

The Respect Effect

Connecting and Communicating Online

A Junior Cycle SPHE
Unit of Learning



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About Webwise



Webwise is the online safety initiative of the Department of Education and co-funded by the European Commission.

Webwise promotes safer, better internet use through awareness raising and education initiatives targeting teachers, children, young people and parents. Webwise develops and disseminates resources that help teachers integrate digital citizenship and online safety into teaching and learning in their schools. Webwise also provides information, advice, and tools to parents to support their engagement in their children's online lives. With the help of the Webwise Youth Advisory Panel, Webwise develops youth-oriented awareness raising resources and training programmes that promote digital citizenship and address topics such as online wellbeing, cyberbullying and more.

Webwise is part of Oide, a new support service for teachers and school leaders, funded from the Department of Education.

The Irish Safer Internet Centre

Webwise is part of the Safer Internet Ireland consortium and partners with ISPCC Childline, Hotline.ie and the National Parents Council (NPC) under the umbrella of the Irish Safer Internet Centre to provide a range of complementary online safety services.

The Irish Safer Internet Centre (SIC) vision is a positive and inclusive digital world where children are safe and protected.

The Irish SIC is a partnership of four leading organisations with a mission to make the Internet a better place for children and young people, under

the co-ordination of the Department of Justice, Cybercrime Division.

As one of 31 Safer Internet Centres of the InSafe-InHope Networks, the Irish SIC contributes to the Better Internet for Kids (BIK) core service platform to share resources, services and practices between the European Safer Internet Centres and advice and information about a better internet to the general public. In line with the European Commission's Better Internet for Kids+ strategy, the key vision behind the BIK core service platform is to create a better internet for children and young people.

Acknowledgments

Webwise would like to sincerely thank all of those involved in the development of this resource; the members of the PDST Digital Technologies Team and the PDST Health and Wellbeing Team, the PDST Research and Design Team, the Inspectorate of the Department of Education, the National Council for Curriculum and Assessment, and Suzanne Graham.



Foreword from Minister Norma Foley TD

Every day, close to a million children in Ireland attend our schools.

For the vast majority, school represents a safe space, a secure environment where growth both mentally and emotionally is nurtured in a caring environment. It is a place where social skills develop and bonds of friendship are forged for life. For some, however, issues of bullying remain an unacceptable reality. This is, unfortunately, the case despite the very best efforts of everyone within the education sector.

Earlier this year I launched Cineáltas (Kindness), the Department's updated Action Plan on Bullying. This new plan has drawn on the Wellbeing Policy Statement and Framework for Practice 2019, UNESCO's Whole Education Approach, as well as on national and international research and best practice. It draws from the lived experience of the diverse range of students who participated in the steering groups and the expertise and experience of the Steering Group.

Cineáltas is practical, inclusive and contains a broad range of actions which help us all to work together towards a diverse, inclusive Irish society which is free from bullying in all its forms and where individual difference is valued and celebrated. Our vision is to provide schools with the tools necessary to target and tackle cyber bullying, racism, gender identity bullying or sexual harassment, among other areas.

Cineáltas is about fostering from an early age a spirit of inclusivity where each child knows that kindness and empathy is every bit as important as algebra and reading. It provides a roadmap for all our school communities to ensure that kindness is extended to all our students, without exception, because actions must truly be stronger than words.

I am pleased beyond measure to welcome the introduction of The Respect Effect – a Junior Cycle unit of learning which will provide teachers and students alike with an impactful and enduring resource to support in their work and their actions to address bullying in schools.

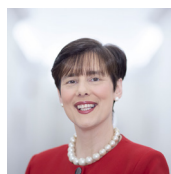
The Respect Effect has been developed to ensure it will support teachers in comprehensively addressing the learning outcomes within the Junior Cycle SPHE course which relate to online bullying and abuse behaviour. Its contents have been reliably informed by the latest national and international research, as well as by the many submissions made to the Anti-Bullying Steering Committee (of which Webwise was a member).

This resource will support the implementation of Cinealtas. Furthermore, it also supports the Digital Strategy for Schools and updated Junior Cycle SPHE Curriculum.

Students and young people are at the heart of all that Webwise do and The Respect Effect aligns strongly with this ethos. It recognises the complex nature of the online world and the benefits and challenges it presents to young people, not least in terms of how relationships can be conducted in this space.

