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BAKANLIĞI



Co-funded by
the European Union

Manual for training format for project
"Together to guarantee cyber-safety and
prevent cyberbullying in schools"

acronym

"CYBER-SAFETY"

action n.

2021-1-HR01-KA220-SCH-000027712

In the framework of the programme

Erasmus + KA220-SCH - Cooperation
partnerships in school education





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NEEDS ASSESSMENT OF LEARNERS (TEACHER SCHOOLS)

Disclaimer:

This publication was realized in the project "CYBER-SAFETY" in the framework of the European programme "Erasmus Plus KA220-SCH – Cooperation partnerships in school education". This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission and the NA cannot be held responsible for any use which may be made of the information contained therein.

Information and Consent

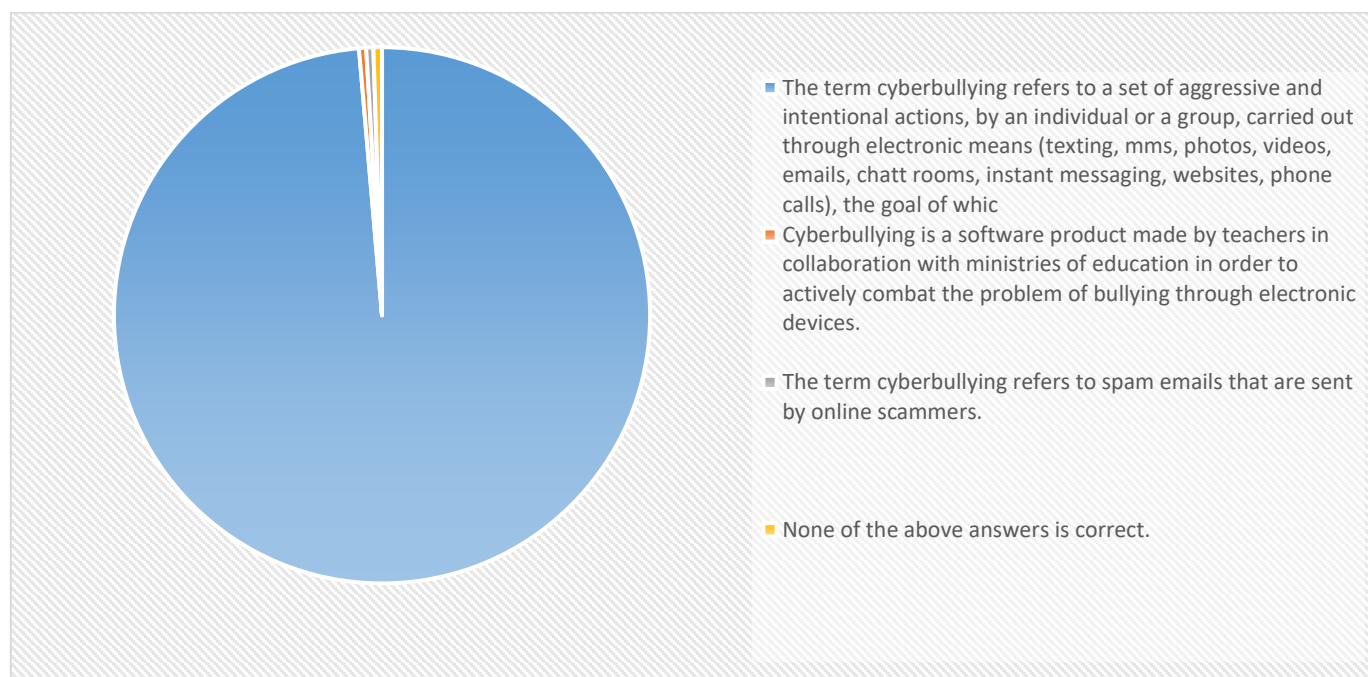
Needs assessment of learners was carried out by applying a survey between May and June 2022. The questionnaire was applied to a number of 245 people (teaching staff), from five organizations involved in the Erasmus+ project **2021-1-HR01-KA220-SCH-000027712** entitled **"Together to guarantee cyber-safety and prevent cyberbullying in schools"** (acronym **"CYBER-SAFETY"**) and consisted of 15 items, each with four answer options (the number of correct answers varying, depending on the case, between one and four).

Concretely, on each individual item, the analysis highlighted the following:

1. What does cyberbullying mean?

The answers given to the first item highlight that the overwhelming majority of respondents (93.87%) know the meaning of the term Cyberbullying and only 5.3% do not have this information; this fact constitutes a very good starting point for a campaign to fight against this phenomenon. It is also noticeable that two people choose not to answer - a sign that they either did not want to give their opinion (as they did not have an answer), or they did not want to answer (it should be noted that, among the answer options , the option of not answering or the option of admitting lack of information is missing, which may skew the final result, given that those who do not want to answer choose to avoid opting for an option or choose to provide a random answer from the existing answer palette).

It is also found that the distribution of erroneous answers is relatively uniform across the five participating organizations (each registering between 1-5 such errors of judgement).

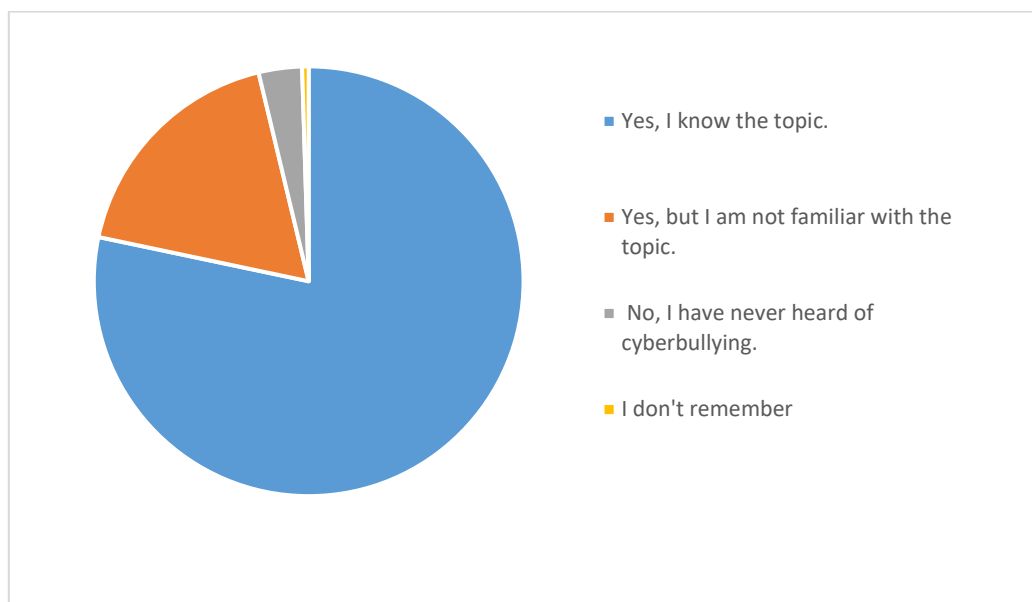


2. Have you ever heard of cyberbullying?

About 78.36% state that they know/know the subject, while a significant percentage (17.95%) state that they are not familiar, and very few (3.67%) that they have not heard or do not remember it (to this item, all of them gave an answer, so it can be assumed that among the latter are the respondents who did not tick any answer to question 1).

It is essential that the very high percentage of correct answers from which it starts is one of a nature to generate a state of optimism in the fight against the phenomenon in question, suggesting that there is interest in understanding/knowing it and that, based on the experience of this category, the fight against the phenomenon of cyberbullying proposed by the project starts with real chances of success.

At the same time, a conclusion that is imposed is the need to take urgent and extensive information and awareness measures, which will greatly reduce the number of those who are not familiar or who do not remember about this problem of the daily landscape in schools and, in general, from society (one out of five respondents is in this situation, which justifies a focus of actions in this direction).

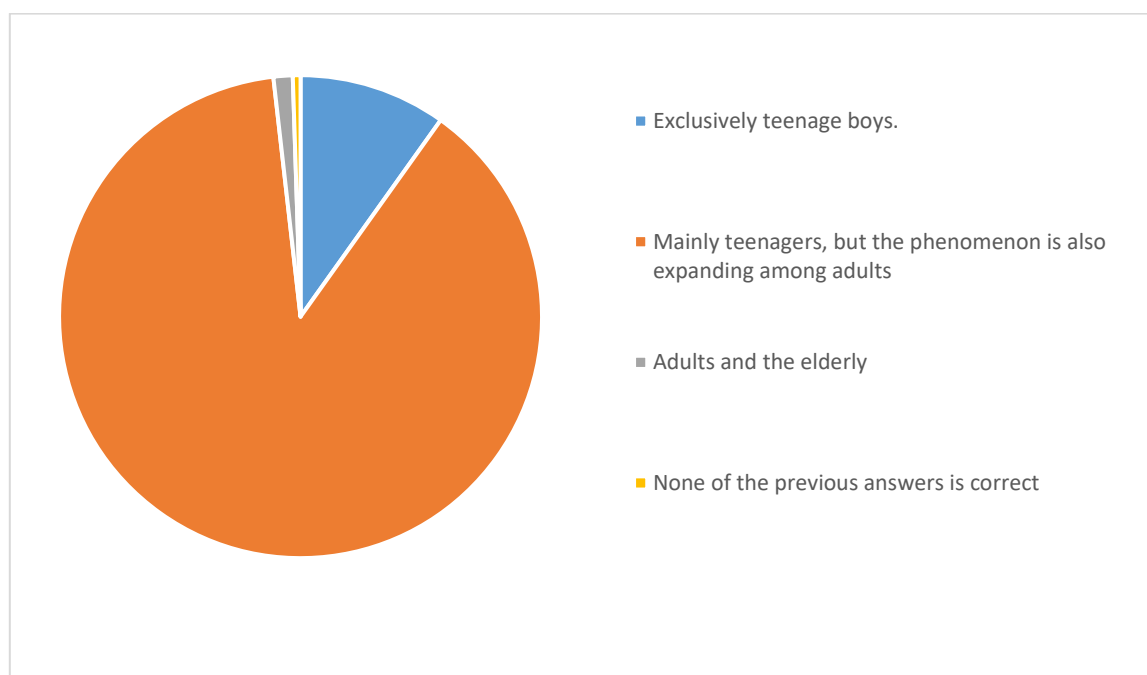


3. Who are the potential victims of cyberbullying?

The overall percentage of correct answers to this item is above the previous one (84.08%), from which we infer that although some respondents are not familiar with the subject, they know the difference, they have a correct judgment (or a good intuition).

If at a general level things are relatively good, at a particular level, for each of the five organizations the situation is more nuanced, the variations being very large - the erroneous answers ranging from 0% to about 38% (a fact that indicates the need for an analysis at level of each organization involved in the project and a customized approach to informing and supporting the target group in developing correct situational assessment skills).

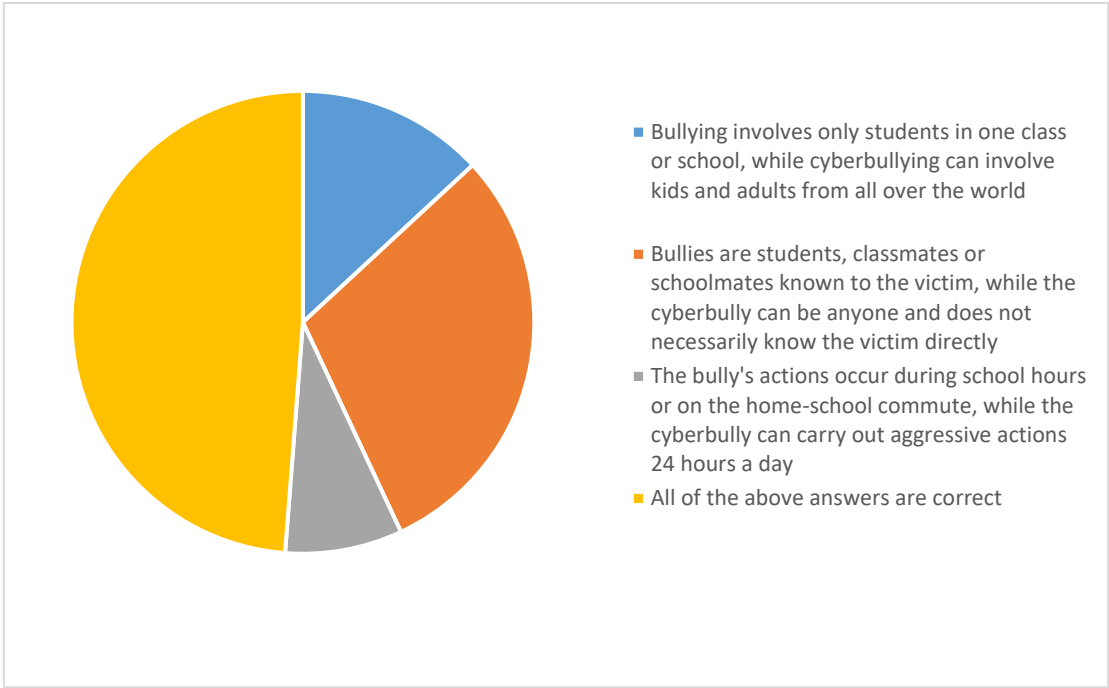
Five of those surveyed did not provide any answers, all belonging to the same organization; correlated with the fact that to the first question (the one regarding the knowledge of the term cyberbullying) all five respondents from the same group gave an incorrect answer (one out of eight subjects being in this situation), it follows that actions to provide correct information must be carried out here more applied, with greater attention and, moreover, that they must also aim at the development of a pro-active attitude, a participatory spirit, the desire to support, to do good to those around.



4. Which of the following determines the difference between bullying and cyberbullying?

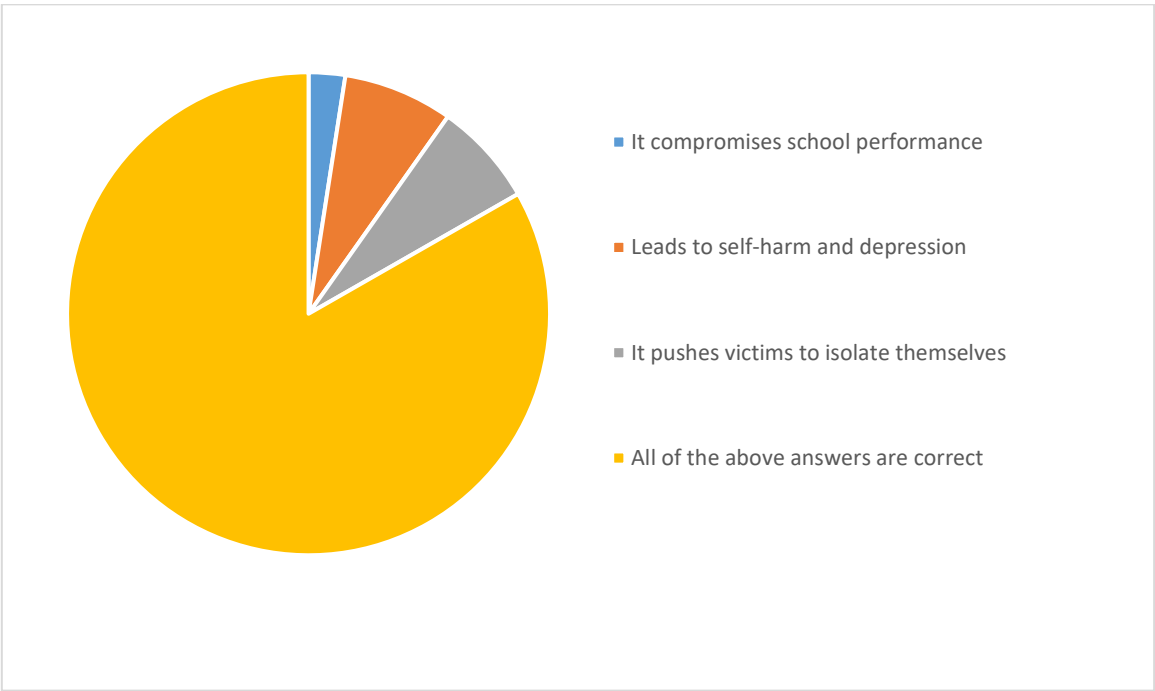
Almost half of those surveyed did not know the correct answer to this item; correlating with the answers given to the previous items, one can deduce some superficiality in the information and some inconsistency of the information held by the respondents regarding this phenomenon. In all the surveyed groups, the percentages of not knowing the respective difference are high: 56.25% (Ivan Cankar), 50.98% (CNSH), 47.61 (MVNGO), 46.25% (Yes), 45% (Van MEM), which indicates that that

this project really justifies its existence and responds to a real need for knowledge and action in all the units involved.



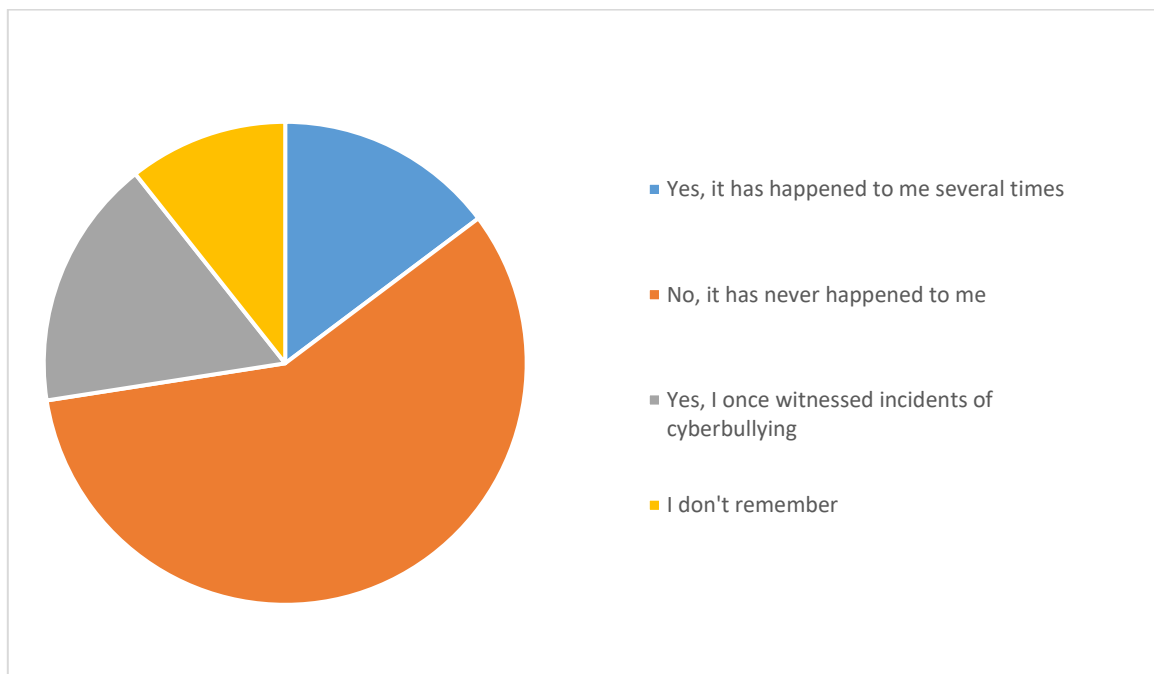
5. What are the main consequences of cyberbullying?

Overall, the majority of people surveyed (83.26%) indicated the correct answer, which is gratifying (because the decision to get involved in the fight against this phenomenon largely depends on the correct understanding of its negative effects). The analysis at the level of the organizations involved indicates, however, that within them there are significant percentages of people who do not know the consequences, the difference between them being relatively large: the percentages of ignorance go from 7.84% to 32.5%. Obviously, these percentages serve to guide the types, number and extent of project actions carried out in each individual organization.



