ON SOCIAL NETWORKING SITES?

- Posting abusive messages on profiles.

- Adding rude comments to a picture that has been uploaded.

- Posting a video or photo that makes fun of someone.

- Setting up fake profiles to tease others or to get them into trouble.

- Sending rude or nasty text messages (IMessage or BBM).

- Making abusive, hurtful or silent phone calls or video calls.

- Sending someone photos or videos to embarrass or upset them.

- Sending embarrassing photos or videos of someone to make fun of them.

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Activity Four - B Positive Online

"The world would be a better place if we cared as much about people as we do about 'likes'!"

The rules that apply when communicating over the internet or social media are no different from those applied when communicating in person but they can be interpreted differently.

Communicating with others via the internet, without misunderstandings in the heat of the moment can be challenging, mainly because facial expressions and body language cannot be interpreted online.

Group challenge

Hand out identical slips of paper and same coloured pens to each participant. Ask them to be honest about their life online and write down a negative thing they have written or read online.

This exercise is anonymous and the participant folds up their statement and adds it to the jar.

The facilitator can use the statements as a discussion topic with the wider group circle and see if there are any similarities.
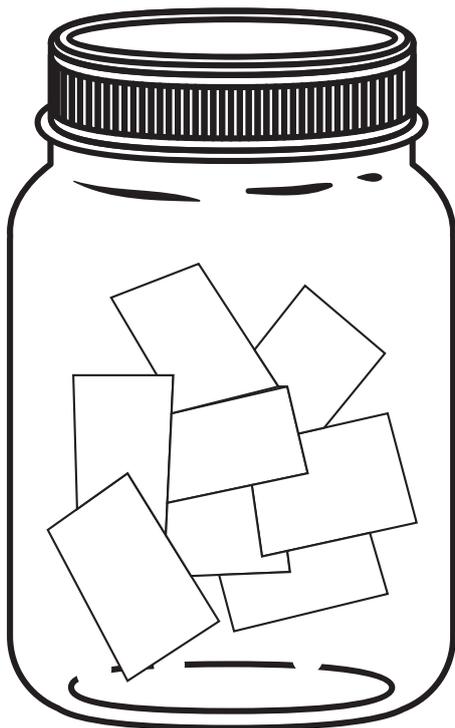
*"The world is beautiful ...
If we look up from our
phones long enough!"*

Activity Five - B Thoughtful Online

We all experience a range of emotions and we can communicate this online with words and icons. Be aware of your own feelings and how you react to other people's emotions.

Group challenge

- Split into 6 subgroups with each group receiving a different emoji.

- Create a one minute play inspired by the emoji.

- Once all subgroups are ready, perform to each other and discuss content as a group.
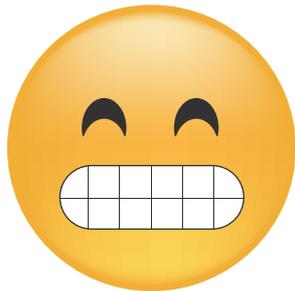
Activity Six - B Confident Online

Protect your online reputation: manage your digital footprints and 'pause before you post.' Content posted online can last forever and could be shared publicly by anyone.

Know where to find help: understand how to report to service providers and use blocking and deleting tools. If something happens that upsets you online, tell someone.

Don't give in to pressure: if you lose your inhibitions you've lost control; once you've pressed send you can't take it back.

Respect the law: use reliable services and know how to legally access music, film and TV.

Acknowledge your sources: use trustworthy content and remember to give credit when using others' work or ideas.

Continuum group challenge

- Set numbers 1-10 on the floor in a line.

- With 1 being 'really not confident and 10 being 'very confident' ask participants to consider their feelings on the statements below and stand at a number in the continuum that represents the level of their feeling.

- Participants can discuss their decisions with the rest of the group.

How confident would you feel …. ?

Accepting friend requests on Facebook by people you have never met in person.

Sharing your relationship status online.

If future employers checked your social media pages.

Sharing contact information and address online.

Reporting something online.

Letting everyone see every photo you have ever posted.

Leaving a post up on your page even though it didn't get any likes.

Activity Seven - B Brave Online
True or False

1. You can't be prosecuted for having inappropriate media on your phone.

2. Once you have shared something online you have lost control over it.

3. 'Flaming' is a term used to describe when someone purposefully uses extreme offensive language and gets into arguments online.

4. Hashtags and tagging in posts can send inappropriate material out to a wider audience online.

5. Saving text messages and conversations online cannot be used as evidence when reporting someone.

Do you feel brave enough to report?

Everyone has a right to be able to access and use the internet in safety.

If you see anything offensive or hurtful you should **report it immediately.**

Most social networks have 'buttons' that let you submit the report from the page you are on.

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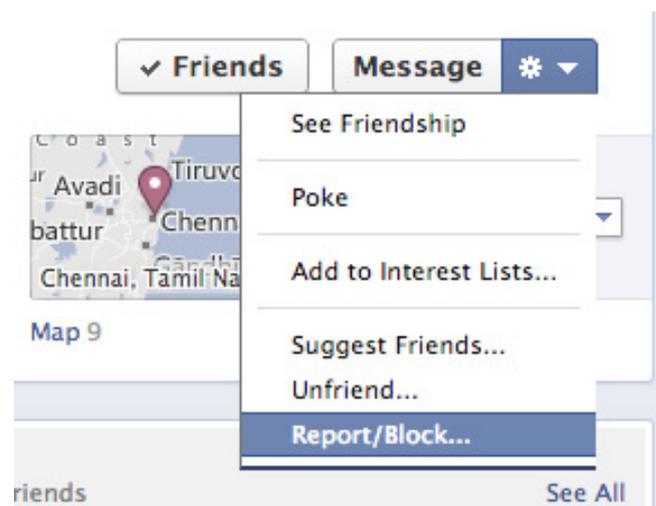
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