As they progress through their learning, Junior Cycle students studying this unit will be positively empowered to take action against online bullying through their own actions and behaviours. They will be equipped with the skills, confidence and knowledge needed to transform their school's culture and provide support to their peers.

To ensure bullying in our schools can be effectively responded to and prevented, the interconnectedness of the school with the wider community is vital. The Respect Effect is complemented by free training for teachers which has been developed by Webwise and the Department of Education and is available online at: webwise.ie/cyberbullying-guidance/. In addition, a wide range of further training material is available for teachers, students and parents through the Webwise Internet Safety Programme at www.webwise.ie.



Norma Foley TD
Minister for Education



This anti-bullying educational resource is designed to support teachers in addressing the learning outcomes within the Junior Cycle SPHE course that relate to online bullying and abusive behaviour and to empower students to take action against online bullying, through their own positive actions and behaviours.

Students will be able to

- 1.8 reflect on the meaning and importance of empathy and discuss ways that it can be expressed
- 2.7 assess the benefits and difficulties associated with their online world and discuss strategies for dealing with a range of scenarios that might arise
- 2.8 discuss how to share personal information, images, opinions and emotions in a safe, responsible and respectful manner online and in person
- 3.3 identify signs of healthy, unhealthy and abusive relationships
- 4.6 recognise different kinds of abusive and bullying behaviour that can occur in interactions online and in person
- 4.7 explain why noticing and responding to different kinds of abusive or bullying behaviour that can occur in person and online is important and discuss appropriate responses including, why, how, where and when to report
- 4.8 identify actions young people can take, without putting themselves at risk, in situations where they are aware of incidents of abusive behaviour or bullying happening and explore the barriers to standing up

There will also be opportunities to address additional learning outcomes from the other strands in line with the three cross-cutting elements that support effective teaching and learning in SPHE. These lessons support students to become more self-aware and aware of others, including opportunities for classroom dialogue, and prompts for students to reflect.

The aim of this educational resource is to empower students to recognise and take action against online bullying, through their own positive actions and behaviours and through helping to create an anti-bullying environment on a school-wide level. It sets out to foster empathy, respect and resilience and to help young people to understand the consequences of their actions and the impact of cyberbullying on all involved. The learning activities aim to develop students' social and emotional literacy in the online environment and to promote critical thinking and responsible digital citizenship.

This educational resource should be used as part of a whole education approach to preventing bullying. In delivering these lessons teachers are embedding anti-bullying education within the SPHE curriculum for junior cycle students.

You can use this resource:

- to address the anti-bullying learning outcomes of the updated SPHE Junior Cycle course;
- to meet the education and prevention strategy requirements of the Cineáltas: Action Plan on Bullying;
- to encourage positive and safer use of technology by young people;
- to empower young people to take ownership of addressing the issue of bullying in their local environment through running awareness campaigns;
- to engage students in the development of a school's Anti-Bullying Policy and also its Online Safety Guidelines and Acceptable Usage Policy (AUP).

Lessons

Lesson 1. **Connecting Online**

In this lesson students will assess the benefits and potential drawbacks of using digital media to navigate friendships and relationships. They will begin to consider the broad spectrum of online behaviours including the potentially harmful side of connecting online, particularly cyberbullying.

Lesson 2. **Understanding the Impact**

This lesson will provide students with an understanding of the implications of bullying behaviour online. It will give students the opportunity to reflect on the problem of bullying behaviour online and help them to understand the effects that cyberbullying can have.

Lesson 3. **Behind the Screen**

This lesson will give students the opportunity to probe more deeply into the nature of online communication and how it differs from traditional offline methods by looking specifically at issues around anonymity and invisibility online. It will consider the phenomenon of online disinhibition and why people may choose to act or communicate differently online to how they would in person.

Lesson 4. **Showing Empathy**

This lesson considers how empathising with others can enable us to prevent and respond to bullying behaviour, both online and in person. Students will gain an understanding of the importance of showing empathy in their online interactions and ways that empathy can be expressed.

Lesson 5. **Only Messing**

In this lesson students will discuss what subtle forms of bullying behaviours look like online and how to distinguish between banter and bullying behaviour. Students will recognise the signs of this behaviour and develop strategies to respond appropriately if they encounter subtle forms of bullying behaviour online.