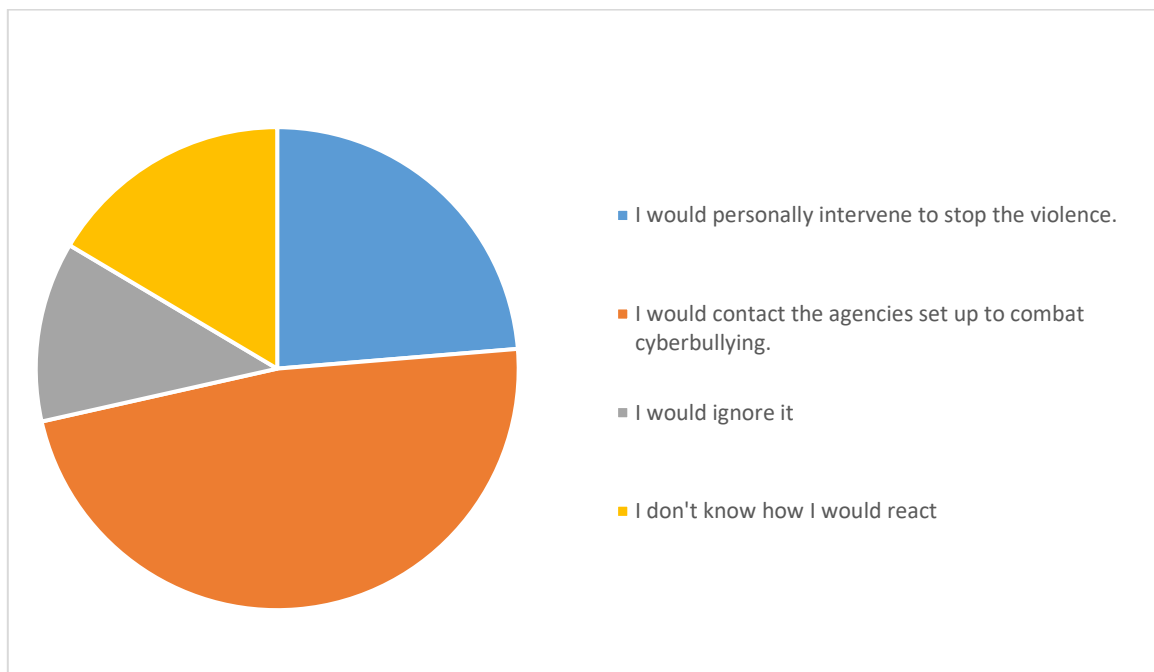
6. Have you ever witnessed incidents of Cyberbullying?

Although 57.55% state that they have never witnessed such an incident, a significant percentage (31.42%) of those surveyed answered affirmatively to this question, indicating that they have witnessed such incidents at least once. Given that, on average, more than 3 out of 10 people were in such a situation, the answers given are a significant motivational benchmark for consistent, varied action, dedicated to reducing the magnitude of the phenomenon.



7. How would you react if you found yourself witnessing an incident of cyberbullying?

The answers given indicate the general attitude of involvement, of taking a stand: in total, 72.65% would intervene or contact those empowered to intervene, so they would not pass by such an incident carelessly. The percentage is good, but it is insufficient - especially if you consider the fact that 12.24% would choose not to get involved, to ignore what is happening. These 12.24% are the ones to whom a large part of the information, awareness, training of attitudes and correct behaviors towards cyberbullying episodes must be directed (of course, but they can be joined, in fact, a good part of those who state that they do not know how they would react in such a situation - and which represents 16.73% of the respondents: it is known that negative models of behavior tend to be copied much more easily than positive ones by children, the undecided representing, in this case, a "reservoir" from which future passive spectators to such scenes will be "recruited" or, why not, future aggressors).



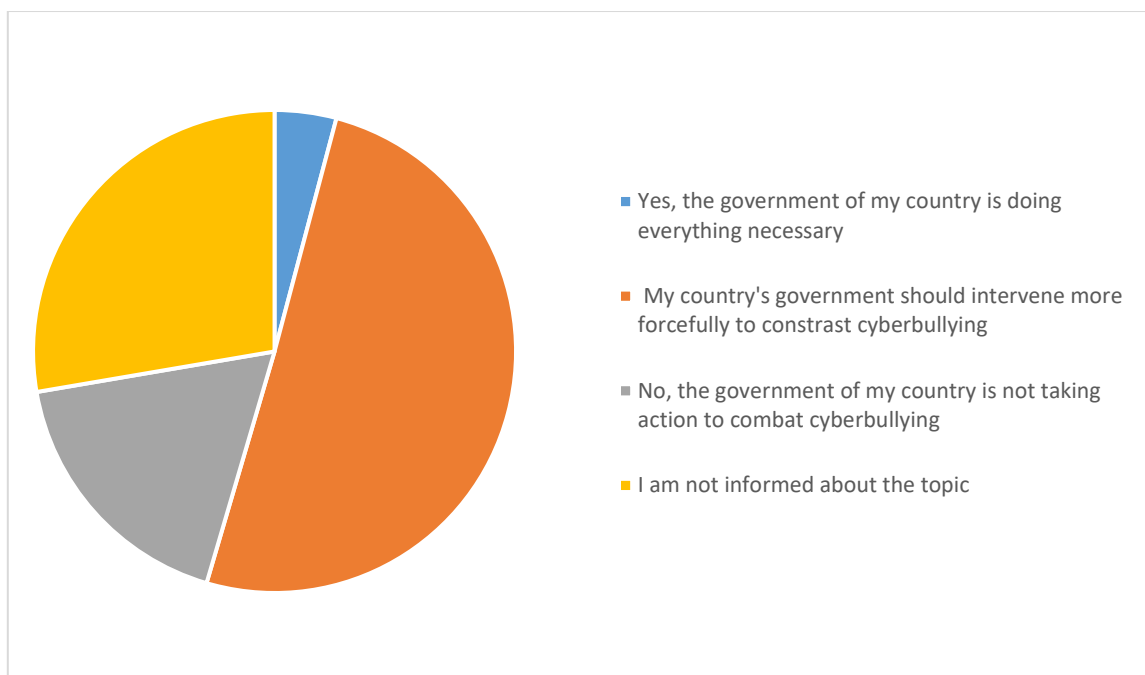
8. Do you think your country's government is doing enough to combat cyberbullying?

The answers given indicate a proposed critical attitude towards governments. Thus, only an extremely small number of respondents believe that the government is doing everything necessary to combat cyberbullying (only 4%), while more than four times as many believe that the government is not taking measures to combat this phenomenon (17.55%).

The majority (67.34%) think that the government of their own country should intervene more strongly (this implies that they believe that the government does take action, but that it is insufficient).

Not to be neglected is the percentage of those who opted for the option of lack of information on this subject: 12.24% (practically, just over one in four respondents do not have this information); the

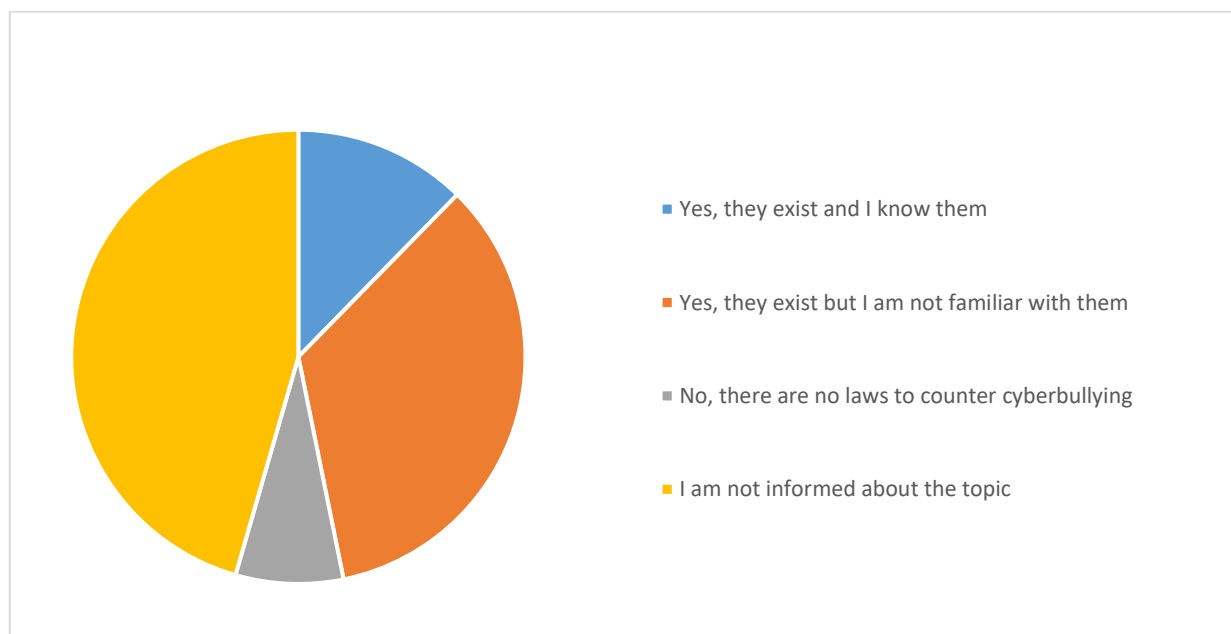
percentage hides, in fact, the same sad reality: the lack of involvement, the tendency to look passively at what is happening, that is why an information campaign on this topic is desirable, as well as on the line of developing a more balanced attitude in the evaluation of what others are doing and shifting the center of gravity of the critical spirit towards one's own actions (to expect and request involvement from the outside, from others - people, organizations, government - but also to expect more from ourselves, to we each offer examples of good practice in combating the phenomenon). To convince, the proposed steps must be very attractive and novel, creative.



9. Do laws exist in your country to counter cyberbullying?

A very large number of respondents (43.67%) admit their ignorance on this matter – which calls for an emphasis, in planning activities, on providing data on existing laws on this topic. If we add to this category those who believe that there are laws, but that they are not familiar with them (approx. 33%), we arrive at a total of 76.73% of respondents who rather show non-involvement, passivity, an attitude of not assuming responsibility.

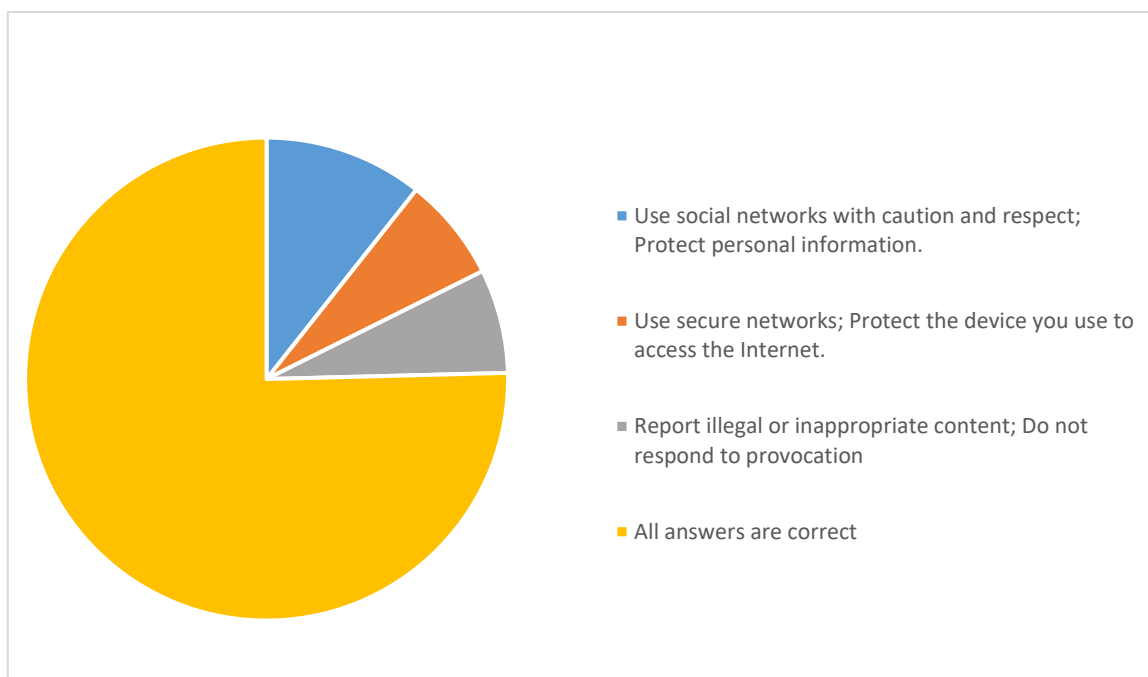
The idea is also strengthened by the fact that, for this item, no less than ten people preferred not to answer (about 4%).



10. Which of these practices serve to avoid being a victim of Cyberbullying?

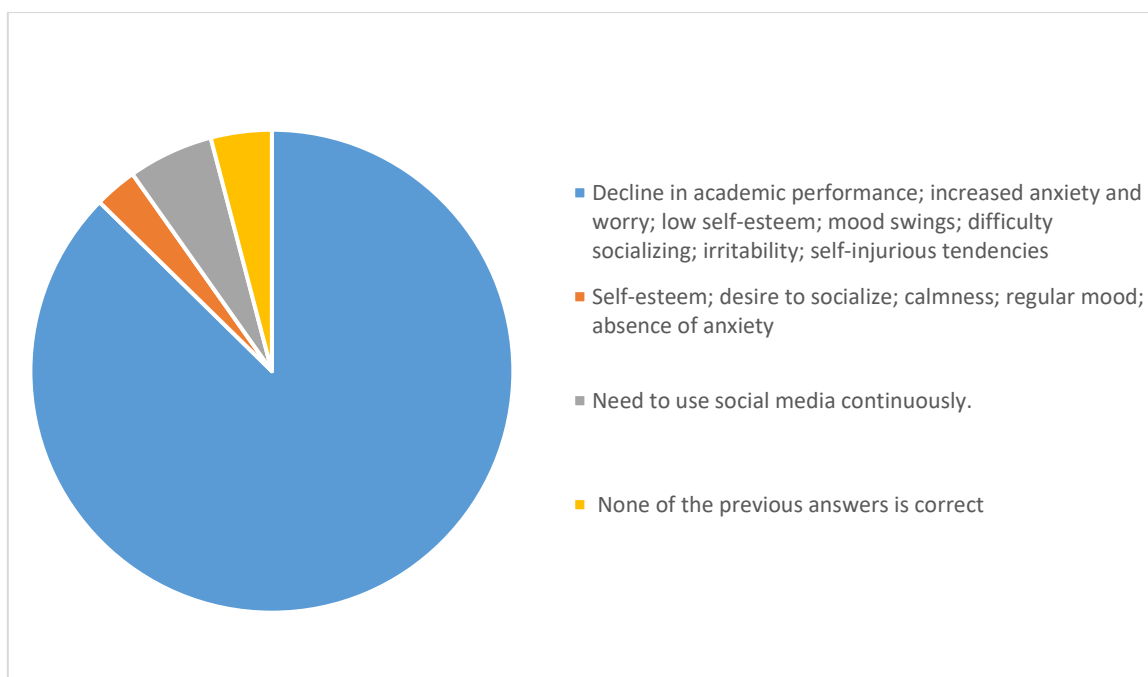
For this item, 75.1% of those questioned indicated the correct answer, while the rest chose one or another of the possible reaction options (avoidance practices). This indicates that about a quarter of the respondents do not have enough data regarding the ways to avoid becoming a victim of

cyberbullying and, as such, underlines the need to carry out a campaign to improve behavior in the activities carried out in the virtual environment .



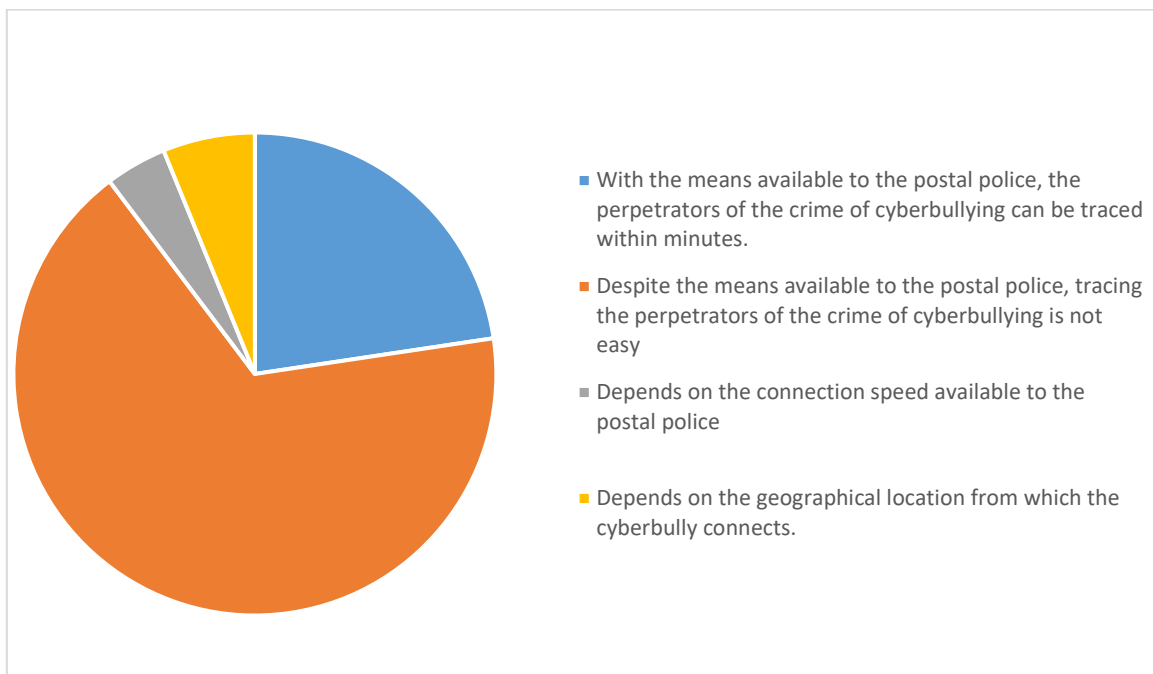
11. Which behaviors may indicate that you are facing a victim of cyberbullying?

Even if the majority of those surveyed (87.34%) answered this item correctly, there were respondents who, not knowing the phenomenon, incorrectly chose the indicators that define the victim of a cyberbullying incident. The situation indicates, once more, the need for an urgent information campaign and training of appropriate behaviors for an adequate response.



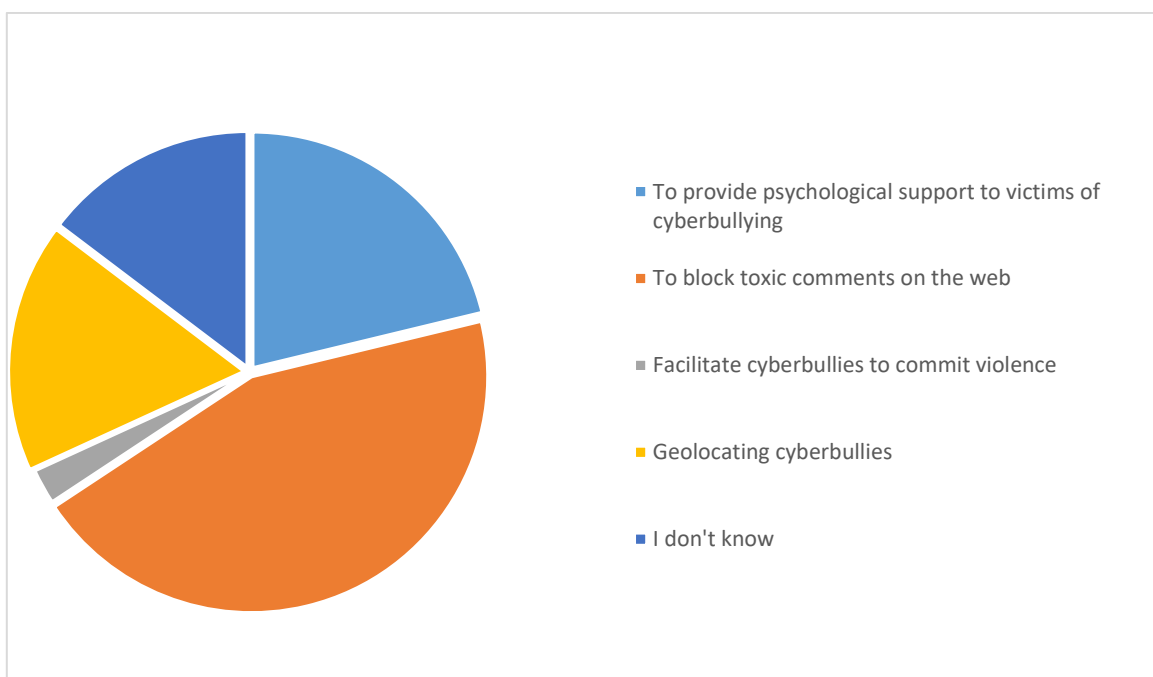
12. Is it very easy to identify the perpetrators of cyberbullying?