Lesson 6. **Taking Action: Upstanders and Allies**

This lesson examines the roles people play when bullying happens, the impact a bystander can have and develops strategies to safely report and support targets of online abuse.

Lesson 7. **Navigating Friendships**

This lesson will help students recognise healthy friendships and relationships online moving forward and will also explore how to recognise signs of unhealthy online communication habits and expectations.

Lesson 8. **Report: #UptoUs**

In this lesson students will know how to report bullying behaviour online and will know what reporting involves. They will analyse and refine their school's Anti-Bullying Policy and AUP to help improve the school's policies in supporting students in the online environment and becoming responsible digital citizens.



Section One

Information for Teachers on Bullying Online



What is Bullying?

As outlined in Cineáltas: Action Plan on Bullying 2022, the Department of Education defines bullying as: Bullying is targeted behaviour, online or offline, that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.

There are many different methods of bullying behaviour including physical, verbal and relational forms, and it can take place online and offline. There are also many different motives for bullying behaviour which can be understood on an individual level (for example desire for dominance, status, revenge) and/or on a societal level (for example identity-based bullying such as racist, disablist, sexist or LGBTQ+ bullying). Bullying behaviour in schools is often strongly influenced by attitudes, behaviours,

norms and power dynamics that are deeply ingrained in our society. The core elements of the definition are further described here:

A. Targeted behaviour:

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the child or young person displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. The harm can be physical (for example personal injury, damage to or loss of property), social (for example withdrawal, loneliness, exclusion) and/or emotional (for example low self-esteem, depression, anxiety) and can have a serious and long-term negative impact on the child or young person experiencing the bullying behaviour. If the repeated harm is real for the child or young person experiencing the behaviour but unintended by the other child or young person, this is not bullying but, importantly, must still be addressed under the school's Code of Behaviour.

B. Repeated behaviour:

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying, but must still be addressed under the school's code of behaviour. **Posting a single harmful message/image/video online which is highly likely to be reposted or shared with others can however be seen as bullying behaviour.**

C. Imbalance of power:

In incidents of bullying, the child or young person experiencing the bullying behaviour finds it hard to defend themselves as a result of the abuse of a real or perceived imbalance of power. This imbalance of power may manifest itself through differences in size, strength, age, ability, peer group power, economic status, social status, religion, race, ethnic origin including membership of the Traveller and/or Roma communities, sexual orientation, family circumstances, gender, gender identity, gender expression, experience of the care system, disability or the receipt of special education. In incidents of online (or cyber) bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/images/video, and the inability of the targeted person to remove offensive online material or escape the bullying.¹

Young People's Use of the Internet

Children and young people are immersed in the digital environment and enjoy **extensive and continuous access**. Having a personal digital device extends across all age groups. Three quarters of all 9–17-year-olds connect daily, spending an average of 2.1 hours online weekdays and 3.4 hours online per day during weekends.

Children and Young People's Attitudes to the Digital Environment

When asked, children are largely positive in their attitudes towards the digital environment

- **Nearly half of 9–10-year-olds have their own digital device:** 41% of 9–10-year-olds (the youngest group in this survey) own a smartphone; 47% a games console and 44% a tablet device.
- **Most children are positive about the digital environment:** 44% say it is very true and 39% say it is fairly true that there are good things online for their age.
- **Social media use is also pervasive; nearly 90% of 15–17-year-olds use social media.**
- **Children and young people are also positive about their digital skills** and score an average of 7.3 out of 10 on the Internet Skills Scale. This ranges from an average of 5.1 for 9–10-year-olds to 8.7 for 15–17-year-olds.
- **Children have mixed views though when asked if they feel safe online:** 41% say they feel 'very safe' and 40% 'rather safe'; but 11% say they feel 'not so safe'.²

Online Bullying

The same report found 17% of 9-17 year olds reported that they had experienced some form of bullying, either online or offline, in the past year. The highest number of reports came from 13–14 year olds, 22% of whom report having been bullied in the past year. Furthermore, 11% of all children say they have experienced cyberbullying in the past 12 months with 18% of 13–14 year olds reporting the highest levels of being cyberbullied. The data suggests that girls are more prone to being bullied and experiencing online safety issues (NACOS, 2021).³ Similarly a WHO Report "Spotlight on adolescent health and well-being" found cyberbullying disproportionately affects girls. Over 1 in 10 adolescents in the study reported having been cyberbullied at least once in the past two months.⁴

¹ Cineáltas: Action Plan on Bullying, Department of Education 2022: <https://www.gov.ie/en/publication/52aaf-cinealtas-action-plan-on-bullying/>

² National Advisory Council for Online Safety: Report of a National Survey of Children, their Parents and Adults regarding Online Safety 2021: <https://www.gov.ie/pdf/?file=https://assets.gov.ie/204409/b9ab5dbd-8fdc-4f97-abfc-a88afb2f6e6f.pdf#page=null>

³ National Advisory Council for Online Safety: Report of a National Survey of Children, their Parents and Adults regarding Online Safety 2021: <https://www.gov.ie/pdf/?file=https://assets.gov.ie/204409/b9ab5dbd-8fdc-4f97-abfc-a88afb2f6e6f.pdf#page=null>

⁴ Inchley J, Currie D, Budisavljevic S, Torsheim T, Jåstad A, Cosma A et al., editors. Spotlight on adolescent health and well-being. Findings from the 2017/2018 Health Behaviour in School-aged Children (HBSC) survey in Europe and Canada. International report. Volume 2. Key data. Copenhagen: WHO Regional Office for Europe; 2020. Licence: CC BY-NC-SA 3.0 IGO.

BelongTo's 2022 Irish School Climate Survey found that although we are making some progress in providing safe and supportive school environments for lesbian, gay, bisexual, transgender, and queer (or questioning) (LGBTQ+) students, there is still a great deal of work to be done by all members of our school community. LGBTQ+ students still face challenges, including; negative treatment, hearing homophobic remarks members of the school community, school retention and completion concerns, and unsafe spaces within schools (BelongTo, 2022). Of the LGBTQ+ students who completed the survey 76% indicated they "feel unsafe in school".⁵

Both Irish and international research shows that physical appearance is the most common reason for being bullied, with race, nationality and skin colour as the second most common reason. Children from poorer families, migrants, and those who are gender non-conforming have also been found to be more vulnerable to bullying behaviour (UNESCO, 2019).⁶ These factors are not always unconnected to each other, as such intersectional and intra-ethnic factors often contribute to how bullying is experienced (Kuldas, Foody, O'Higgins Norman, 2022).⁷

Understanding Online Bullying

There are a few psychological factors that conspire to make cyberbullying more difficult to deal with than traditional offline bullying.

Disinhibition means that because young people aren't directly confronted with the negative consequences of bullying behaviour they have fewer qualms about getting involved online. Young people posting messages on the internet do not feel as responsible for their actions or words as they might otherwise. They also tend to disclose more intimate information about themselves online, when they are in a condition of heightened private self-awareness that they get when they are online. The issue is further clouded by the fact that this generation of young people is dealing with a massive amount of communications that don't have the nuances of tone of voice or body language – two factors that play such an important role in how we interpret messages.

Anonymity is another feature of the internet that can have particular consequences for cyberbullying. Being able to act and communicate anonymously online removes some of the constraints that would otherwise prevent children from getting involved in these situations. It lessens the fear of negative consequences for the perpetrators and increases the psychological distance between them and their actions. In most cases, cyber-bullies know their targets, but their targets don't always know the identity of their cyber-bullies. This can lead to children and young people being suspicious of, and alienated from, all their peers. The nature of digital media means that we are connected to billions of people and that content can be shared with all of them instantly. This means that things can quickly get out of hand online, leading to cyber-mobbing. It can be overwhelming for individuals who are on the receiving end of negative comments and even quite damaging when embarrassing content about them is circulated.

Finally, the fact that the distinction between bystanders and active participants can be less distinct in the context of online bullying also makes cyberbullying more difficult to deal with than traditional offline bullying. The **bystander effect** refers to incidents where an individual in need of help is not assisted by an onlooker because the onlooker assumes that someone else will intervene. Responsibility often goes beyond the person who creates and posts harmful content online. Sharing, or commenting on content on social networking websites or joining, subscribing or following online sources of content intended to humiliate or harm individuals can also be considered bullying behaviour.