The answers given indicate the realism of those surveyed: although almost a quarter of them (22.44%) are optimistic about the ability of the "e-police" to detect/track such cyberbullying behavior within minutes, more than 2/3 of them (66.53%) realize that detecting the perpetrators of cyberbullying is not easy. This (the fact that the difficulty of intervention in such a case is correctly perceived) is an asset in the fight against the phenomenon, indicating a certain maturity in approaching the online environment and constituting a starting point in educating the rest of the persons concerned, respectively in helping to understand that it is better to prevent than to solve, after the occurrence, such undesirable situations.



13. What is the purpose of the "Perspective" API launched by Google to counter cyberbullying?

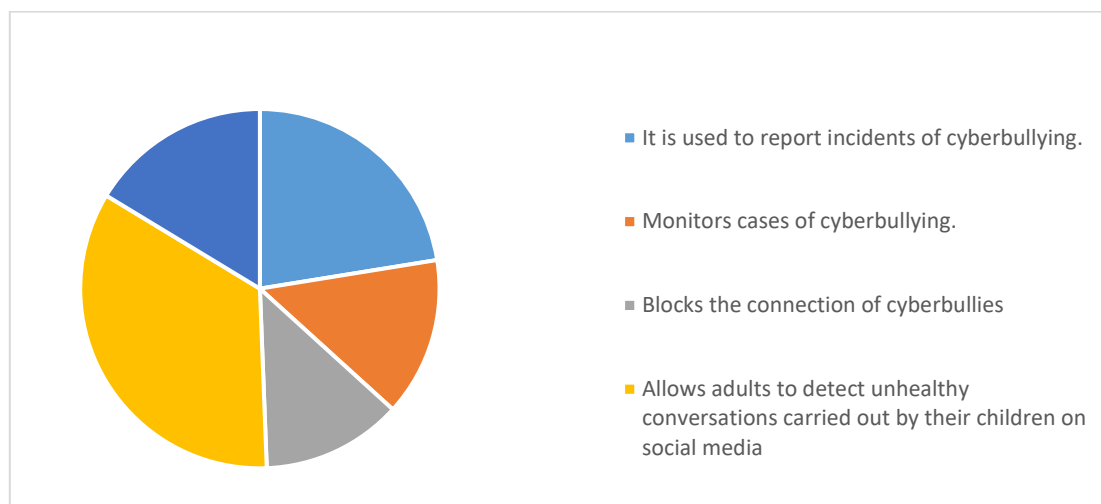
The answers given indicate a poor awareness of the "Perspective" application launched by Google to counter cyberbullying: only 44.48% of respondents identified blocking toxic comments on the web as the purpose of that application; moreover, in the case of some organizations (CNSH), the number of those who admitted that they do not know what this purpose is is very high (66.66%), a sign that the application is not known at the level of the respective institution. If we also take into account the fact that, for some, the "Perspective" application aims to provide psychological support to the abused or to geolocate the cyber-aggressors, it is easy to understand that all this generates the need to disseminate, among the units partners in the project, the data on the applications and platforms to fight this danger.



14. What the Israeli "Keepers" software is for, helpful in countering cyberbullying?

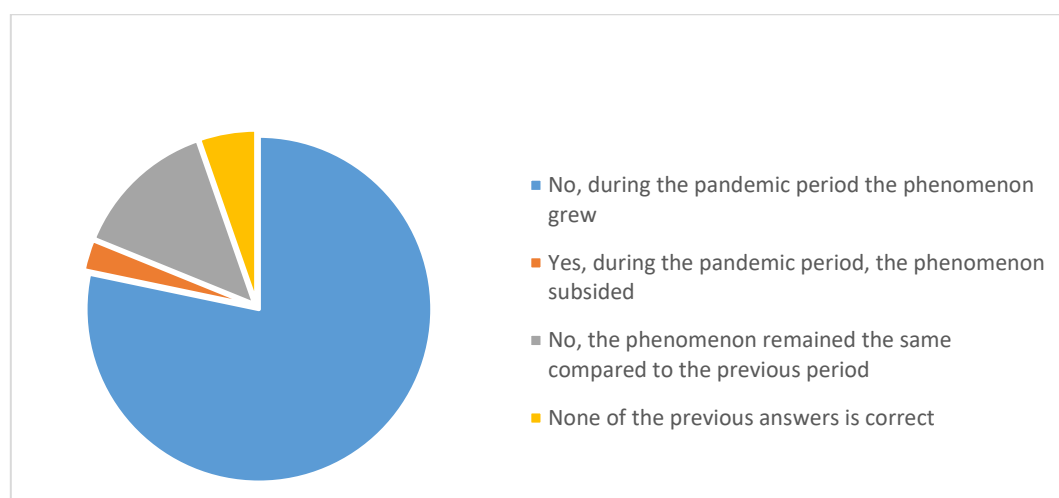
The results of the survey reveal a poor knowledge of the software, hence the need to improve knowledge in the field of preventing and combating cyber violence.

The cultural area of origin of the respondents played an important role in the choice of the answer option: CNSH respondents, overwhelmingly (74.5%) chose the "don't know" option for this question (it is obvious, here, a "mass ignorance", due to poor promotion of this software in this cultural space).



15. During the period of the covid19 pandemic, did the phenomenon of Cyberbullying subside?

The majority of respondents indicate the amplification of the phenomenon during the pandemic (77.95%), a fact that demonstrates the correct ability to reason and evaluate the respective situation - something that can be implicitly seen as a guarantee of good judgment (theorizing) of potential cyberbullying situations emerged and of the more appropriate response behaviors to them (and the activities in the project must make use of this asset). Correlating the scale of activism on the Internet with the increase in the risks of cyberbullying corresponds to reality, and the activities of the proposed project must also aim to increase the responsibility of action in cyberspace on the part of each user (because the first barrier against cyberbullying must be one's own responsibility, one's own desire to avoid unpleasantness in this space of communication and affirmation), and on the other hand, providing working tools and developing effective and correct reaction skills in situations of this kind, as well as training the skill of to request specialized support when needed.



General conclusions

The applied questionnaire provides sufficiently clear data on the basis of which a platform of activities can be thought of to protect vulnerable people in the face of electronic violence, i.e. to provide them with the necessary information and to develop their skills in dealing with the virtual environment in order to reduce as much as possible (if not eliminate) the risk of cyberbullying incidents.

In addition, considering the fact that the differences in approach to the phenomenon, as well as the means of struggle differ from culture to culture, the questionnaire implicitly emphasizes the need and importance of an exchange of experience, the fruition of examples of good practice from each organization in achieving the targeted objectives.



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REPORT OF THE CONSORTIUM ONLINE SURVEY + GOOD PRACTICES

developed in the framework of the European project

"Together to guarantee cyber-safety and
prevent cyberbullying in schools"

acronym "CYBER-SAFETY"

action n. 2021-1-HR01-KA220-SCH-000027712

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Erasmus + KA220-SCH

Cooperation partnerships in school education

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Final report of the online survey

SURVEY
developed in the project
"Together to guarantee cyber-safety and prevent cyberbullying in schools"
acronym
"CYBER-SAFETY"
action n.
2021-1-HR01-KA220-SCH-000027712
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This survey was developed in the context of the European Erasmus+ project "Together to guarantee cyber-safety and prevent cyberbullying in schools.". The purpose of creating the questionnaire was to identify the needs and expectations of the stakeholders involved in the project.

The questionnaire consists of multiple-choice questions, some of which designed to establish the degree of knowledge of the topic (correct answers in green), and others aimed at investigating participants' personal perceptions or experiences.

1. What does cyberbullying mean?

- a) The term cyberbullying refers to a set of aggressive and intentional actions, by an individual or a group, carried out through electronic means (texting, mms, photos, videos, emails, chat rooms, instant messaging, websites, phone calls), the goal of which is to cause harm to a peer unable to defend himself or herself.
- b) Cyberbullying is a software product made by teachers in collaboration with ministries of education in order to actively combat the problem of bullying through electronic devices.
- c) The term cyberbullying refers to spam emails that are sent by online scammers.
- d) None of the above answers is correct.

2. Have you ever heard of cyberbullying?

- a) Yes, I know the topic.



- b) Yes, but I am not familiar with the topic.
- c) No, I have never heard of cyberbullying.
- d) I don't remember

3. Who are the potential victims of cyberbullying?

- a) Exclusively teenage boys.
- b) **Mainly teenagers, but the phenomenon is also expanding among adults**
- c) Adults and the elderly
- d) None of the previous answers is correct

4. Which of the following determines the difference between bullying and cyberbullying?

- a) Bullying involves only students in one class or school, while cyberbullying can involve kids and adults from all over the world
- b) Bullies are students, classmates or schoolmates known to the victim, while the cyberbully can be anyone and does not necessarily know the victim directly
- c) The bully's actions occur during school hours or on the home-school commute, while the cyberbully can carry out aggressive actions 24 hours a day
- d) **All of the above answers are correct**

5. What are the main consequences of cyberbullying?

- a) It compromises school performance.
- b) **All of the above answers are correct**
- c) Leads to self-harm and depression
- d) It pushes victims to isolate themselves



6. Have you ever witnessed incidents of Cyberbullying?

- a) Yes, it has happened to me several times
- b) No, it has never happened to me
- c) Yes, I once witnessed incidents of cyberbullying
- d) I don't remember

7. How would you react if you found yourself witnessing an incident of cyberbullying?

- a) I would personally intervene to stop the violence.
- b) I would contact the agencies set up to combat cyberbullying.
- c) I would ignore it
- d) I don't know how I would react

8. Do you think your country's government is doing enough to combat cyberbullying?

- a) Yes, the government of my country is doing everything necessary
- b) My country's government should intervene more forcefully to contrast cyberbullying
- c) No, the government of my country is not taking action to combat cyberbullying
- d) I am not informed about the topic

9. Do laws exist in your country to counter cyberbullying?

- a) Yes, they exist and I know them
- b) Yes, they exist but I am not familiar with them
- c) No, there are no laws to counter cyberbullying.
- d) I am not informed about the topic



10. Which of these practices serve to avoid being a victim of Cyberbullying?

- a) Use social networks with caution and respect; Protect personal information.
- b) Use secure networks; Protect the device you use to access the Internet.
- c) Report illegal or inappropriate content; Do not respond to provocation
- d) All answers are correct

11. Which behaviors may indicate that you are facing a victim of cyberbullying?

- a) Decline in academic performance; increased anxiety and worry; low self-esteem; mood swings; difficulty socializing; irritability; self-injurious tendencies
- (b) Self-esteem; desire to socialize; calmness; regular mood; absence of anxiety
- (c) Need to use social media continuously.
- d) None of the previous answers is correct

12. Is it very easy to identify the perpetrators of cyberbullying?

- a) With the means available to the postal police, the perpetrators of the crime of cyberbullying can be traced within minutes.
- b) Despite the means available to the postal police, tracing the perpetrators of the crime of cyberbullying is not easy
- c) Depends on the connection speed available to the postal police.
- d) Depends on the geographical location from which the cyberbully connects.

13. What is the purpose of the "Perspective" API launched by Google to counter cyberbullying?

- a) To provide psychological support to victims of cyberbullying
- b) To block toxic comments on the web
- c) Facilitate cyberbullies to commit violence



d) Geolocating cyberbullies

14. What the Israeli "Keepers" software is for, helpful in countering cyberbullying?

- a) It is used to report incidents of cyberbullying.
- b) Monitors cases of cyberbullying.
- c) Blocks the connection of cyberbullies.
- d) Allows adults to detect unhealthy conversations carried out by their children on social media

15. During the period of the covid19 pandemic, did the phenomenon of Cyberbullying subside?

- a) No, during the pandemic period the phenomenon grew
- b) Yes, during the pandemic period, the phenomenon subsided
- c) No, the phenomenon remained the same compared to the previous period
- d) None of the previous answers is correct

Data Analysis

Ivan Cankar PS (Croatia)

The questionnaire sponsored by partner Ivan Cankar PS surveyed 32 people.

The data show that almost all respondents know what cyber bullying is, although a good 32% tell us they are unfamiliar with the topic. In addition to this, survey participants seem to be aware of:

cyberbullying being not a phenomenon exclusively related to teenagers; the consequences of cyberbullying on people; how to avoid being a victim of cyberbullying and how to recognize the victims; how it is not easy to trace the perpetrators of cyberbullying; that the pandemic has meant the rising of the phenomenon. In addition, the survey shows that the vast majority of respondents believe that the government in Croatia does not take the issue seriously (doing nothing or not doing enough).



In line with the results from other countries, the survey results seem to tell us that there is a problem in understanding the distinction between bullying and cyber bullying: in fact, only 46 percent answered correctly. Respondents in Croatia also do not seem to be familiar with the laws against cyber bullying: only 9% are familiar with it. Finally, the survey testifies a lack of knowledge about the tools that already exist to combat Cyberbullying: only a little more than half of the respondents know what Google's "Perspective" is for, and even fewer who have a clear idea of what the Israeli "Keeper" software is.

YES + MVNGO (Italy)

The survey, promoted in Italy by YES and MVNGO, involved a total of 122 people.

In general, the results of the research indicate that most Italian participants were familiar with the phenomenon of cyberbullying. Specifically, almost the entire sample was familiar with the topic or at least had heard of it and could recognize its definition. In addition, most participants had a deeper knowledge of the topic, being able to recognize potential victims, consequences, and ways to protect themselves.

However, the results indicate that most of the participants need more information about:

what their country's government is doing to counter this phenomenon (64.7 percent have the perception that the government is not doing enough); their country's laws on the subject (since most of the group knows nothing about the laws in Italy against cyberbullying); the tools that already exist to counter cyberbullying.

Two other seemingly critical points are about the differences between bullying and cyberbullying, since most respondents have a partial picture of the distinction between the two phenomena, and about the ease of tracking perpetrators of Cyberbullying, since more than 40% of the respondent have a wrong picture of tracking cyberbullies.

CNSH Romania

The survey was attended by 51 people, teachers from urban and rural environment in the area of Tecuci, Galati County, Romania.

Almost all the respondents (50 people) provided a correct definition of the phenomenon of cyberbullying and all of them correctly identified potential victims of this phenomenon. The group of respondents seems to be aware of the main consequences of the phenomenon of cyberbullying. Nearly 75% of them know what to do to avoid becoming a victim of cyber violence; more than 85% have correctly identified the behaviour of a cyberbullying victim; and most respondents are well aware that identifying perpetrators is very difficult, as well as that the phenomenon spreads during the Covid19 pandemic.



However, a major concern that emerged from the survey is that only half of the respondents know properly the differences between bullying and cyberbullying, while the remaining group has only a partial understanding of the distinction between the two phenomena. This is compounded by the fact that most respondents are not familiar with anti-bullying laws; they also do not know or have not even heard of "Prospects" and "Keepers" thus lacking awareness of the tools that already exist against cyberbullying. Furthermore, most feel that the Romanian government is doing too little or nothing to combat this phenomenon.

Van MEM (Turkey)

The number of people involved in Turkey by the partner Van MEM through the survey was 40.

The survey firstly reveals that people in Turkey know what cyberbullying is and are familiar with it. They are also aware that bullying is not exclusively a youth phenomenon, but that it can also involve the more adult spheres of the population. The majority of respondents are also aware that the lockdown caused by the pandemic has generated an increase in cases of Cyberbullying, and they know how to recognize a victim of cyberbullying.

Moreover, the survey sponsored by Van MEM testifies some similarity and difference with that of other countries.

Unlike the other countries, the percentage of people who have only a partial representation of the consequences of cyberbullying rises to 32%; another element of discontinuity lies in the fact that here a good portion of respondents (40%) have only a partial view of what are effective strategies to avoid cases of cyberbullying.

In continuity with the results in other countries: difficulty for more than most respondents in identifying the differences between bullying and cyberbullying; lack of knowledge of the laws on Cyberbullying (only 12% know them); little knowledge of the tools that already exist to combat cyberbullying; perception that the government does not take the problem seriously enough, through the implementation of effective legislation.

Conclusion and key points

In all countries there seems to be a good awareness of what Cyberbullying is, being it a familiar issue. In each country participants were able to indicate who the potential victims of Cyberbullying are, its consequences, the most effective prevention strategies and, by demonstrating a sufficient level of empathy, they could recognize its victims. Moreover, in all countries, participants were aware that the pandemic has been a key factor in the spreading of the phenomenon.