Addressing Bullying in School

Cineáltas: Action Plan on Bullying

In 2022 the Department of Education published *Cineáltas: Action Plan on Bullying*. The plan builds on the achievements and ambition of the previous Action Plan on Bullying 2013 and on the work undertaken in recent years to ensure that our schools are safe and happy places for all our children and young people.

Cineáltas: Action Plan on Bullying has drawn on the Wellbeing Policy Statement and Framework for Practice 2019, UNESCO's Whole Education Approach, as well as national and international research and best practice to develop a robust strategy that places our children and young people at the centre of our school community and at the centre of national education strategy and policy development.

Cineáltas: Action Plan on Bullying is rooted in the following four key principles:

- **Prevention:** Through the generation of empathy and the provision of training which provides a foundation for knowledge, respect, equality and inclusion.
- **Support:** Tangible and targeted supports based on a continuum of needs which provide a framework for school communities to work together.
- **Oversight:** Visible leadership creates positive environments for children and young people and all members of our school community.
- **Community:** Building inclusive school communities that are connected to society, and that support and nurture positive relationships and partnerships.⁸



⁵ BeLonG To Youth Services (2022) The 2022 Irish School Climate Survey—Key Findings: https://www.belongto.org/professionals/research/2022schoolclimatesurvey_keyfindings

⁶ UNESCO (2019) Behind the Numbers, Ending School Violence and Bullying: <https://unesdoc.unesco.org/ark:/48223/pf0000366483>

⁷ Kuldás, S., Foody, M. & O'Higgins Norman, J. (2022) Does Ethnicity of Victims and Bullies Really Matter? Suggestions for Further Research on IntraEthnic Bullying/Victimisation. *Int Journal of Bullying Prevention* 4, 243–254: <https://doras.dcu.ie/26110/1/Kuldás>

⁸ *Cineáltas: Action Plan on Bullying*, Department of Education 2022: <https://www.gov.ie/en/publication/52aaf-cinealtas-action-plan-on-bullying/>

⁹ UNESCO (2020) International Conference on School Bullying: recommendations by the Scientific Committee on preventing and addressing school bullying and cyberbullying: <https://unesdoc.unesco.org/ark:/48223/pf0000374794>

Whole Education Approach

Internationally, UNESCO’s Whole Education Approach to prevent and address bullying contains nine components that can help to effectively reduce bullying and cyberbullying (UNESCO, 2020). This Whole Education Approach provides a cohesive and holistic framework to guide policy makers with the key components and characteristics of a wide reaching approach to preventing and addressing bullying.

The Whole Education Approach to prevent and address bullying. The following table outlines the nine core components that have been identified to form part of a whole education approach that can help to effectively reduce bullying and cyberbullying.⁹

International Conference on School Bullying, 2021

THE 9 COMPONENTS OF THE WHOLE EDUCATION APPROACH TO PREVENT AND ADDRESS BULLYING AND CYBERBULLYING

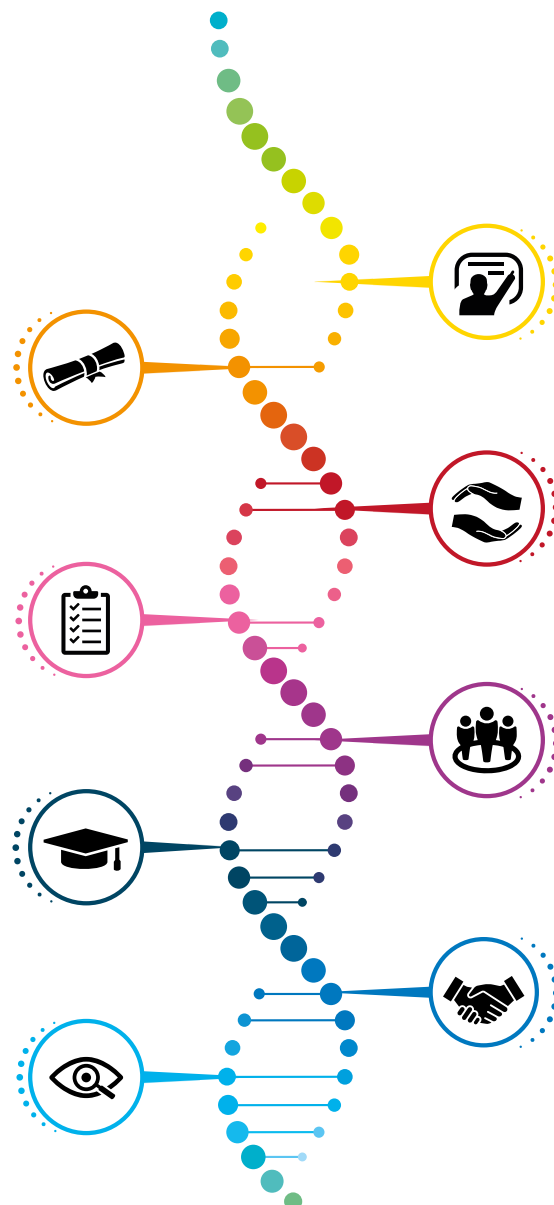
Strong political leadership and robust legal and policy framework to address bullying, school violence and violence against children in general

Curriculum, learning and teaching to promote a caring (i.e., anti-bullying) school climate

Reporting mechanisms for students affected by bullying, together with support and referral services

Student empowerment and participation

Evidence: monitoring of school bullying and evaluation of responses



Training and support for teachers addressing bullying and student-centred and caring classroom management

Safe psychological and physical school and classroom environment

Involvement of all stakeholders in the school community, including parents

Collaboration and partnerships between the education sector and a wide range of partners (other government sectors, NGOs, academia, digital platforms)

Wellbeing Framework

The Wellbeing Policy Statement and Framework for Practice 2019 provides an overarching framework for schools to support a comprehensive approach to support the wellbeing of all members of the school community and to prevent and address bullying.

The Department recognises that schools exist within a wider system and stresses the importance of the interconnectedness of the school with the wider community in its approach to wellbeing and in particular in preventing and addressing bullying in schools. The Wellbeing Policy identifies four key areas for wellbeing promotion: Culture and Environment, Curriculum (Teaching and Learning), Policy and Planning, and Relationships and Partnerships.¹⁰

The Legal Framework

The Harassment, Harmful Communications and Related Offences Act 2020 came into law in February 2021. The act creates new offences in relation to harassment and harmful communications, both online and offline, and provides for the anonymity of victims of those offences. Known as ‘Coco’s Law’, this act prohibits image-based abuse and carries significant penalties. In terms of cyberbullying, this law also provides stronger measures against harassment.

The Non-Fatal Offences Against the Person Act 1997 currently provides the central mechanism for dealing with cyberbullying behaviour, with section 10 prohibiting the harassment of another “by persistently following, watching, pestering, besetting or communicating with him or her” such that “by his or her acts intentionally or recklessly, seriously interferes with the other’s peace and privacy or causes alarm, distress or harm to the other”.

Section 4 creates the offence of distributing, publishing, or sending any threatening or grossly offensive communication about or to another person, with the intent to cause harm. This section will criminalise one-off offensive communications. It is applicable to a communication sent online or offline, and will carry a maximum penalty of a fine and/or two years imprisonment.

‘Grossly offensive’ communication is not defined in the legislation. However, it is not a new term. For instance, grossly offensive, or indecent, obscene or menacing communication via telephone is prohibited by the Post Office (Amendment) Act 1951 (as amended by the Communications Regulation (Amendment) Act 2007).

The current law on hate speech is likely to change, a new law aimed at updating existing hate speech legislation will also legislate for hate crimes for the first time in Ireland. The Criminal Justice (Incitement to Violence or Hatred and Hate Offences) Bill will (if enacted):

- **Create new, aggravated forms of criminal offences where those offences are motivated by hatred of a protected characteristic.**
- **Revise and update hate speech laws dating from 1989 which have been largely ineffective and do not reflect the modern online context.**
- **Expand the protected characteristics to include gender (including gender identity and expression) disability, sex characteristics and descent.**
- **Make it an offence to deny or trivialise genocide.**

An Garda Síochána currently uses a working definition of hate crime which is any criminal offence which is perceived by the victim, or any other person, to have been motivated by prejudice based on a person’s age, disability, race, colour, nationality, ethnicity, religion, sexual orientation, or gender. This will be updated once the new legislation is enacted. Ireland does not currently have specific laws that deal with hate crimes.