The most problematic issues that emerged from the survey in all countries included:

- the lack of knowledge of the legislative apparatus regarding cyberbullying



- a widespread view of governments as passive and indifferent to the issue of cyberbullying
- the difficulty in give back a clear distinction between bullying and cyberbullying
- a not always cohesive representation about the actual difficulty of tracking down the cyberbully
- poor knowledge of the already existent tools available in the fight against cyberbullying

GOOD PRACTICES

YES (ITALY)

Good practice N.1

DESK SEARCH developed in the project "Together to guarantee cyber-safety and prevent cyberbullying in schools" acronym "CYBER-SAFETY" action n. 2021-1-HR01-KA220-SCH-000027712 In the framework of the programme Erasmus + KA220-SCH - Cooperation partnerships in school education	
Partner involved in the desk search:	EURO-NET
Partner logo:	
Element	Answers
Practice title Provide the title of the good practice	IL COLORE DELLE EMOZIONI (The color of the emotions)
Country of the good practice Indicate the country in which the practice was developed	ITALY
Practice description Provide a short description of the good practice	Knowing oneself and becoming self-aware presupposes knowing one's emotions. Giving attention to one's inner life helps to control emotions and not be overwhelmed by them. This introspective analysis is also fundamental to acquiring the ability to be comfortable with others. Empathy is a fundamentally important social skill and is one of the basic tools of effective and rewarding interpersonal communication. Being able to perceive the emotions experienced by others, thus putting ourselves in the shoes of the Other, allows us to connect with them and thus learn to respect them even with their peculiarities and differences. Educating to respect others, knowing how to create peaceful coexistence relationships and ourselves means preventing situations of misunderstanding and conflict that could lead to episodes of Bullying and Cyberbullying. The workshop used color and gestures to lay it out as powerful



	means to reach, in a spontaneous way, the deepest and most authentic part of each person.
When was it realized? Provide the time of the good practice	The practice was carried out in 2021
Organised by... Which body promoted and implemented the practice?	The project was created as part of the initiatives of "Padua capital of volunteering." The association "Artemisia" in collaboration with the 8th Comprehensive Institute "Volta" of Padua designed a workshop for the prevention of bullying and cyberbullying. Nicoletta Furlan, president of the Artemisia Association, along with teachers Valentina Cecchini (art education) and Linda Verani (the institute's contact person for the contrast and prevention of Bullying and Cyberbullying) structured a training course that also involved literature teacher Paola Baldin, that ends with a small exhibition of the works produced by the children.
Activities What are the activities developed in the practice?	Meeting myself: Who am I? What do I like? What do I dislike? I am part of nature and affected by it What feelings do I have and with what intensity? So how do I see myself? Lab activity: -I lay on the paper the colors I like, in a free way. I can use three colors plus black and white; I do not draw or insert figures or symbols. -I paint with the colors I do not like. I can use three colors plus black and white, I do not draw and do not insert figures or symbols. -I represent the seasons with the colors that seem to fit the emotion the season arouses in me -I fill out a card that helps me reflect on my work -I represent emotions with colors without symbols or letters or numbers. Love Fear Sadness Tranquility Joy Anger -I write a text in which I describe the feelings, whether I felt them, when and with what intensity. -I divide the paper using tape to create colored and shaded areas. I choose and use three colors plus black and white -I paint my self-portrait on canvas, the painting is abstract, I do not draw but may insert letters or symbols. I meet others: Who are the others? I compare my path of reflection with that of my peers. I dwell on differences and similarities. What do others like, what makes them suffer or rejoice? How do they represent themselves? If I share my way of painting with that of others what image do I create? The color conveys what I feel but also the gesture with which I spread the colors is a mirror of my feeling. Workshop activities: -Collective work in groups: in turn the children paint a large canvas. Exercises on gesture and emotions. Each person's gestures were added to those of their classmates. Three colors were used; it is necessary to decide together which colors to use and how to proceed. The color can be spread with the brush but also dripped or thrown on the canvas. Sharing the experience with others: In class, the children are led to analyze the group dynamics: what worked, what distanced the achievement of knowing how to work together? Preparing and setting up the exhibition: a fundamental moment of summarizing the work, analyzing the path and sharing with all the pupils of the school, families and citizenship
Results Which results does the practice obtain?	The different activities the workshop leaders stimulated students to make systematic observations about the dynamics of individual and group approaches to work and then shared them with the participants. They later ascertained that thanks to the workshop, a more inclusive climate was created in the classroom



Media Indicate links, web sites, videos, etc.	https://www.facebook.com/watch/?v=236320924516077
Photo Attach a photo of the practice	
References Indicate references, if any	http://www.padovanet.it/noprofit/spazio-web/2193/manifestazioni/il-colore-delle-emozioni https://artemisiasociatione.it/eventi/il-colore-delle-emozioni/

Good practice N. 2

DESK SEARCH developed in the project "Together to guarantee cyber-safety and prevent cyberbullying in schools" acronym "CYBER-SAFETY" action n. 2021-1-HR01-KA220-SCH-000027712 In the framework of the programme Erasmus + KA220-SCH - Cooperation partnerships in school education	
Partner involved in the desk search:	EURO-NET
Partner logo:	
Element	Answers
Practice title Provide the title of the good practice	POSSIBILITÀ DI TRASFORMAZIONE (Transformation possibilities)
Country of the good practice Indicate the country in which the practice was developed	ITALY
Practice description Provide a short description of the good practice	The reported good practice is part of a larger social program covering the area of family counseling services and socio-educational support to people. During the family day, ample space was given to the issue of cyber bullying. An analysis carried out prior to the event revealed the need to act in two directions to try to curb the problem: offer support to victims of cyber bullying; and do prevention to stop the phenomenon at its origin, trying to identify the motivations that incentivize aggressive behavior. The activity is aimed at elementary school students, and is easily replicated in other contexts. An initial educational phase was followed by creative workshops and the crossing of

	Tibetan bridges, located on site, a metaphor for the passage and transformation of the individual. Through the proposed activities, an introspective analysis was carried out, which enabled participants to achieve a greater awareness of their own temperament, thus identifying wrong attitudes akin to cyberbullying, both enacted and suffered.
When was it realized? Provide the time of the good practice	The good practice was implemented on May 28, 2022.
Organised by... Which body promoted and implemented the practice?	The activity was organized on the occasion of the National Day of Family Counseling, promoted by A.I.C.C. and F. (Italian Association of Coniungal and Family Counselors). Langone Maddalena (maddalenalangone72@gmail.com), A.I.C.C. and F. contact person for the Basilicata region, led the organization of the day and practice.
Activities What are the activities developed in the practice?	As part of the work conducted on the National Family Counseling Day, a person who was a bully when he was young introduced the topic of cyber bullying through a video call. He is Dr. Daniel Zaccaro, whose story is told in the book "I Was a Bully: The True Story of Daniel Zaccaro" written by Andrea Franzoso. Zaccaro spoke about his life experience and the events that brought him close to the world of crime, approaching the topic of bullying from an unusual point of view that is useful in understanding other facets of the theme. Listeners were able to understand what it means to be a bully, and what are some of the social conditions in which violence has fertile ground. In addition to the video call, art workshops were held aimed at the graphic representation of the bridge, a metaphor for transition, change and overcoming difficulties, all also related to the theme of cyber bullying. Finally, the most daring tried their hand at crossing the Tibetan bridges in Sasso di Castalda, to test themselves and overcome their fears.
Results Which results does the practice obtain?	The activity had the predicted effects: listening to Zaccaro's words greatly interested the audience, prompting a series of questions that fueled discussion on the topic of cyber bullying. In addition, the artistic activity and the bridge-crossing experience fostered further emotional participation, which was useful in fixing in the mind the day and the lessons received.
Media Indicate links, web sites, videos, etc.	Maddalenalangone72@gmail.com ; video presentazione del libro link: https://www.youtube.com/watch?v=IXT3MbaWh5A
Photo Attach a photo of the practice	
References Indicate references, if any	



Good practice N. 3

DESK SEARCH developed in the project "Together to guarantee cyber-safety and prevent cyberbullying in schools" acronym "CYBER-SAFETY" action n. 2021-1-HR01-KA220-SCH-000027712 In the framework of the programme Erasmus + KA220-SCH - Cooperation partnerships in school education	
Partner involved in the desk search:	EURO-NET
Partner logo:	 
Element	Answers
Practice title Provide the title of the good practice	CYBER BULLISMO A TEATRO - CONDIVIDI? (CYBER BULLYING IN THE THEATER - SHARE?)
Country of the good practice Indicate the country in which the practice was developed	ITALY
Practice description Provide a short description of the good practice	Good Practice aims to raise awareness among minors about the conscious use of the Web through a play entitled "Share?" It is a dynamic, profound, comic ping-pong between two characters who explicate the discomforts, divisions and fears typical of an age divided between a fading childhood and a coming-of-age adolescence. The phenomenon of bullying and cyberbullying, perpetrated, suffered and indeed shared, guides the two protagonists to traverse the territory of their inner reality, delicate and complex, and those around them often superficial and distracted. The seriousness of the theme is addressed in a way that is anything but serious. Comedy and irony are in fact the key ingredients, useful in offering children a deep and funny show that nevertheless never lets them lose sight of the importance and complexity of the topic.
When was it realized? Provide the time of the good practice	The play has been offered to students since 2017. Specifically, the play was staged for students in Reggio Calabria in May 2018.
Organised by... Which body promoted and	The practice was held under the patronage of the Region of Calabria and the Municipality of Reggio Calabria, in collaboration with the State Police. The performance was attended by Class 2 ^A representing Pythagoras Middle School,



implemented the practice?	along with more than 15 schools in the Reggio Calabria area that have joined the MIUR project "Connected Generations."
Activities What are the activities developed in the practice?	At the conclusion of educational workshops held in various schools in Reggio Calabria, the company "Theater in Motion" staged a play to address the problem of bullying at school. The practice aims to try to curb the rampant phenomenon of bullying among the new generations, now always connected online. Schoolchildren gathered at the event to watch a play entitled "Share?" by two young actors, Anastasia Astolfi and Fabio Gomiero, who captivated for more than an hour, the many pupils who filled all the stages of the Cilea Theater. In a packed theater, therefore, the actors staged a performance of great stature, both as a direct message and as professionalism, making the audience feel those feelings of mockery, humiliation, and annihilation that the victims of bullies and the "pack" feel, which is so relentless that it sometimes drives the poor victims to suicide.
Results Which results does the practice obtain?	Through the play, the good practice aims to raise awareness of cyber bullying among children. More than 600 students took part in the viewing of the play.
Media Indicate links, web sites, videos, etc.	http://www.teatroinmovimento.it/condividi/ https://www.youtube.com/watch?v=Kuig_KKvkB8 https://www.facebook.com/generazioniconnesse/photos/a.833209093530541/832317643619686/
Photo Attach a photo of the practice	



References Indicate references, if any	
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Good practice N. 4

DESK SEARCH <i>developed in the project</i> "Together to guarantee cyber-safety and prevent cyberbullying in schools" <i>acronym</i> "CYBER-SAFETY" <i>action n.</i> 2021-1-HR01-KA220-SCH-000027712 <i>In the framework of the programme</i> Erasmus + KA220-SCH - Cooperation partnerships in school education	
Partner involved in the desk search:	EURO-NET
Partner logo:	
Element	Answers
Practice title Provide the title of the good practice	Concorso "Professore per un giorno" ("Professor for a Day" contest)
Country of the good practice Indicate the country in which the practice was developed	ITALY
Practice description Provide a short description of the good practice	Younger children (primary and secondary schools) were protagonists in the action of creating educational products implemented in collaboration with their teachers and in the presentation of the products to their peers and older children. The students of the Rovigo Council (accompanied by the TAO contact teacher, Area 2) managed the work of selecting the submitted material, evaluating it, and presenting it on the awards day. Ideas that the pupils consider "good practices" to be implemented in order to grow in the right awareness of respect for others were brought out. The presentation of the competition entries created a special interaction between the presenters and the audience.



When was it realized? Provide the time of the good practice	The activity was implemented during the 2017-2018 school year
Organised by... Which body promoted and implemented the practice?	-Teacher referent UAT of Rovigo Area 2, for the organization of the event. -Referent teachers fighting and combating bullying and cyberbullying and teachers from the Schools involved, for organizing the pupils' work. -Students from CPS Rovigo, who composed the jury that evaluated the works and managed the awards day. -Teachers referring Youth Policies, for the Council. -Primary and Secondary School students of the Province who joined the project, creators, performers and presenters of the products.
Activities What are the activities developed in the practice?	It was a moment of sharing "good practices" during which pupils who prepared with their teachers a "lesson," a recited performance, a musical piece or video, a graphic and/or plastic product were the protagonists of a morning dedicated to them. The competition aimed to involve primary and secondary school students, along with students from the Rovigo Provincial Council. The main objective of the participation activity was to bring out what are the "good practices" to be implemented to help children grow in the right awareness of respect for others, developing an ethics of responsibility of active citizenship and the principles of legality. The intention was, therefore, to emphasize the right reactions, assertive behaviors, and the need for the constant fight against the phenomena of bullying or cyberbullying; elements that must be emphasized in favor of a communication between young people that returns to being "real," "active" and constructive, in order to learn to look at both the external world and one's inner world without fear.
Results Which results does the practice obtain?	Since this was a competition, participation was large.
Media Indicate links, web sites, videos, etc.	https://www.polesine24.it/porto-viro-delta/2018/03/27/news/la-scuola-pio-xii-colleziona-premi-25196/ https://icrovigo2.edu.it/wp-content/uploads/sites/493/amt/www.icrovigo2.gov.it/index18ed.html?option=com_k2&view=itemlist&task=category&id=15:istituto&Itemid=90
Photo Attach a photo of the practice	



References Indicate references, if any	
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Mine Vaganti Ngo (ITALY)

Good practice N.1

DESK SEARCH <i>developed in the project</i> "Together to guarantee cyber-safety and prevent cyberbullying in schools" <i>acronym</i> "CYBER-SAFETY" <i>action n.</i> 2021-1-HR01-KA220-SCH-000027712 <i>In the framework of the programme</i> Erasmus + KA220-SCH - Cooperation partnerships in school education	
Partner involved in the desk search:	MVNGO
Partner logo:	
Element	Answers
Practice title Provide the title of the good practice	Hackaton
Country of the good practice Indicate the country in which the practice was developed	Italy
Practice description Provide a short description of the good practice	"U(n)PERFECT HACK" a training course and student co-design marathon related to networking. The TRAINING COURSE includes: - Information meeting on the phases and timing of the project and the Hackathon in presence, during which detailed information was provided on the aims, objectives, operating methods, requirements for participation in the competition; - 3 training webinars on the following topics: 1. Young people and digital technologies, digital places and environments, the different forms of cyberbullying, Identikit of the cyber-bully, legislation; 2. The construction and



	correct narration of self in digital communication; 3. Emotions and empathy in the age of Social: how to build social empathy;
When was it realized? Provide the time of the good practice	2021
Organised by... Which body promoted and implemented the practice?	IIS D. Crespi di Busto Arsizio (Italian School in the Lombardy Region)
Activities What are the activities developed in the practice?	- Each school institution will conduct a statistical survey of the issues analysed in the Webinars through questionnaires prepared by the organising school and administered to the school community: students' daily relationship with digital technologies and their "social" propensity regarding both the use of social networks and time spent on the Internet; the perception of the real self and the virtual self in the digital age; desensitisation in terms of interpersonal relations due to the immoderate use of smartphones and other devices; students' perception of the cyberbullying phenomena rampant in the digital age: bodyshaming, sexting, ghosting, catfishing; - Each school institution will preliminarily make a short film on the topics described above, which will be presented via a live Instagram and Facebook broadcast to which all the students of the participating school institutions will be invited on the first day of the Hackathon. The best short film will be awarded by an online vote and jury.
Results Which results does the practice obtain?	https://sites.google.com/liceocrespi.edu.it/unperfethack/unperfethack
Media Indicate links, web sites, videos, etc.	https://www.liceocrespi.edu.it/unperfetc-hack/
Photo Attach a photo of the practice	
References Indicate references, if any	

Good Practice N. 2

DESK SEARCH <i>developed in the project</i> "Together to guarantee cyber-safety and prevent cyberbullying in schools" <i>acronym</i> "CYBER-SAFETY" <i>action n.</i> 2021-1-HR01-KA220-SCH-000027712 <i>In the framework of the programme</i> Erasmus + KA220-SCH - Cooperation partnerships in school education	
Partner involved in the desk search:	MVNGO



Partner logo:	
Element	Answers
Practice title Provide the title of the good practice	Peer education contro Bullismo e cyberbullismo
Country of the good practice Indicate the country in which the practice was developed	Italy
Practice description Provide a short description of the good practice	To monitor the spread of the phenomenon of bullying and cyberbullying, to promote through older and therefore more authoritative students knowledge of the risks of the Internet, sensitivity to the phenomena of bullying and cyberbullying, empathy and solidarity towards victims, a positive and resilient climate in the classroom, knowledge of the risks on the Internet and the consequences, including the legal consequences of cybercrime. Methods: stimulus questionnaires, multimedia presentations, dialogue interaction in presence. Online mode in covid period. Student representatives of the Provincial Council of Students organised training meetings with high school students and middle school students. The meetings with middle school students were particularly effective. The meetings with high school students were held during school assemblies, and because of this method they were important and appreciated stimulus meetings, but they must then be followed by follow-up and in-depth discussions in the classrooms. The students in the Council have, however, acted as sentinels and reference points against bullying in their respective schools. Target groups : Male and female secondary school students
When was it realized? Provide the time of the good practice	2015- Ongoing
Organised by... Which body promoted and implemented the practice?	Provincial Student Council accompanied by the contact teacher with local schools in the Venetian Region
Activities What are the activities developed in the practice?	



Results Which results does the practice obtain?	
Media Indicate links, web sites, videos, etc.	http://www.studentibelluno.it/
Photo Attach a photo of the practice	
References Indicate references, if any	

Good Practice N. 3

DESK SEARCH <i>developed in the project</i> "Together to guarantee cyber-safety and prevent cyberbullying in schools" <i>acronym</i> "CYBER-SAFETY" <i>action n.</i> 2021-1-HR01-KA220-SCH-000027712 <i>In the framework of the programme</i> Erasmus + KA220-SCH - Cooperation partnerships in school education	
Partner involved in the desk search:	MVNGO
Partner logo:	
Element	Answers
Practice title Provide the title of the good practice	Safer Internet Today
Country of the good practice Indicate the country in which the practice was developed	Italy
Practice description Provide a short description of the good practice	The objective is to contribute to combating/awareness-raising on the issue of online violence and to promote digital citizenship in the students and school context of the Province. The products realised aim to develop shared practices among the Province's schools to combat bullying and cyberbullying. During the Safer Internet Day online event conducted by GenerazioniConnesse, the videos containing the products in various artistic forms (drawings, songs, short plays) are presented. The jury, consisting of pupils and alumni, awards prizes to the best works taking into account the indicators of an evaluation grid



	Direct target groups: Students Indirect target groups: Teachers, Non-teaching staff, Students, Families, Entire school community
When was it realized? Provide the time of the good practice	Still ongoing
Organised by... Which body promoted and implemented the practice?	Contact persons for anti-bullying and cyberbullying, Teachers, Students, External experts' interventions
Activities What are the activities developed in the practice?	The platform aims to equip schools and teachers with tools to intervene effectively in the area of bullying and cyberbullying. In order to be able to effectively respond to this objective, two specific actions have been prepared: the Monitoring open to all Italian state schools to be activated from the 2019/2020 school year; the E-Learning Training aimed primarily at the bullying and cyberbullying reference teachers identified by each Italian school (up to a maximum of two). The basic training consists of 4 progressive courses for a total of 25 training hours and an in-depth course:
Results Which results does the practice obtain?	
Media Indicate links, web sites, videos, etc.	https://www.generazioniconnesse.it/site/it/home-page/
Photo Attach a photo of the practice	
References Indicate references, if any	

Van Provincial Directorate of National Education (Turkey)

Good Practice N. 1

DESK SEARCH <i>developed in the project</i> "Together to guarantee cyber-safety and prevent cyberbullying in schools" <i>acronym</i> "CYBER-SAFETY" <i>action n.</i> 2021-1-HR01-KA220-SCH-000027712 <i>In the framework of the programme</i> Erasmus + KA220-SCH - Cooperation partnerships in school education	
Partner involved in the desk search:	Van Provincial Directorate of National Education



Partner logo:	
Element	Answers
Practice title Provide the title of the good practice	“You cannot bully me!”
Country of the good practice Indicate the country in which the practice was developed	Turkey
Practice description Provide a short description of the good practice	The aim of this practice is to increase the awareness of high school students towards the topic of “cyber-bullying” and encourage them. The technique which was used in this workshop is called “Forum Theatre” in non-formal terminology. Forum Theatre is an empowering art form created by a Brazilian dramatist, Augusto Boal (Harbrecht, 2013). Boal (2008) used theatre to address oppression (defined as social injustices, such as exclusion, exploitation or domination) to stimulate individual and social change. In Forum Theatre, Boal (2008) has empowered the audience. Everyone is encouraged to take part in the play that is being staged. Forum Theatre invites viewers to contribute and participate and try out their own ideas. Viewers are given the opportunity to intervene in the ongoing acting to provide comments on the action, to intervene directly in the action and try to bring the play to a different conclusion. The role of the audience (spectators) will be transformed into a “spect-actors” in the Forum Theatre. For Boal (2006), the theatre is the art of looking at ourselves and all men are actors (they act!) and the audience (they are watching!). Boal (2006) designated the audience-actor as “spect-actors”.
When was it realized? Provide the time of the good practice	01.06.2022 13.00- 14.30
Organised by... Which body promoted and implemented the practice?	Van Provincial Directorate of National Education and Ahmet Yurtsever Vocational and Technical Anatolian High School
Activities What are the activities developed in the practice?	1. The students are introduced with the procedure and the rules. 2. 20 students are divided into 4 groups. 3. Each group are handed a script related to the cyber-bullying. Each script has various roles including victim, bully, supporting persons etc. 4. The students have a preparation time of 30 minutes in order to read the script, determine the roles and how to stage the scripts.



	5. Each group demonstrates their plays. After the end of each play, the spectators are allowed to be involved in the plays substituting previous actors. 6. The plays are staged again with the new participants, so that the flow is totally changed 7. Students sit in a circle and describe how they felt and what they noticed while evaluating the activity.
Results Which results does the practice obtain?	- Students gained awareness about cyberbullying and realized that it is a crime. - Students learned about the people and institutions they can apply to if they are cyberbullied. - Students embraced non-formal education techniques and the power of drama. - Students increased the empathy towards the victims of cyber-bullying.
Media Indicate links, web sites, videos, etc.	https://www.instagram.com/p/CeRfitSsfCc/?igshid=YmMyMTA2M2Y= https://van.meb.gov.tr/www/van-il-milli-egitim-mudurlugu-avrupa-genclik-yilinda-liseli-genclerle-bir-araya-geliyor/icerik/2471
Photo Attach a photo of the practice	
References Indicate references, if any	Thambu, N. & Balakrishnan, V. (2014). Forum Theatre Technique: Enhancing Learning In Moral Education Classroom. <i>Malaysian Online Journal Of Educational Management</i>, 2, 53-69.



Good Practice N. 2

DESK SEARCH developed in the project "Together to guarantee cyber-safety and prevent cyberbullying in schools" acronym "CYBER-SAFETY" action n. 2021-1-HR01-KA220-SCH-000027712 In the framework of the programme Erasmus + KA220-SCH - Cooperation partnerships in school education	
Partner involved in the desk search:	Van Provincial Directorate of National Education
Partner logo:	
Element	Answers
Practice title Provide the title of the good practice	Peer Support
Country of the good practice Indicate the country in which the practice was developed	Turkey
Practice description Provide a short description of the good practice	This practice aims to eliminate the feeling of being bullied by creating understanding and empathy of the students who have been the victims of different kinds of cyber-bullying and stalking towards each other. Students write an anonymous letter and describe their cyberbullying/cyber harassment incidents. In this way, they are offered the opportunity to describe their experiences in a comfortable way without revealing their identities. They are allowed to totally change the names, place, time of the event in order to strengthen the anonymity. They may be asked to describe an event that happened to someone they know, even if they have never experienced it themselves. After students have finished their letters, they put them in a cardboard box. Each student then draws a letter from the box and reads the letter aloud. Other students also listen. The student who reads the letter is asked the following questions: - What do you think this person must have felt while experiencing these? - How would you act if you were in this person's shoes? - Who should this person contact for support? Family? Friend? Counselor? - If you were this person's guidance counselor, family, friend, what would you do to help him? The aim of these questions is to provide peer support and learning. Considering the developmental period, high school students mostly take into account the advice and suggestions of people of the same age as themselves (Dickersen et al., 2018).
When was it realized?	03.06.2022- 11.00/12.00



Provide the time of the good practice	
Organised by... Which body promoted and implemented the practice?	Van Provincial Directorate of National Education – IMKB Science High School
Activities What are the activities developed in the practice?	1. Students settle in in a comfortable environment with paper and pencil in hand. Relaxing music plays in the background. 2. Students anonymously describe a cyberbullying incident or a cyberbullying incident that happened to someone they know or have heard, if both are not present. They are given half an hour for this. 3. Students who complete the letters fold their papers into a box and return to their places. 4. Each student is given ten minutes to read the letter and reflect on the questions on the board. 5. At the end of the period, the students take turns reading the letters and presenting their solution suggestions.
Results Which results does the practice obtain?	• Students gain awareness about cyberbullying. • Students who are victims of cyberbullying discover that they are not alone. • Students increase in-group communication through peer learning. • Students develop feelings such as empathy, tolerance and compassion towards each other and the victims of cyberbullying. • New solutions are produced for the phenomenon of cyberbullying.
Media Indicate links, web sites, videos, etc.	https://www.instagram.com/p/CeV3fmAsvkt/?igshid=YmMyMTA2M2Y= https://van.meb.gov.tr/www/van-il-milli-egitim-mudurlugu-avrupa-genclik-yilinda-liseli-genclerle-bir-araya-geliyor/icerik/2471



Photo

Attach a photo of
the practice



References

Indicate
references, if
any

Dickerson, A., Maragkou, K., & McIntosh, S. (2018). The causal effect of secondary school peers. Research Discussion Paper 017

Good Practice N. 3

DESK SEARCH <i>developed in the project</i> "Together to guarantee cyber-safety and prevent cyberbullying in schools" <i>acronym</i> "CYBER-SAFETY" <i>action n.</i> 2021-1-HR01-KA220-SCH-000027712 <i>In the framework of the programme</i> Erasmus + KA220-SCH - Cooperation partnerships in school education	
Partner involved in the desk search:	Van Provincial Directorate of National Education



Partner logo:	
Element	Answers
Practice title Provide the title of the good practice	Step Forward!
Country of the good practice Indicate the country in which the practice was developed	Turkey
Practice description Provide a short description of the good practice	The aim of this activity is to enable students to discover the prevalence of cyber-bullying and to instill the awareness that they are never alone. It is aimed to eliminate emotions such as embarrassment, shyness, feeling different from others. Students are encouraged to look at incidents of cyberbullying in a way they have not seen before, and perhaps express it for the first time. Students in a row with their eyes closed proceed according to the questions asked without seeing both themselves and their heads. (One step forward for each YES). The questions that were asked: - I had an experience where I was threatened over the Internet. - There were times when I felt humiliated, humiliated, hurt while online -I have read/saw derogatory comments about my language, religion, race, gender, ethnicity on the internet - I came across sites with bad content on the Internet, albeit unintentionally. -After being threatened on the Internet, I consulted my family/friend/teacher for support. - Thanks to this support, I was able to overcome the problem. - I tried to support a friend who was threatened on the internet/directed him to different support areas. After the last question is opened, students who open their eyes see that there is no one left at the starting point and realize that everyone can experience cyberbullying. In the evaluation circle, they give voice to how they felt during the practice and they are reminded that they will always be supported in case they come face to face with a cyber-bullying incident.
When was it realized? Provide the time of the good practice	03.06.2022- 11.00/12.00
Organised by... Which body promoted and implemented the practice?	Van Provincial Directorate of National Education – IMKB Science High School



Activities What are the activities developed in the practice?	1. Students line up in a single line and cover their eyes with their hands. 2. The students are told that they will be asked some questions and for each YES answer, they will step forward. 3. The above-mentioned questions are asked one by one and the students proceed step by step. 4. When the questions are completed, the students who open their eyes look at each other and realize that there is no one left at the starting point. 5. The students form a circle and are asked how they felt during the activity. 6. The application is concluded by reminding the students that they should always get support in cases of cyberbullying and the channels they can get support from.
Results Which results does the practice obtain?	• Students's awareness about the prevalence of cyber-bullying increased. • Student's empathy towards each other increased within the frame of being bullied and supporting each other. • Students' awareness about various support channels regarding cyber-bullying incidents increased.
Media Indicate links, web sites, videos, etc.	https://www.instagram.com/p/Cedarn_Mz9h/?igshid=YmMyMTA2M2Y= https://van.meb.gov.tr/www/van-il-milli-egitim-mudurlugu-avrupa-genclik-yilinda-liseli-genclerle-bir-araya-geliyor/icerik/2471



Photo

Attach a photo of
the practice



References

Indicate
references, if
any



Primary school Ivan Cankar (CROATIA)

Good Practice N. 1

ISTRAŽIVANJE provedeno u projektu "Together to guarantee cyber-safety and prevent cyberbullying in schools" kratica "CYBER-SAFETY" action n. 2021-1-HR01-KA220-SCH-000027712 Uokviru programa Erasmus + KA220-SCH - Cooperation partnerships in school education	
Partner involved in the desk search:	Osnovna škola Ivana Cankara / Zagreb
Partner logo:	
Element	Answers
Practice title Provide the title of the good practice	Safe on the Internet
Country of the good practice Indicate the country in which the practice was developed	Croatia
Practice description Provide a short description of the good practice	The goal is to make students aware of what the Internet is for, what its positive and negative sides are, and how to stay safe on it. The workshops were inspired by the project Pet za net - Sigurnost djece na internetu (Five for the Net - Children's Safety on the Internet). Through the activities, students will become aware of what they can use the Internet for (brainstorming), devise rules for safe use of the Internet (group work) and create a poster with instructions (creative work).
When was it realized? Provide the time of the good practice	07.06.2022 14.00- 15.30
Organised by... Which body promoted and implemented the practice?	Ivan Cankar Primary School Zagreb, Croatia

Activities What are the activities developed in the practice?	There are several pictures on the board showing examples of Internet use (for research, for video games, for communication, etc.). Students describe what is in the pictures and give their examples of using the Internet - what they use the Internet for, what their siblings, parents, friends use it for, etc. Their answers are written on the board. After that, students watch a short animated film (https://www.youtube.com/watch?v=bv8AGkZHYJQ) about traps on the Internet and connect them with their own experience. In the next activity, students were divided into 5 groups. Each group gets scenes from the film in comic book form. They need to discuss and devise one rule for online safety. Group 1 - rules of behavior Group 2 - personal data Group 3 - publishing on the Internet Group 4 - what to do when you don't know how to act in a particular situation Group 5 - which are all the pitfalls of virtual After the groups have devised rules, each group presents their rule to the class and explains how it came about. In the final activity, each group writes their own rule and puts it on a common poster.
Results Which results does the practice obtain?	Outcomes to be achieved: Recognizes and respects the needs and feelings of others. Develops communication competencies. Develops conflict resolution strategies. Distinguishes safe from insecure situations in the community and describes how to act in risky situations. Distinguishes appropriate from inappropriate behavior. Recognizes violence in the real and virtual world.
Media Indicate links, web sites, videos, etc.	https://www.youtube.com/watch?v=bv8AGkZHYJQ
Photo Attach a photo of the practice	
References	https://petzanet.ucitelji.hr/modul1-ucenici/



Indicate references, if any	
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Good practice N. 2

ISTRAŽIVANJE provedeno u projektu "Together to guarantee cyber-safety and prevent cyberbullying in schools" kratica "CYBER-SAFETY" action n. 2021-1-HR01-KA220-SCH-000027712 Uokviru programa Erasmus + KA220-SCH - Cooperation partnerships in school education	
Partner involved in the desk search:	Osnovna škola Ivana Cankara / Zagreb
Partner logo:	
Element	Answers
Practice title Provide the title of the good practice	Control of emotions caused by cyber bullying
Country of the good practice Indicate the country in which the practice was developed	Croatia
Practice description Provide a short description of the good practice	The goal is to raise awareness of emotions that occur in a person as a result of unpleasant experiences on the Internet, up to the level of cyber bullying, find ways to control these emotions and react to such situations in a way that will not endanger ourselves and others.
When was it realized? Provide the time of the good practice	15.06.2022 14.00- 14.45
Organised by... Which body promoted and implemented the practice?	Osnovna škola Ivana Cankara Zagreb, Hrvatska
Activities What are the activities	The students are divided into four groups.



developed in the practice?	In the first activity, students recognize emotions based on images. They associate emotions with images and group them into 4 groups depending on the intensity. Each group explains their group of emotions and puts them together with the pictures on the board. In the second activity, students find ways to control a certain emotion and calm down in a certain situation before a reaction that can be impulsive and reckless. In the third activity, students receive examples of violence over the Internet (spreading lies about a person, posting inappropriate photos, threats of physical violence, etc.). Each group gets one example. The task is to add to the picture the emotions that may arise in such a situation and the ways in which they can be controlled. Example: posting false information> emotions of sadness, worry, loneliness> talking to an adult, listening to music, breathing deeply... > reporting violence
Results Which results does the practice obtain?	Outcomes to be achieved: He develops an image of himself. It manages emotions and behavior. Describes and respects the needs and feelings of others.
Media Indicate links, web sites, videos, etc.	https://www.instagram.com/p/Ce4XdRUKvWN/?utm_source=ig_web_copy_link
Photo Attach a photo of the practice	

References Indicate references, if any	

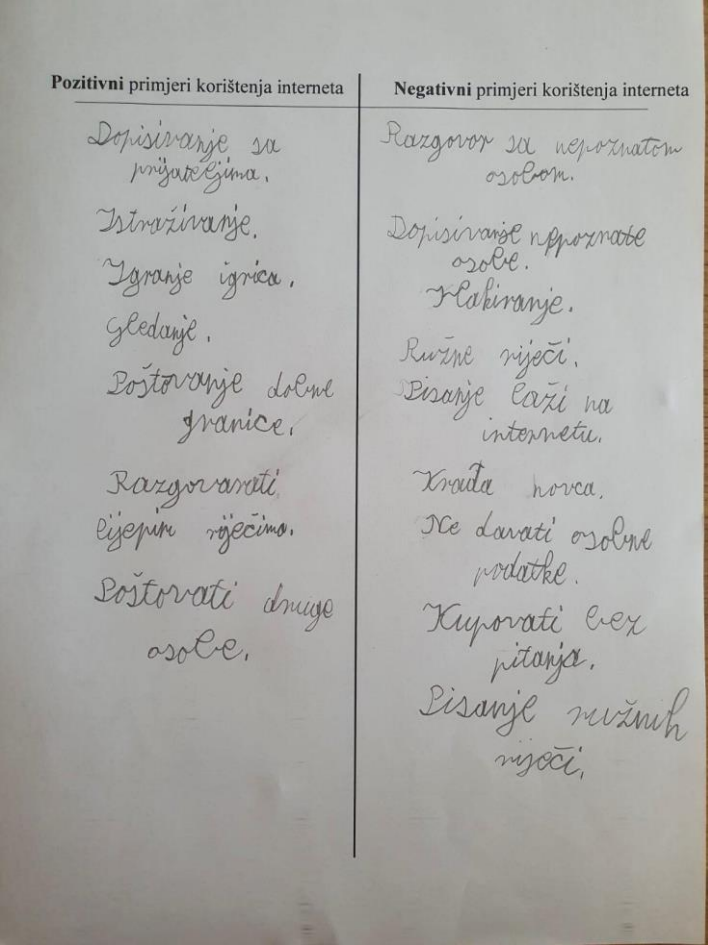
Good practice N. 3

ISTRAŽIVANJE provedeno u projektu "Together to guarantee cyber-safety and prevent cyberbullying in schools" kratica "CYBER-SAFETY" action n. 2021-1-HR01-KA220-SCH-000027712 Uokviru programa Erasmus + KA220-SCH - Cooperation partnerships in school education	
Partner involved in the desk search:	Osnovna škola Ivana Cankara / Zagreb
Partner logo:	
Element	Answers
Practice title Provide the title of the good practice	Benefits and risks of online behavior "Friends and foes in hand"
Country of the good practice Indicate the country in which the practice was developed	Croatia
Practice description	The goal is to raise awareness of the benefits and risks of using the Internet and the positive and potential negative consequences of their own behavior on the Internet



Provide a short description of the good practice	Workshops and materials were inspired by the "Handbook for leaders of violence prevention programs via the Internet" of the Faculty of Philosophy in Osijek and conducted in the 5th grade of our school. Before the workshop, ask students to spread out the benches so that there is enough space in the middle of the room to arrange the chairs in a circle. Through three activities, students will to raise awareness of the widespread use of the Internet and social networks recognize and be aware of the positive and negative situations that can happen on the Internet and the possible consequences of these situations be aware of what information we share with others and in what way.
When was it realized? Provide the time of the good practice	16.06.2022 11.00- 12.30
Organised by... Which body promoted and implemented the practice?	Primary school Ivan Cankar Zagreb, Croatia
Activities What are the activities developed in the practice?	Course of introductory activity: • Participants sit in a circle. • The facilitator reads the sentence and, if the sentence applies to students, they should stand up. The facilitator reads three sentences and after each one waits for the students to sit or stand up. • After the last sentence, everyone sits down and comments with the facilitator on the activity. Course of central activity: • Students (according to their own preferences) are divided into groups of (maximum) 6 students and each member of the group receives a worksheet "Questions" (5 questions) and a worksheet "Positive and negative examples of Internet use". • The workshop leader reads / presents (using a PowerPoint presentation) to all students two scenarios (stories about Peter and Maya). • After that, in small groups, they answer the worksheet "Questions" and the worksheet "Positive and negative examples of using the Internet". The worksheet "Questions" consists of 5 questions related to the presented situations, ie stories about Maja and Peter (the activity lasts about 10 minutes). The worksheet "Positive and negative examples of using the Internet" serves to make students aware of / list some of their positive / negative experiences / situations they have experienced on the Internet (activity lasts about 10 minutes). • When they have finished working in small groups (the activity lasts about 20 minutes), they present the answers to the rest of the class (the activity lasts about 10 minutes). • The facilitator helps the groups if something is not clear to them. Course of final activity:



	- The facilitator appoints a person to whom he / she will add / throw a ball of wool, holding one end of the wool in his / her hand. When he adds wool to a student, he must name something pleasant / positive that he wants to give to that person, saying the sentence: "I give you" names a pleasant feeling or activity (eg happiness, success in a game, happiness in an exam, etc.). - Klupko reaches all students (once) until he returns to the leader. - The facilitator makes students aware of the sharing of information on the Internet.																				
Results Which results does the practice obtain?	Outcomes to be achieved: to raise awareness of the widespread use of the Internet and social networks be able to recognize and list the advantages and benefits of using the Internet and social networks be able to identify and list the risks and disadvantages of using the Internet and social networks be aware of what information we share with others and in what way.																				
Media Indicate links, web sites, videos, etc.	https://www.instagram.com/p/Ce4Gdajqrbz/?utm_source=ig_web_copy_link																				
Photo Attach a photo of the practice	 <table border="1"> <thead> <tr> <th>Pozitivni primjeri korištenja interneta</th> <th>Negativni primjeri korištenja interneta</th> </tr> </thead> <tbody> <tr> <td>Dopisivanje se prijateljsima.</td> <td>Razgovor sa nepoznatom osobom.</td> </tr> <tr> <td>Istraživanje.</td> <td>Dopisivanje nepoznate osobe.</td> </tr> <tr> <td>Igranje igrice.</td> <td>Plakiranje.</td> </tr> <tr> <td>Gledanje.</td> <td>Ružne riječi.</td> </tr> <tr> <td>Postovanje dozne granice.</td> <td>Pisanje laži na internetu.</td> </tr> <tr> <td>Razgovarati lijepim riječima.</td> <td>Krada novca.</td> </tr> <tr> <td>Postovati druge osobe.</td> <td>Ne davati osobne podatke.</td> </tr> <tr> <td></td> <td>Kupovati bez pitanja.</td> </tr> <tr> <td></td> <td>Pisanje ružnih riječi.</td> </tr> </tbody> </table>	Pozitivni primjeri korištenja interneta	Negativni primjeri korištenja interneta	Dopisivanje se prijateljsima.	Razgovor sa nepoznatom osobom.	Istraživanje.	Dopisivanje nepoznate osobe.	Igranje igrice.	Plakiranje.	Gledanje.	Ružne riječi.	Postovanje dozne granice.	Pisanje laži na internetu.	Razgovarati lijepim riječima.	Krada novca.	Postovati druge osobe.	Ne davati osobne podatke.		Kupovati bez pitanja.		Pisanje ružnih riječi.
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	Kupovati bez pitanja.																				
	Pisanje ružnih riječi.																				