The new law will replace the Prohibition of Incitement to Hatred Act 1989.¹¹



¹⁰ Wellbeing Policy Statement and Framework for Practice, Department of Education, 2018 - 2023: <https://assets.gov.ie/24725/07cc07626f6a426eb6eab4c523fb2ee2.pdf>

¹¹ The Law on Hate Speech: <https://www.citizensinformation.ie/en/justice/criminal-law/criminal-offences/law-on-hate-speech/#1a109f>

The Role of Social Media Platforms

In Ireland the General Scheme of the Online Safety and Media Regulation Act (OSMR) is designed to regulate online services and reduce the availability of harmful content. The new law sets out clear expectations for online services in the form of binding online safety codes.

Part three of the Act addresses discrete categories of 'online harms'. This legislation covers illegal content and also specific categories of not illegal but nonetheless harmful online content. These categories include material which is likely to have the effect of intimidating, threatening, humiliating or persecuting a person, material which is likely to encourage or promote eating disorders and self harm, and material which is likely to have the effect of intimidating, threatening, humiliating or persecuting a person to which it pertains (cyberbullying). While these categories of harm are provided for in big tech community guidelines, the platforms' approach to self-regulation are inconsistent and opaque. The OSMR Act aims to solve this by compelling consistent enforcement. There is also scope for the inclusion of new categories of harmful content, defined through a consultancy process between the Commission, the Minister for Communications and a Joint Oireachtas Committee.¹²

What Students Told Us?

The following quotes come from focus groups held with post primary students both male and female, aged 13 - 18, from across Ireland on the subject of online bullying and abusive behaviour:

"In a heavily digitally dependant world, this generation is arguably the most impacted by the harmful effects of social media and the internet - including young people in conversations such as this talk about digital safety is extremely important - to learn from and act upon our concerns and experiences, and to make the online world safer and more positive."

"As a young person I think it's imperative to have conversations about cyberbullying and its consequences. We have grown up in a purely digitised age and so there is no one better to offer opinions and advice. Wisdom no longer comes with age, it comes with experience."

"Group chats are a big problem, exclusion and side groups and it would be obvious that someone is being targeted in the group. Also, indirect cyberbullying - outing or doxing by friends; posting sensitive or private information online intending to be a joke."

"We need teachers who are able to show understanding, communicate well and are able to have a conversation about cyberbullying incidents."

"Solution: Comprehensive curriculum in schools - digital literacy, digital legislation, what happens when you do something wrong online & how to stay safe online. Teaching tolerance from a young age - so kids respect other people's opinions."

"In my experience cyberbullying tends to be very image-based, sharing of images."

"Students can resort to using racist and homophobic language as it's the easiest offence to come up with."

"It is important to link in with parents and communicate what is being taught in schools about online safety and cyberbullying."

"It would be great to provide a space for peer mentoring of teachers on how to deal with cyberbullying incidents, sharing of best practice between teachers also on dealing with discussions around cyberbullying in the classroom and what to do when a student talks to you about an incident."

"Students need to know their rights online and what the legal consequences are for engaging in harmful and harassing behaviour online."

"Building emotional intelligence, promoting critical thinking and digital citizenship are key to promoting healthy behaviours amongst students online."



Guidance for Engaging with this Unit of Learning



Before beginning this unit of learning, read the teacher information before each lesson.

To help prepare you to engage with these lessons here are some important considerations:

Training for Educators

Cyberbullying: Understanding, Preventing and Responding Course

It is recommended that educators complete the Oide Technology in Education and Webwise online course; Cyberbullying: Understanding, Preventing and Responding. This free 2 hour online course is self-directed and will give educators key guidance in the area of online bullying in relation to schools.

For more information on accessing the course go to: <https://www.webwise.ie/cyberbullying-guidance>

Lesson Outline

Some preparation work is required before each lesson. Each lesson includes teacher notes and instructions for all lesson activities. Each lesson is also supported through the use of support materials including activity sheets, suggested optional activities, three videos from the Webwise Silent Witness campaign (webwise.ie/silentwitness) and a PowerPoint presentation containing the key points of each lesson activity. The suggested activities

might sometimes take longer than the duration of a class period. Teachers are free to alter and/or omit activities to ensure that you address the specific needs of your class. Teachers will exercise professional judgement and flexibility in choosing the teaching and learning strategies best suited to supporting their students in achieving the learning outcomes, conscious of their students' particular developmental stage, abilities, interests, needs, and backgrounds.