Reference s Indicate references, if any	Ana Babić Čikeš, Marija Milić, Daniela Šincek, Jasmina Tomašić Humer “ Priručnik za voditelje programa prevencije protiv nasilja putem Interneta” Filozofskog fakulteta u Osijeku, str. 10-19

Spiru Haret National College, Tecuci (ROMANIA)

Good practice N. 1

DESK SEARCH <i>developed in the project</i> "Together to guarantee cyber-safety and prevent cyberbullying in schools" <i>acronym</i> "CYBER-SAFETY" <i>action n.</i> 2021-1-HR01-KA220-SCH-000027712 <i>In the framework of the programme</i> Erasmus + KA220-SCH - Cooperation partnerships in school education	
Partner involved in the desk search:	Spiru Haret National College, Tecuci, Romania
Partner logo:	
Element	Answers
Practice title Provide the title of the good practice	Let's learn together about Cyber Safety
Country of the good practice	Romania



Indicate the country in which the practice was developed	
Practice description Provide a short description of the good practice	Cyber bullying is a cruel and painful reality of today's society. Unfortunately, most of the victims come from minors, middle school and high school students. Whether you do it in a spirit of joke, by chance or out of sheer malice, the effects of cyber bullying are particularly painful and can mark the personality and psyche of the victims. The decay of social relations between people, the desensitization of adolescents makes their reaction to this phenomenon inadequate: either it distracts us at the expense of the victims, or we are not interested, on the principle that is good thing I did not suffer it... Among the most vulnerable groups we identified students, children from rural areas or from special schools (which include students with medical, family, social problems, disabilities). This project addresses this category, the main purpose being to educate them in the spirit of knowing the cyber bullying characteristics, finding ways to prevent this phenomenon, creating a safe, healthy cyber environment. Target group: 40 students from Constantin Păunescu Special Gymnasium School, Tecuci (urban environment) and Cosmești Gymnasium School (rural environment)
When was it realized? Provide the time of the good practice	07.06.2022
Organised by... Which body promoted and implemented the practice?	Spiru Haret National College, Tecuci, Romania
Activities What are the activities developed in the practice?	Target group: 40 students from Constantin Păunescu Special Gymnasium School, Tecuci (urban environment) and Cosmești Gymnasium School (rural environment) The importance and characteristics of cyber security, presented by Prof. Eugenia Olariu and Prof. Magdalena Miron Watching the film for the prevention of cyber violence (Save the Children Organization - Net Time); discussions about the film, moderated by Prof. Magdalena Miron Relaxation activities, conclusions
Results Which results does the practice obtain?	Awareness of the importance of personal security in the virtual environment Developing a sense of respect and social solidarity among students Involving students in everyday life, forming a responsible, civic attitude towards threats in the virtual environment
Media Indicate links, web sites, videos, etc.	-



Photo Attach a photo of the practice	
References Indicate references, if any	https://youtu.be/DC1-paldz4

Good practice N. 2

DESK SEARCH <i>developed in the project</i> "Together to guarantee cyber-safety and prevent cyberbullying in schools" <i>acronym</i> "CYBER-SAFETY" <i>action n.</i> 2021-1-HR01-KA220-SCH-000027712 <i>In the framework of the programme</i> Erasmus + KA220-SCH - Cooperation partnerships in school education	
Partner involved in the desk search:	Spiru Haret National College, Tecuci, Romania
Partner logo:	
Element	Answers
Practice title Provide the title of the good practice	Children's and Adolescents' Rights in the Online Environment

Country of the good practice Indicate the country in which the practice was developed	Romania
Practice description Provide a short description of the good practice	The Covid-19 pandemic has contributed to growing the children's need to spend more time on the Internet, either for school or for recreational activities, thus exacerbating the risks to which they are exposed online. Cyberbullying, sexting, fake news or internet addiction are current challenges of great interest, both for parents and for education specialists. In the school year 2021-2022, 6th grade students participated in the educational initiative "Children's and Adolescents' Rights in the Online Environment" developed by Save the Children through the European project The Internet Hour. Over the last ten years, this educational approach has been supported by the Ministry of Education, according to the collaboration protocol with the Save the Children organization. The cyber security of children and adolescents is the main goal of this initiative. Target group: 27 students from Spiru Haret National College, Tecuci, Romania (urban environment)
When was it realized? Provide the time of the good practice	September, 27th – November, 27th, 2021
Organised by... Which body promoted and implemented the practice?	Save the Children Organisation (Romania) / The Internet Hour Endava Romania Spiru Haret National College, Tecuci, Romania
Activities What are the activities developed in the practice?	The activities carried out took place in two stages: 1. An educational activity supported by Prof. Miron Magdalena with 6th grade students that aimed to promote the use of the Internet to children and adolescents in a safe, useful and creative way. The proposed activity highlights the need to respect the children's rights in the virtual environment too: access to quality information, freedom of expression, freedom of thought and awareness, the right to belong, harmonious collaboration and development within a group, the right to identity and privacy, online environment, the right to birth registration. Students have identification rights that children and adolescents have in the online environment and have given an example of a situation in which these rights can be violated, proposing solutions. 2. Development of multimedia promotional materials (format: jpeg, pdf, pptx or video) that address the issues of children's and adolescents' rights in the online environment and have been added to a national competition.
Results Which results does the practice obtain?	Students identified the opportunities and risks that children and adolescents may face in the virtual environment and understood how important it is to respect children's rights, including online, for the creative and safe use of the Internet. Following the participation in the national competition " Children's and Adolescents' Rights in the Online Environment " one of the students won the first prize in the gymnasium category.
Media	https://drive.google.com/file/d/1uvz4bz8ow1CckDCss86COanLYiQ5aldg/view?usp=sharing ng



Indicate links, web sites, videos, etc.	
Photo Attach a photo of the practice	
References Indicate references, if any	https://oradenet.ro/concurs2021

Good practice N. 3

DESK SEARCH <i>developed in the project</i> "Together to guarantee cyber-safety and prevent cyberbullying in schools" <i>acronym</i> "CYBER-SAFETY" <i>action n.</i> 2021-1-HR01-KA220-SCH-000027712 <i>In the framework of the programme</i> Erasmus + KA220-SCH - Cooperation partnerships in school education	
Partner involved in the desk search:	„Spiru Haret” National College, Tecuci, Romania
Partner logo:	
Element	Answers
Practice title Provide the title of the good practice	Says no to cyber bullying
Country of the good practice	Romania



Indicate the country in which the practice was developed	
Practice description Provide a short description of the good practice	Cyberbullying / Internet bullying behavior is the aggression manifested in the virtual space: unlike other forms of bullying (physical, verbal, mental, sexual), it occurs when someone uses the Internet, a smartphone or other technology, repeatedly and consciously, to harass, threaten, intimidate or humiliate another person. Regardless of whether it originates in taking on similar patterns of behavior, in the superficiality of relationships, in the lack of empathy, egocentrism or pride of the aggressor, this behavior must be identified and combated (to avoid the occurrence of trauma to those attacked difficult to treat, emotional problems that can lead to loneliness, depression, anxiety, low self-esteem, an increase in the frequency of illness, behavioral or social problems). Given the fragility of children's souls, cyberbullying (like other forms of bullying, by the way) that manifests itself at school age must be identified and combated quickly, using the most attractive ways to attract students and get them to act out of conviction. It is very important to build group solidarity in this struggle. In this way, activities can be carried out both in a formal setting, in counseling or in class (through role-playing games, debates, discussions with the psychologist, school managers or guests – specialists from the institutions authorized to intervene in such situations or even with people who have been bullied and managed to overcome the situation) or in an informal setting (by organizing extracurricular events – such as watching theater or thematic film performances, by getting involved in thematic projects or competitions organized by various institutions, by organizing or participating in anti-bullying events organized outside the school, to raise community awareness about this phenomenon etc.). Among the most attractive activities to combat this form of aggression used were dialogue on cyberbullying, case study, role play and flash mob (so a combination of formal and non-formal activities). Form of manifestation: campaign against cyber bullying Target group: 120 students of the social sciences classes from our college
When was it realized? Provide the time of the good practice	November 2019
Organised by... Which body promoted and implemented the practice?	„Spiru Haret" National College, Tecuci, Romania
Activities What are the activities developed in the practice?	Debates, case studies, role-playing games performed in class, under the coordination of leaders. Banner contest with a specific message (anti-aggression, including cyberbullying), followed by the realization in the local community (in the square in front of the Municipal Library of Tecuci), a thematic flashmob, organized and coordinated by Prof. Eugenia Olariu.
Results Which results does the practice obtain?	Awareness, by the students involved, of the harmful effects of aggression on the Internet. Improving the ability of bullied students to respond optimally to cyberbullying and the group of students to take an attitude, to get involved.



	Stimulating self-confidence and empathy, empathy, courage, joy, and the habit of asking for help when needed.
Media Indicate links, web sites, videos, etc.	-
Photo Attach a photo of the practice	  





References

Indicate references,
if any

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Manual for training format for project
"Together to guarantee cyber-safety and
prevent cyberbullying in schools"

acronym

"CYBER-SAFETY"

action n.

2021-1-HR01-KA220-SCH-000027712

In the framework of the programme

Erasmus + KA220-SCH - Cooperation
partnerships in school education



Summary

Nowadays, kids are exposed to all kinds of content coming from different online platforms. In 2019, 94 % of young people in the EU-27 made daily use of the internet, this was 16 percentage points higher than the share recorded in 2011. Young people in the EU-27 were more likely to use the internet daily than the whole of the adult population (77 % in 2019).

This can lead to an incredible advancement in digital skills for Europe's new generations, however, it also brings a risk. Bullying has always been a problem in the phase of leaving childhood and entering adolescence and adulthood. In 2018, 65% of the people using social media revealed they faced episodes of cyberbullying. The same for 33% of those using Online Messaging and 29% of those using Online Chat Rooms. [STATISTA, 2018] Most of these tools can be accessed with a minimum round of control on age, simply by assessing being over 18. This leaves an open door on what could be a very dark world for teenagers that do not have the right knowledge and skills to assess danger in an unknown territory in which most of the time you need to use your soft skills and critical thinking to read and understand the people on the other side of the screen.

Objectives

"Together to guarantee cyber- safety and prevent cyber-bullying in schools" (CYBER-SAFETY) aims at preparing the young people aged 13-18 yo with the right set of tools to recognize episodes of cyberbullying and be capable of avoiding or getting out of those situations. In doing so, it will also prepare teachers (and youth educators?) to face the topic and to engage with teenagers on the risks of the online world.

Objectives

- To raise awareness about Cyberbullying among teenagers
- To provide teachers with skills and competences for preventing and fight Cyberbullying

Introduction

A large number of children start using tablets, smartphones and various digital devices at a very early age. We notice that even small children know that they just have to slide their finger over their smartphone or tablet to launch their favorite game or video. Children constantly observe their parents, older brothers and sisters browsing the Internet or watching them play games. That is why a large number of children have digital devices on a daily basis. It is important that we start monitoring children as soon as possible during the use of digital media and offer them support, in order to better prepare them for the challenges that digital media inevitably bring with them. Already in the lower grades, teachers must be introduced to the basics of safe and responsible use of digital devices



(mobile phones, tablets and computers) and appropriate communication with peers. Buchegger, B., Summereder, F. (2020).

What is digital literacy?

Today, we often come across the terms information literacy, digital literacy, digital competence. Usually, the first thing that comes to mind is that a person who possesses this kind of literacy is one who "knows" how to work on a computer. Indeed, just as it is necessary to be literate and possess the skills of reading and writing, in modern society it is almost equally important to know how to use computers, that is, information and communication technology (ICT). But we must keep in mind that this is only a partial explanation of the concept of digital literacy. In order to fully clarify it, we must first ask the question of what it means to know how to work on a computer at all, in other words, what basic IT knowledge and skills should a digitally literate person possess. That question is quite difficult to answer because information and communication technologies are developing and changing rapidly, and knowledge and skills need to be constantly upgraded. Until 15-20 years ago, basic knowledge could include knowledge of computer configuration and the basics of operating systems, the use of word processing programs (e.g. Word), spreadsheets (e.g. Excel) and the creation of computer presentations (e.g. PowerPoint). . Today, basic knowledge certainly includes knowledge of the Internet and its services, especially communication by e-mail and the use of the World Wide Web (WWW, web). In addition to retrieving web pages, it is also important to mention searching the WWW using search engines and thematic catalogs, even publishing content on the web. With its diverse tools, it offers users the possibility of mutual communication and of creating and exchanging new multimedia content on their own or in cooperation with others. The next thing to emphasize, when we talk about digital literacy, is that knowing how to use ICT is not enough to be considered digitally literate.

Thus, we can know how to find web pages on the web with the Mozilla Firefox browser and the Google search engine, that is, know the web search technique, but we must also be aware that a successful search depends mostly on ourselves, and not on the technology we use. The computer only returns the information requested from it, in our example the browser does this by searching the web by entering keywords into the Google search engine. If those words are not well chosen, the results that the search engine collects are useless. Likewise, if we get "lost" in the multitude of results we have received and do not know what to do with them, technology will not be able to help us. In other words, it is not enough just to get information with the help of ICT, but it is also important to use that information in a proper way, to turn it into knowledge. ¹

Digital competences

¹ Made in the project *Pet za net*, co-financed by the European Social Fund in 2014, available on the website <https://petzanet.ucitelji.hr/>



Instead of the term digital literacy, in recent times it is common to use the term digital competence. Digital competence is listed as one of the eight basic competences for lifelong education determined by the European Union in order to successfully respond to the challenges of the development of the knowledge society and the world market.

Digital competence refers to the ability to safely and critically use information and communication technology for work, in personal and social life, and in communication. Its key elements are basic information and communication skills and abilities: the use of computers to find, evaluate, store, create, display and exchange information and develop collaborative networks via the Internet.

Introductory activity - digital literacy

Students will learn the concepts of information and digital literacy. They will recognize objective information and learn to distinguish it from sensationalism. It will set and adopt guidelines for determining the credibility of the site.

Goal and learning outcomes: • explain the concept of digital literacy • distinguish objective information (truth) from sensational (lies) • group information according to the criterion of objectivity

Task for students:

In ancient Greece, the biggest insult was to tell someone that they were illiterate. Today we all know how to read and write.

Does literacy today mean more than reading and writing?

Information is everywhere around us. New media with which we transmit information are emerging. In the modern world, we need to know how to find information, recognize information that can solve a problem, evaluate and organize information and use it effectively. If we are able to do all that, then we can say that we are information literate.

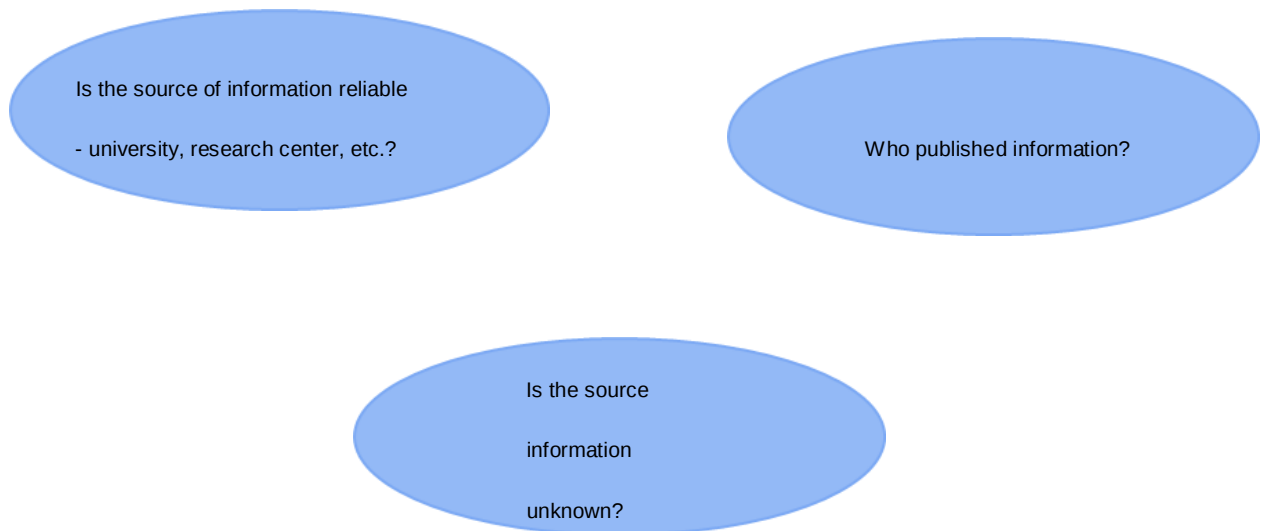
Digital literacy is also mentioned today. It refers to the ability to read and understand hypertext or multimedia texts, and includes understanding images, sounds and text. We are talking about information available via the Internet and about digitized material that is, for example, available in libraries. Specific skills covered by this term include making judgments about online sources, searching the Internet, managing multimedia content, and communicating over the network. In contrast to digital literacy, information literacy implies the entire world of information, including those in printed form. Therefore, it is a broader term than digital literacy because not all information is yet in electronic form, and the range of available digital content is modest compared to the amount of printed sources.

Look at the photos on the worksheet, name the source of information and determine which sources of information belong to the world of digital literacy. Determine the differences in the way information is transmitted from opposing sources. (Choose your 5 photos)

Think about the rule of three sources! Do you know what that is? Find it online.



The Internet enables us to find information from all areas of life. But if something is published on the Internet, it does not necessarily mean that it is true. Just as we critically observe the world around us, we must also be critical of the information published on the Internet. Being critical does not mean denying something. Being critical means verifying the information we have received. It is worth asking: What is the purpose or goal of the published information? What do the authors of the information want us to believe? What details and facts are missing that are important for the subject being written about?



On the Internet, the term domain means an area designated by a common name, that is, a set of available information of the same type and type. Your domain name is your address on the Internet. Study the meaning of domains on three examples chosen by the teacher. Do you visit any sites with the mentioned domains? Domains are grouped according to special criteria of similar pages. When we are looking for specific data, we check the domain and thus determine whether the source is suitable for our research. If, for example, we are looking for data for homework, a report or the like, we will look for educational content under the .edu domain.

Task 2.

Make a list of your favorite movies. Choose your favorite. Think about the features of the film that make you think that the film is good and of high quality. What did you find in the film that pleased you? Why would you recommend that movie to others? How would you support your claims? Find reviews about that movie online and compare them with your thoughts. Are the claims in these criticisms supported by evidence or does the author just want to convince us of his point of view without citing evidence.

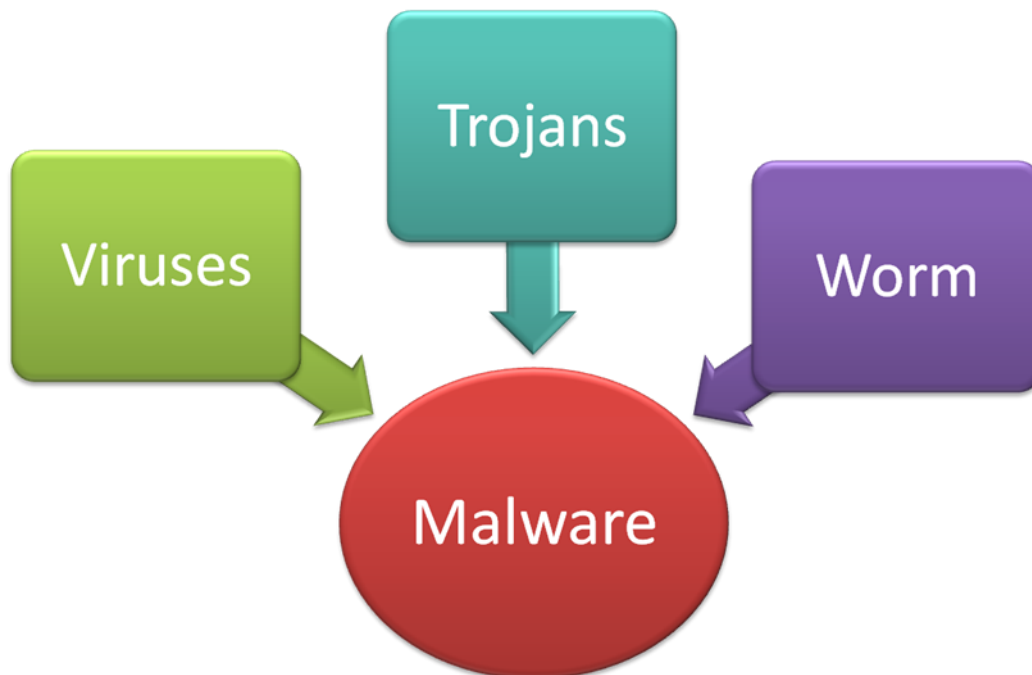
Recommendation for work: The teacher should / the teacher should: • know the terms: digital/information literacy, link, url, domain • explore the Internet in search of websites - sources of information • check links to determine whether they lead to websites • adapt to students topics for research according to their abilities • emphasize to students the importance of a critical attitude towards the information offered.

MALWARE (Malicious Softwer)

Of all electronic diseases, computer viruses are by far the most well-known. The reason for this is probably that the term computer virus in everyday speech often refers to various types of harmful, malicious programs called malware (malware is short for malicious software).

Computer viruses are just one of the harmful malware programs (besides viruses, there are also worms, "Trojans"...).

The picture shows the types of malware.²



Computer viruses

A computer virus is a malicious program that, when launched, can infect a computer in such a way that, without the knowledge of the computer user, it is copied into programs and files on the computer. With this procedure, the virus becomes part of the infected "healthy" program or document, and when that program is started, the virus is activated.

Viruses are spread from one computer to another through malicious program code via the Internet, attachments in e-mail messages or media such as USB, CD, DVD...

Computer worms

Computer worms are programs that reproduce themselves and spread through a computer network. Unlike computer viruses, worms do not require a file to "attach" to in order to work.

² Media published by Carnet:

<https://tesla.carnet.hr/mod/book/tool/print/index.php?id=6701&chapterid=1445>



How do worms spread?

Trojan horse

A Trojan horse is a form of malicious program that falsely presents itself to the user as a useful program in order to allow the user to install it. Once installed, the Trojan takes control of your computer and does damage to it. The term, for the sake of analogy, is taken from Greek mythology (in order for a Trojan to "enter" your computer, you have to miss it).

A common way to get infected with a Trojan is:

- by downloading infected software (keys for illegal use of commercial programs (cracks) are often infected with trojans)
- opening an e-mail attachment of suspicious content
- visiting "malicious" websites with video content
- through software vulnerabilities (if we do not update the software on our computers)

Antivirus and other anti-malware programs provide protection against Trojan horses. There are also tools that specialize exclusively in Trojan horses.

We can simply say that computer viruses act in a similar way to viruses in the human body, which attack healthy cells and gradually make them infected and sick. The only thing that distinguishes a computer virus from a biological virus is the fact that a computer virus is always written by a person - it cannot arise spontaneously.

How to protect yourself from electronic diseases?

In general, in order to protect ourselves from the infection of "electronic diseases", we use antivirus programs.

An antivirus is a program used to protect, identify and remove computer viruses and other malware programs. Modern antivirus programs are designed to protect the computer system from as many different possible malicious programs (viruses, worms, Trojan horses, spyware, adware...).

Once an antivirus program has been installed, it is necessary to constantly renew or update it. As new viruses and other harmful programs are created every day, and antiviruses only remove known threats, updating the antivirus program restores that antivirus, that is, it "acquaints" the antivirus with new possible threats so that it can recognize them if they reach your computer.

Some of the most famous antivirus programs are: Norton, Kaspersky, Avast, AVG, Microsoft security essential (free antivirus program for users who have the original Windows operating system on their computer).

Task for students:

1. Check which antivirus program you have on your computer and when you last updated it
(Start - Control Panel - Security Center)
2. If you do not have the option of automatic update of the antivirus program set, set it.
3. Check if there is any malware on your computer by running an antivirus program.
4. Check if you have set the automatic update of the Operating System and if not, set it up.

Cybersecurity in the Classroom: What Teachers Should Know³

Cybersecurity should not be limited to the classroom — virtual or otherwise. Since most home networks do not provide the same increased firewalls or protections offered by institutions, teachers and students [become more susceptible to hacking attempts](#) as they spend more time online. It is important to practice safe online behavior everywhere.

As a teacher, staying informed and learning the best practices to protect yourself and your students is always the best first step to take in cybersecurity. Below are the top five cybersecurity threats faced by teachers, as outlined in a [report by the Consortium for School Networking](#) (CoSN).

1. **Phishing:** These attacks leverage social engineering by exploiting human emotion to trick victims into giving up sensitive information such as passwords or credit card details. Over 90% of cyberattacks today start with phishing, according to CoSN.
2. **Distributed Denial-of-Service (DDoS):** These attacks occur when multiple systems flood the bandwidth or resources of the local servers. These attacks can [cost victims up to \\$40,000 per hour](#), while typically only costing around \$40 for cyber attackers to engineer.
3. **Data Breach:** A data breach is a security incident in which private or sensitive information (such as student data) is accessed without authorization. In fact, [student and educator data breaches were one of the most common cyber incidents experienced in 2019](#).
4. **Ransomware:** These threats involve hackers holding data hostage in exchange for money or other demands. According to a [report from the cybersecurity firm Emisof](#), the potential cost of ransomware in the United States reached over \$7.5 billion in 2019.
5. **IoT Vulnerabilities:** IoT (Internet of Things) devices such as laptops, smart home accessories and tablets often lack security or are not updated on a regular basis, making it vital for teachers to prioritize security when incorporating IoT devices into the classroom.

Now that you have an understanding of the cyber threats that educators face today, you might be wondering, what do I need to do to ensure myself, my school and my students are safe? Here are five steps you can follow to help prevent these attacks, provided by the Texas Computer Education Association:

³ Cybersecurity in education by <https://bootcamp.berkeley.edu/blog/cybersecurity-in-education-what-teachers-parents-and-students-should-know/>



Encrypt Your Data: Hackers today can obtain classroom data by intercepting it while actively in transit. By protecting your data using encryption, you can prevent cyber attackers from stealing the data that you send and receive.

Comply With Your Institution's Cyber Protocols: It is very likely your school already has cybersecurity measures in place to protect users. It is important to follow these provisions and contact your IT or Cybersecurity department if an issue arises.

Safeguard Your Devices From Physical Attacks: Always log out of your computer when you step away. To keep passwords safe, try to avoid writing them down or entering your credentials within view of someone else.

Back Up Your Data: If your work or institution requires the storage of student data, it is important to back it up to prevent attackers from targeting this private data in Ransomware-style attacks where you may be locked out until a ransom is paid.

Practice Good Password Management: It's easy to take shortcuts when it comes to passwords. A password management program such as LastPass can help you to maintain unique passwords for all of your accounts.

Privacy and content sharing⁴

Students will determine the advantages and risks of sharing content in the digital world. Through brainstorming, they will list and then select the most important questions that are useful to ask before publishing any type of content or information. Using defined questions, they will critically analyze examples of published content.

Objective and outcomes: • to determine the advantages and risks of sharing content • to observe the consequences of published content on a person's reputation • to critically analyze different published content • to think critically about one's own privacy and the publication of personal content

Recommendation for work: The teacher should / the teacher should: • become familiar with the content of the textbook for students and the handbook for parents • review the multimedia content *Who gambles with reputation* • prepare dice for the activity *Who gambles with reputation* based on the template • study the content of the 3rd appendix and multiply the text of situations for working in groups.

Task for students:

Do you know that when you choose a behavior, you always choose the consequences? Thanks to digital technology, we can easily share with others our ideas, thoughts, comments, information, photos, movies and anything else that interests us. In most cases, it can be very useful and fun. .Remember: • What do you most often share with your friends using digital technologies? • Have you

⁴ Made in the project *Pet za net*, co-financed by the European Social Fund in 2014, available on the website <https://petzanet.ucitelji.hr/>

ever been in a situation where you regretted something you posted?• Have you ever felt bad about something others posted about you?• Do you think about the possible consequences before you post?

Educational games about safety on the Internet

Although cybersecurity is not often associated with fun and games, learning about it can be! Cybersecurity games and activities are a great way to learn cybersecurity in a gamified learning environment which makes it fun and exciting. Check out these options for putting your cyber defense knowledge to the test during simulated security breaches and attacks. These selections include both free online cybersecurity games and corporate training-style simulations to round out your experience.

Choose one of the listed educational games each month, and as students, assign everyone to play one round. After the game, have them review what they learned and what the game encouraged them to do.

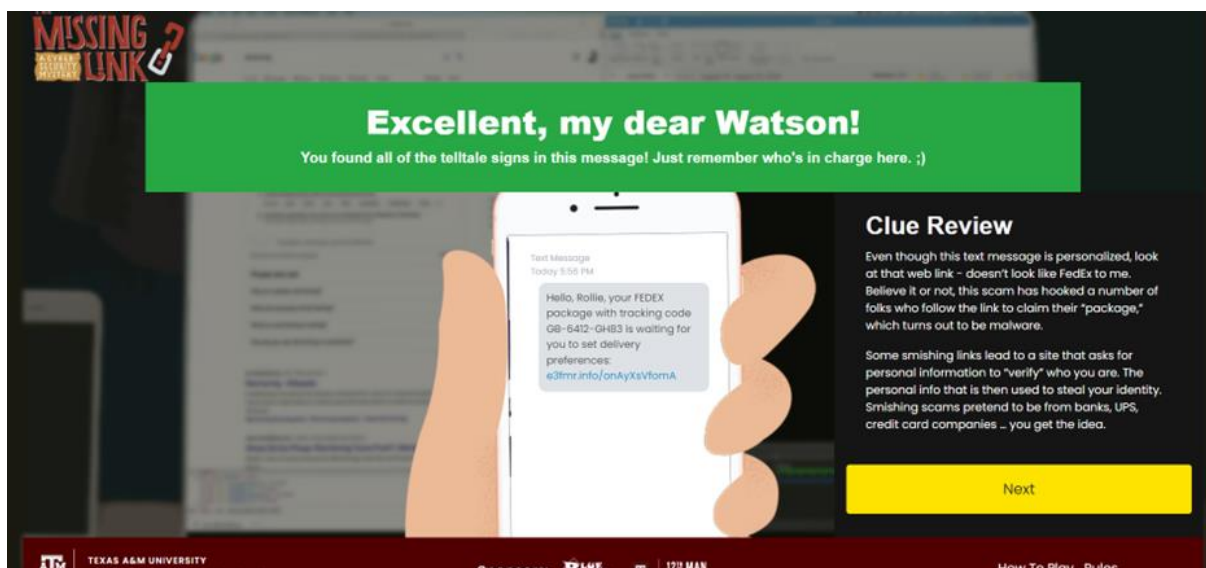
(teachers, try them all!)

1. Missing link game <https://it.tamu.edu/missinglink/>

The game is based on a detective game in which the main character is looking for his assistant who will solve his mystery. Through the game, students learn by trial and error about possible false information, spam that comes via e-mail, etc.

Social media influencer (and professor emeritus) Rollie Reed has disappeared! Private investigator Bobby Joe Bordeaux needs your help gathering clues to find out what happened.

Review email messages from Reed's computer to determine if they are phishing emails. Click on items within each message if you think they are suspicious. Then look through Rollie's office to see if you can find any clues.



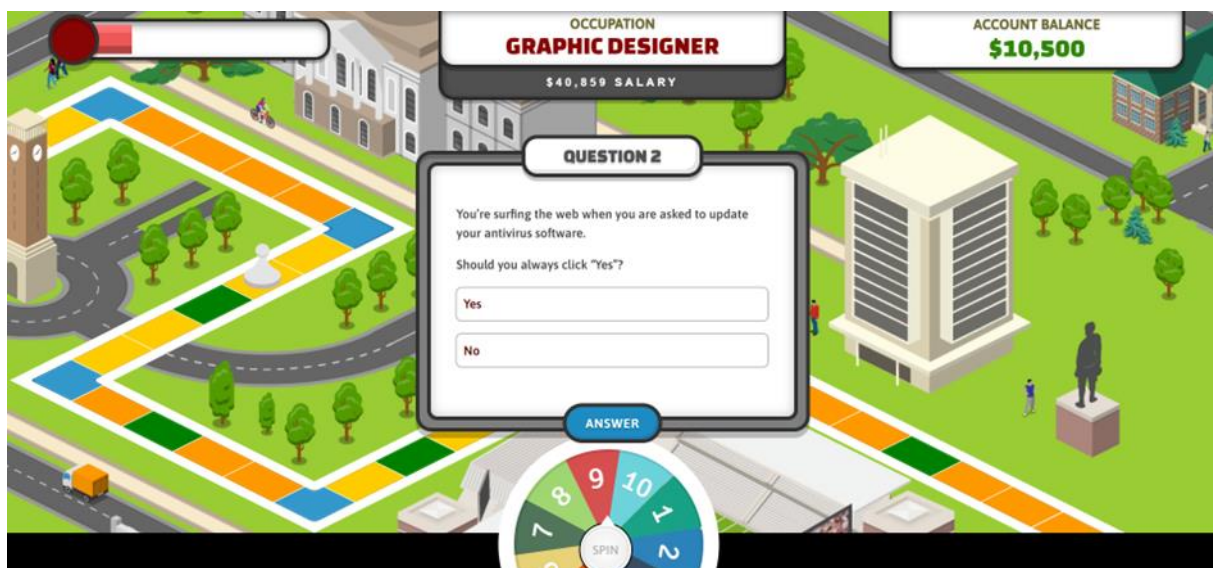
2. Aggie Cybersecurity Circus game <https://it.tamu.edu/cybercircus/>

“The Aggie Cybersecurity Circus” is designed to test cybersecurity knowledge and teach useful tips for staying safe online. The game can be played by anyone, but only Texas A&M students and employees are eligible for coupons and prizes.



3. Aggie LIFE game <https://it.tamu.edu/aggielife/>

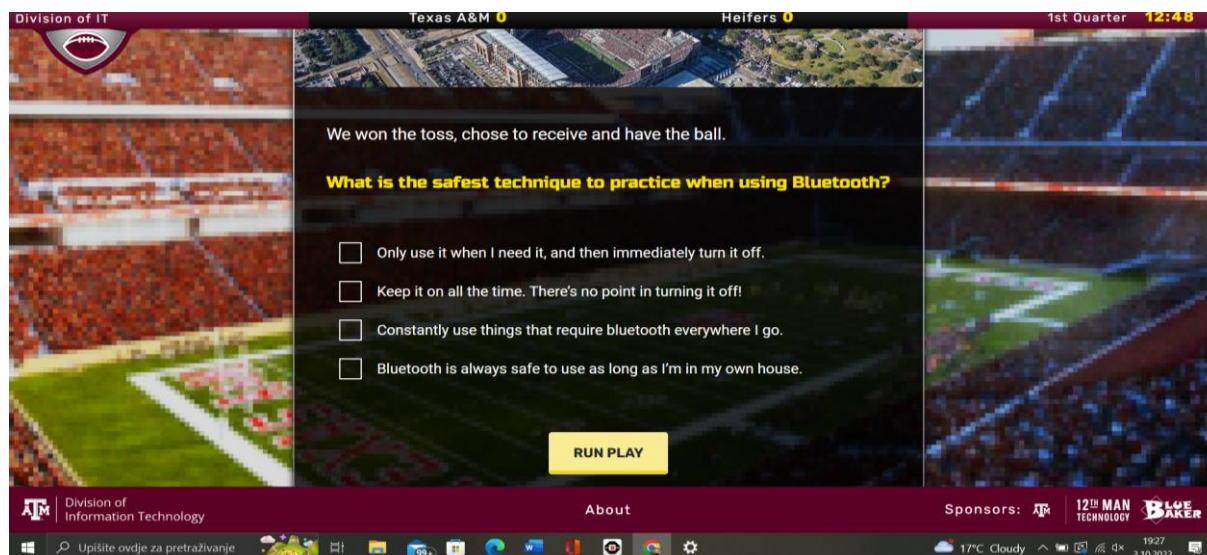
Aggie LIFE is an online board game designed to test cybersecurity knowledge and teach useful tips for staying safe online. Aggie LIFE is an online board game designed to test cybersecurity knowledge and teach useful tips for staying safe online.



4. Game Football Fever <https://it.tamu.edu/footballfever/>

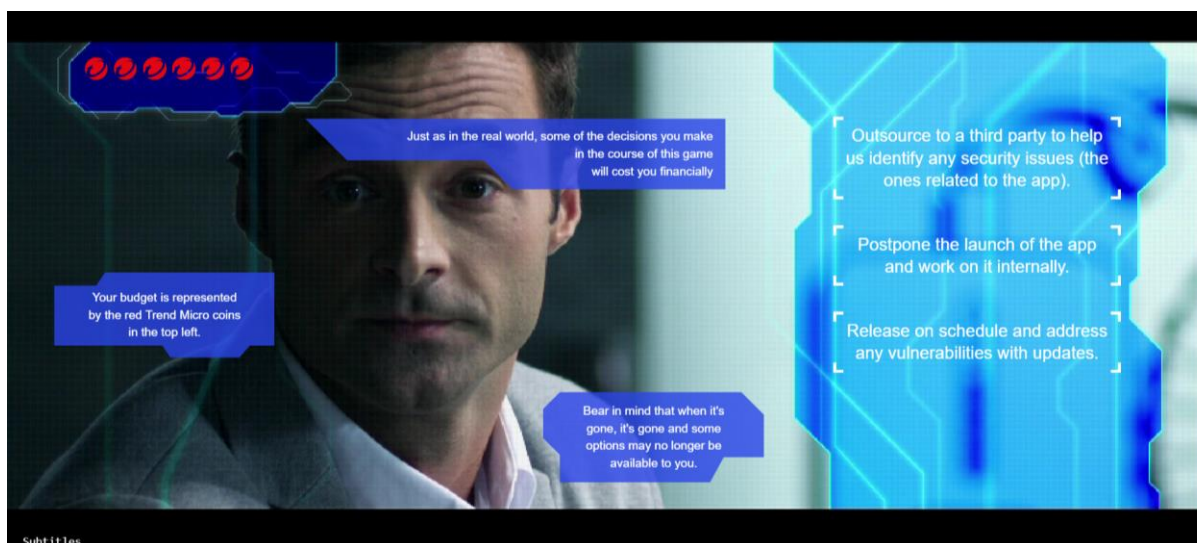
“Football Fever – Secure the Win” was created by the Division of Information Technology as part of Cybersecurity Awareness Month. The game tests your cyber smarts and teaches useful tips for staying safe online. Feel free to play our previous games at u.tamu.edu/games.

Guide the Aggies to victory over the Hack City Heifers. Answer cybersecurity questions correctly to strengthen your defense and take your offense to the end zone.



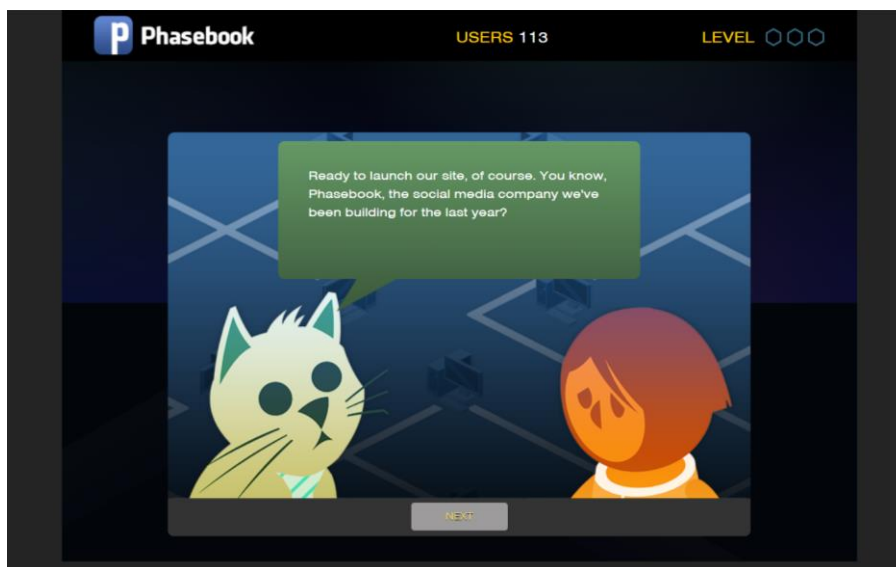
5. Targeted Attack: The Game <http://targetedattacks.trendmicro.com/>

Become the CIO of Fugle Inc. to determine what to do to protect sensitive company information in light of potential security issues. You'll start with a video intro and then launch into the game with your chosen strategy defining the path it takes. Spend your budget coins wisely as you take on this challenge! (it takes more time because contains many videos, almost like an PC game)



6. Game Cybersecurity lab <https://www.pbs.org/wgbh/nova/labs/lab/cyber/>

As the CTO of a start-up social networking company (options include the cleverly named Einstagram, SnapCat, WattsAmp, and Phasebook), you're in charge of cybersecurity during increasingly sophisticated attacks. Bolster your defenses to fend off foes in varying challenges that involve password and code cracking, and more.



7. Game of Threats <https://www.pwc.com/lk/en/services/consulting/cybersecurity/game-of-threats.html>

PwC's Game of Threats simulates a cyber-attack to help executives understand the key decisions that need to be made in short order. You can participate both as an attacker and as a defender as precious seconds tick by and your company's valuable information assets are on the line.

8. Defend the Crown mobile game <https://www.cisa.gov/cybergames>

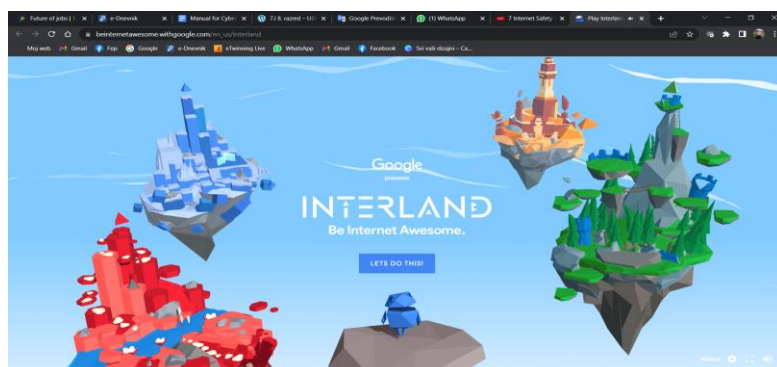
Test your skills and learn new strategies to defend against attacks. Choose from defensive options that mirror real-world cybersecurity strategies in Defend the Crown and see how well they perform against a crowd of ninjas trying to raid your castle.

9. Interland game for younger kids
https://beinternetawesome.withgoogle.com/en_us/interland

Trust Google to go all out when it comes to building awesome online experiences. Interland is part of Google's Be Internet Awesome Program, which has lots of great resources for parents and teachers to educate children about internet safety.

This game lets children play as a little robotic Internaut, learning all about cyberbullying, phishing, data protection, and more. This is taught through a variety of mini-games that are spread out across floating islands.

The educational content of this game is great, but kids are sure to love it because of its high production values and genuinely fun games. They might not even realize they're learning while having fun.



More games ideas for younger kids can be found on <https://www.makeuseof.com/tag/6-internet-safety-games-kids-cyber-smart/>

What to do?⁵

Students will talk about their activities and observed violence on the Internet. They will watch a film about violence on the Internet and discuss it, as well as share their bad experiences. They will play a game in which they will question their behavior and recognize the pressures they are exposed to.

Goal and learning outcomes:

- state and describe the consequences of electronic violence on a concrete example
- conclude what are the best ways to deal with electronic violence
- express one's own feelings
- recognize and name the feelings of event participants
- apply an appropriate way of dealing with electronic violence

Recommendation for work: The teacher should / the teacher should:

- understand the concept of electronic violence (cyberbullying), know the difference between peer (bullying) and electronic violence (cyberbullying): prevention, consequences, ways and methods of reaction
- watch the film and guess the answers to possible questions from the students
- explain to the students that the movie story was based on several different true stories
- introduce the students to the ways of misuse of technology and what answer the law gives.

Task for students:

Think:

- What is your favorite activity on the Internet?
- How do you talk?
- Which social networks do you use?
- What are your experiences in using social networks?
- What does cyberbullying mean? Give examples of electronic violence (cyberbullying). What can you do to stop this form of behavior?

Watch the video Let's fight together. (<https://www.youtube.com/watch?v=dubA2vhlIrg>)

Answer on questions:

⁵ Made in the project Pet za net, co-financed by the European Social Fund in 2014, available on the website <https://petzanet.ucitelji.hr/>



• What did you learn from the film? • What do people need to think about before putting information online? • What would you do? (Compare the notes you wrote before watching the film with the answers after watching.)

What is the best response to violence? See the content on these pages:

• Digizen.org • On Guard Online Stand Up to Cyberbullying • Common sense Tips for Kidspetzanet.HR/Modul4/poveznice. Share the roles and create a conversation between the characters from the movie: • Kim and Joe before what happened, their friendship • Kim and her friends are questioned by the principal • Joe's mother talks to someone about her concerns about Joe • Joe confides in his mother • Rob talks to Kim about Joe • The teacher contacts the server • Joe argues with Rob.

Play the game Digizen Briefly recount some of your bad experiences on the Internet. Change the sequence of events so that the outcome is positive. Divide the roles and create a conversation between the characters from the film.

Password manager

The last thing anyone needs right now is to have their Zoom, Twitter, Skype, Nest, or any vital account hijacked and stolen. Not only do you lose your connections and access to communication and community, but recovering anything with most companies is a nightmare.

The most common way account takeovers happen isn't some kind of hacker-magic mystery. It's almost always the result of re-using a password that you've used somewhere else, which was then exposed in a breach or hack attack on a different company. Of course, we seldom find out about these breaches until it's too late, which is why us security nerds are always annoying you by saying "don't reuse passwords" until you mute or report us for pestering you.

Password management is basically a nightmare. Making them, remembering them and having to create a new one when they expire when all you want to do is log in. Then there's always some security disaster making us have to reset our passwords again. On top of all that, it seems like every time we buy a lightbulb we have to make a new account of some kind. Nowadays, remembering every single password is impossible.

This all feels overwhelming, which is why so many people give up on password security before they even start. And old (bad) habits die hard, like using the same password for everything (or never changing them). Worse, many people will make the simplest, most hacker-friendly passwords around, like "123456." This house of cards is destined to come down in the worst ways, like through hacked video call accounts, identity theft, drained bank accounts, or hijacked email and social media profiles.

It doesn't have to be this way. Turns out, you can now be lazy, cranky and stay ahead of account hijackers, thieves, and creeps just by using a solid, reputable password manager.

You have two choices when it comes to securing your accounts and apps: Use a reputable password manager app, or manage your passwords yourself.



A password manager is an app for all your devices: phone, laptop, tablet and any browser you use. At the click of a button, the app securely autofills login information for all of your online accounts. It saves your username and password combinations in an encrypted vault and creates an easy, secure way to access all of your accounts on any device. Your 50 million passwords are all searchable and you can add notes for each account, like answers to your security questions. All you have to do is remember one master password that acts as the key to your password manager application.

Before we talk about choosing a good password manager and getting it set up, let's look at what you'll need to know if you decide to keep doing it yourself. Not everyone will feel comfortable using just one app for all their passwords, and that's understandable. Many people worry that, while incredibly secure, having a password manager as a single point of failure in their defenses means putting more trust in the manager than they're comfortable with.

DIY password security

Doing password management yourself isn't an unusual choice. But it will take extra work to keep your accounts protected and up to date with security changes (like sudden prompts to change your password).

Make sure all of your accounts have the highest level of log-in security that's available. If you can add security questions, activate two-factor authentication (2FA; also called multi-factor authentication or MFA), and take the time to drill down into each account's security settings to make it as protected as possible.

Next, get your password hygiene in order. Do you use the same password on a bunch of accounts? Stop doing that. Go to each of those accounts and make a new password that is strong and hard to crack.

If you look around online, the long lists of "rules" to make passwords stronger and attack-proof can be confusing and overwhelming. It doesn't help that each dumb, little "enter your new password" box seems like it has a bizarre and sometimes contradictory set of rules. If you get stuck trying to make the "new password" box happy with a new combination or passphrase, try using a free password generator from a trusted security company, like [LastPass](#) or [Norton](#).

How to make (and keep) strong passwords

- Make passwords that are at least 12 to 16 characters long.
- Don't use pet or family names, your address, Social Security number, birth date or other personal information.
- It's annoying but you must never recycle or reuse a password.
- Use password phrases (usually six or more words long) for the best security.
- Include capital letters, numbers and symbols if the app or site allows it.
- Change your passwords every three months or if there's a security incident.
- Don't let Chrome, Firefox, Safari or any other browser save your passwords for you.

Once you've got your passwords set, you'll need to protect them by having good password hygiene. If you must copy them down anywhere, make sure they are difficult to access. Don't tell anyone your passwords, and block "shoulder surfing" by covering your screen as you enter a password to make sure no one's watching you.



Doing it yourself safely is possible if you don't mind the extra work and can stay vigilant. But you can avoid doing all of that password legwork by letting a secure password manager do it for you.

How password managers work

It's important to understand that password managers are a line of much-needed self-defense for our own security. I probably don't need to remind you that most companies can't be trusted with your security or privacy. Companies get hacked [all the time](#), and they [don't like to fess up](#) about it. Many prominent sites that routinely collect consumer data have [inappropriate](#) or [dangerously lax password practices](#). A manager helps you stay ahead of other people's mistakes.

Like I mentioned in a previous section, password managers protect your accounts by storing your login information in an encrypted vault, in addition to a secure backup location of your choosing, like Dropbox or an external hard drive.

No one can open your password vault or backup unless they have access to it (meaning the app's encryption keys) and know your master password. This makes it next to impossible for anyone to accidentally discover your passwords like they could if you saved them in a text file. These managers allow you to easily create complex passwords automatically, and the manager will remember them for you.

Password managers also have a cool feature where they can create a randomly generated, robust password for you with the click of a button. With one click, a password manager will make you an excellent new password, following current guidelines and conventional wisdom to make them secure.

They can also perform password-cleanup chores, such as when you want to eliminate re-used passwords. These handy apps help you find weak, old, or duplicated passwords and change them. Some managers will notify you when one of your accounts is part of a breach. Some, like [1Password](#) and [LastPass](#), will even tell you when a site you use has been breached or hacked so you can change your password before anything terrible happens.

The best password manager apps

So you've decided to use a password manager, but where do you start? Well, first, decide which one you want to use. Make sure it's reputable and that it's one you pay for. Free password managers are shady; if it's free, there's going to be a catch like bugs, dirty data practices or a lack of support should anything go wrong. Think of it like insurance: a necessary evil, though at least it's only a few bucks a month, and password managers are certainly more reliable and directly beneficial than making a claim after a car wreck.⁶

⁶ https://www.engadget.com/best-password-managers-130023333.html?guccounter=1&guce_referrer=aHR0cHM6Ly9ib290Y2FtcC5iZXJrZWxleS5lZHUv&guce_referrer_sig=AQAAAHN5M4nPRylbnH45p-Pygt6i-RpjB19OoO9ctt1ChEhoB8pZRXn4MkelV147yZ_7OL6A2DaHDfyHZljDZkH-EVsl8MgCbvkAnz9pgWlHKA_EtV9Y0uqk1gbtCc-Cokin3U7QlYTsYWR-bj6yFyjDvhFeljV71-s4or5EVUf6LhOD



Choose your words carefully

Students will discuss the dangers of engaging in communication with an unknown person on the Internet. They will watch two films about the consequences of violence and discuss them. They will express their own opinions. It will identify response options and assistance strategies.

Objective and outcomes: • to explain the term grooming • to raise awareness of the danger of engaging in communication with an unknown person • to determine the difference between online and offline friends • to see the possible consequences of violence and to determine help strategies

Recommendation for work:

The teacher should / the teacher should: • suggest to the students that in the event of an unpleasant conversation with a person, they can end the conversation, block contact with that person or report him/her • advise the students to tell the abusive person that they guard the conversations with them (they can intimidate them) and that be sure to preserve the evidence • point out to students that they refuse to answer questions of a personal nature • explain to students that they have the right to report an abusive person and that the police can contact the company that owns the chat page and find out more about the abuser • emphasize that they should not be afraid to say No! and that it is a good tactic to ask: Why do you want to know? report such a case to a trusted adult or the police.

Task for students:

Watch the film <https://stopthebully.eu/videos/> and <https://youtu.be/lqCe6CuHC64> and answer the questions:

- What are the ways in which someone wants to gain our trust? • What do you think about talking to strangers now? • What can you do?

Also consider the following:

- After watching the movie, are you more aware of the risks of online communication with someone you've never met in the real world? • Would you give your personal information to someone you don't know or meet someone you met online without telling anyone? • If you are worried about a person you met online, who will you confide in? To whom? • What are the strategies to help? • What is the best advice for young people when it comes to talking to strangers on the Internet?

Prevalence and habits of sexting among children

In recent years, sexting is an area that is increasingly researched, especially in the population of children and young people, where it can be associated with risky behaviors. The term sexting is a composite of the terms sex and texting. The broadest definition of sexting implies that it is behavior that includes sending, receiving and/or forwarding sexually suggestive or explicit content that includes written messages, personal or other people's photos or videos via mobile phone or the

Internet⁷ (Barrense-Dias, Berchtold, Surís and Akre, 2017; Gordon-Messer, Bauermeister, Grodzinski, & Zimmerman, 2013).

Today's adolescents are very early exposed to sexualized content on television or through traditional and modern social media. However, just as often they hear advice about not sharing their (semi) nude content. While surrounded by conflicting messages, do today's youth record their explicit content and to whom do they send it?

It is often heard in conversations that sexting is ubiquitous and is accepted as such. Accepting sexting as an established activity among young and old sends the message that everyone is sexting. Education about online safety and privacy, conducted by adults, can send a slightly different message - not everyone sexts and it's okay if you don't want to send your photos! On the other hand, Internet Matters conducted The Cybersurvey in which 14,994 children between the ages of 11 and 17 participated in the UK. That research showed that one third of boys (2,326) aged 11 to 17 expect sexting in romantic relationships and openly discuss sharing private photos. As for girls who sext, 2,890 of them (41%) state that the reason for sending explicit content is that they are in a romantic relationship and because they wanted to do it. Other reasons are sending for fun or because they thought they looked good.

Emotional needs often underlie posting large amounts of content on social networks with the goal of seeking approval and acceptance. Such emotional vulnerability and neediness make young people the targets of abusers. Research shows that a child will turn to a friend rather than an adult if he finds himself in an unpleasant situation or if violence is perpetrated against him. Precisely such risky situations for the child were more difficult to detect during the epidemiological crisis. Namely, due to difficult contact with children and young people, it was more difficult to see the need for help and support, and therefore to provide it. How many children have experienced abuse (online or offline) without us even realizing it?⁸

In the research of The Cybersurvey, almost one in five people, who shared their explicit photos, experienced blackmail with the aim of continuing to send content, were abused or attacked. A third of explicit content featuring children was published as a result of blackmail and coercion, and in most cases girls between the ages of 11 and 13 were recorded on these content. Live streaming is an increasingly common phenomenon among young people, and Internet Matter reports that children between the ages of 6 and 13 are already using live streaming options. According to the NSPCC, one in ten children were asked to undress during live streaming. Furthermore, other people's explicit content can be shared out of revenge or anger after a romantic relationship ends, which is called revenge porn. Loss of control over one's contents and possible misuse can leave serious emotional consequences for the victim. Photos can be rearranged and spread on the Internet as such. It can therefore be concluded that there is a wide range of possible abuse of explicit content about which children are not sufficiently informed, or they consider the risks to be negligible.

Probably, reading this kind of information causes discomfort among parents, but the reality is that young people look up to and appreciate popular people and follow influencers who pose, sing or dance provocatively. In a sexualized environment where the emphasis is solely on physical appearance, advice aimed at neglecting the importance of a youthful and attractive appearance will have a harder time finding fertile ground. Although they are advised to do one thing, our adolescents are surrounded by parents and close people who watch online content focused on sexual context -

⁷ <https://hrcak.srce.hr/clanak/377304>

⁸ <https://sini.hr/2020/06/postaje-li-sexting-uobicajena-pojava-medu-djecom-i-mladima/>



for example, reality shows or TV series that say that the appearance of the body is the most important part of their personality, and thus the ticket to society. You are what you post, right?

The usual advice that adults send to adolescents is usually "don't drink water" because children are not familiar with people who have experienced negative consequences of sending their explicit photos or because the advice does not include the characteristics of their reality. European research shows that 75% of children who sent their explicit content did not experience any negative consequences. Those who are in long-term romantic relationships do not see why there is so much panic about sexting. This is supported by the data that children and young people continue to accept unknown people on their friend lists on social networks. But if we look at the surroundings of these children, we can notice how they are surrounded by parents, older brothers/sisters or friends who spend time on online dating sites and talk to people they don't know in the real world. So how can we expect children not to do the same as us? In this way, the credibility of adults and trust in them can be undermined.

Sharing explicit content creates room for a worrying risk of experiencing unpleasant consequences. Photos, which are usually shared naively, can be shared with millions of users with one click who may not have good intentions. The importance of informing about such topics is more and more important every day, especially due to the observed increased level of crime in recent months. Namely, IWF (The Internet Watch Foundation) points out that during April, during the isolation caused by the epidemiological crisis, 8.8 million attempts to visit contents of sexual exploitation and abuse of children were recorded in the UK. The National Crime Agency (NCA) has announced that they estimate there are at least 300,000 users in the UK who pose a sexual threat to children, through physical or online violence. Unfortunately, excessive sharing of content and signs of need make children and young people vulnerable to becoming victims of violence and falling into the traps of abusers.

One goal is ultimate – to find a supportive and nurturing way to talk to adolescents about these risks. It is extremely important to familiarize young people with the advantages and risks of the online world and to emphasize the importance of giving consent and mutual respect in romantic relationships. Also, it is necessary to be aware of the motives for which people sext and the potential risks of such behavior. Therefore, it is clear that it is not an easy task to find a balance between a conversation that will not frighten children, and at the same time will provide them with the necessary information and support.

What young people see on their small screens and what they experience (individually or vicariously) is the fact that sexual content is all around them and that nothing bad happens to the majority who share that type of content. We should not be surprised by the ineffectiveness of the advice "Don't publish your explicit content", either. Problems related to the sexual experience of oneself and relationships with others are very complex, and often setting rules that young people "must" follow is not a sufficiently effective tool. Rather than setting rules, sex education and online safety education are highly desirable topics that should be addressed.

Workshop for students

Students will watch the film and discuss the film. They will talk about sexting. The final part will determine the consequences of sexting and personal responsibility.

Goal and outcomes: explain the concept of sexting • determine personal, social and legal consequences • develop responsibility as one of the characteristics of a digital citizen



Recommendation for work:

The teacher should / the teacher should: • point out to the students that sexting is a risky behavior and that the consequences can be personal, legal and social • highlight the responsibility of those who send inappropriate images as well as those who view, share or distribute them • emphasize to the students that the images nude minors can be considered child pornography • introduce students to the law that protects children from abuse and violence by adults • highlight to students the importance of a friend or person they trust and from whom they can ask for help at that moment.

Task for students:

What is sexting? Are there known cases of sexting with famous people? Is sexting present among your peers? How would you feel if your photos of such content reached your friends, family and teachers? Watch the movie <https://www.youtube.com/watch?v=SSOUQRNWr3Y>

Conclusion: • Is sexting a risky behavior? What are the risks? • What consequences can sexting have on the reputation of the person in the picture? • How can you help a friend? • Are there people at home or at school whom you trust and from whom you can ask for help? Is your opinion at the end of the lesson the same as your opinion at the beginning of the lesson?

watch out for the risks of anonymous image sending apps. Read the publications of the Brave Phone. Read So You Got Naked Online - tips for young people.

Think:

• Why is sharing content online risky? • Is it important to think carefully before sending content online? • How can you help those who need help? • What will you do if you get such a message? • How to respond to peer pressure?

Consequences of sexting

Emotional You may feel guilty and regret what you have done. You may feel ashamed or isolated due to the negative reaction of the environment towards the participants when the content becomes public. Emotional difficulties affect sleeping, eating, attending classes and other activities. Health problems lead to depression, isolation, anxiety, suicidal thoughts and suicide attempts. Legal Sexting can have serious legal consequences. Social consequences and reputation. Reputation can be seriously damaged. It can also have a negative impact on the future, for example when enrolling in college or applying for a job.⁹

⁹ Made in the project Pet za net, co-financed by the European Social Fund in 2014, available on the website <https://petzanet.ucitelji.hr/>