Cyberbullying Class Survey

Before beginning this unit of learning, distribute the Cyberbullying Class Survey and ask students to complete this anonymously. Tell them the survey will be used to gather information on their current understanding of abusive and bullying behaviour online before they begin this unit of learning on connecting and communicating online. Gather survey responses from students and use this to gauge their understanding before beginning this unit and in the preparation of each lesson. A hardcopy of the Cyberbullying Class Survey is available in Appendix 1. A template of the Cyberbullying Class Survey is also available to share digitally with students via Microsoft Forms on webwise.ie/therespecteffect

Important: you will need to click to duplicate the template or make a copy of the template that is going to be shared with your students so that you will receive their results and to avoid the master template (available for all teachers) being overwritten.



Embedding Digital Technology

Opportunities for embedding digital technology will be highlighted by this tablet icon.

The programme encourages the use of digital tools and media throughout. Schools with access to digital devices (e.g. tablets, laptops, cameras) can capture students' written responses on discussion activities using a variety of web-based tools and apps (e.g. Google Docs, Microsoft Word, Mentimeter, Kahoot, Flipgrid etc.). They can also use digital voice recording tools (e.g. Vocaroo, Chatterpix, Flipgrid, Anchor, etc.) to capture students' oral responses. Creative and graphic design digital tools (e.g. Adobe Spark Post, Animaker, Canva etc.) can be used for arts-based activities such as creating posters. Digital content creation tools (e.g. Write Reader, Book Creator, Keynote, Google Slides, Microsoft PowerPoint etc.), provide opportunities for students to draft, edit and publish their writing genre work or showcase their understanding of a topic in the format of a multimedia presentation. This is not an exhaustive list but a helpful starting point for teachers using digital tools in the classroom. Digital technologies can be integrated in many ways and students' work can be saved on their digital portfolio platforms as evidence of their knowledge, understanding and engagement.



Differentiation

Opportunities for differentiation will be highlighted by this jigsaw icon.

Depending on the nature of the student's needs, there may be a need to have dedicated lessons prior to each lesson to decode and demystify the language surrounding each topic along with the new vocabulary being introduced. It is recommended that students have multiple exposures to the keywords, they will need to see, understand and engage with it in a range of contexts and will need to use it and revisit it in varied contexts also.

For students who struggle with handwriting responses to activities, they could use speech-to-text to dictate their answers or record their responses orally using a microphone tool. Often speech-to-text tools and audio recording tools are inbuilt on apps and online tools. Differentiated activity suggestions are also provided in lessons to assist students who may have slow processing or memory difficulties in figuring out the main points. SPHE Guidelines for Teachers of Students with MILD General Learning Disabilities is another useful resource available here: https://www.sess.ie/sites/default/files/Resources/Cirricular_Material/PP_SPHE.pdf.

Some students with additional needs may lack social judgement and find it difficult to comprehend right from wrong or the concept of abusive and bullying behaviour online and behaviours that cause it. This is particularly pertinent as these students need to develop the awareness and skills to manage their online wellbeing. NCSE provides training in Social Stories: www.sess.ie/social-stories-28.

Assessment

Assessment in junior cycle SPHE will optimise the opportunity for students to become reflective and active participants in their learning and for teachers to support this by using a wide variety of approaches to assessment. Assessments in this educational resource will be formative in nature to support student's learning with opportunities for students to provide evidence of their learning through multiple means of expression, including oral, written, and visual, in line with the junior cycle SPHE short course. In this unit of learning, there are opportunities for:

- **pre-assessment of student's level of topic knowledge e.g. through incorporating the Cyberbullying Class Survey feedback to inform lesson planning and class discussions;**
- **mid-assessment using discussion, explaining, and the probing of knowledge and understanding through additional questions to facilitate discussions provided through the lesson activities, also through tasks that involve researching, presenting, planning and taking action e.g. through tasks such as creating a cyberbullying support hub and reviewing school policies; and**
- **post-assessment in allowing students to adequately reflect on their learning and record their learning journey throughout this unit of learning using the reflection prompts provided at the end of each lesson. Students with their teachers and peers will reflect upon and make judgements about their own and others' learning.**

Reflection and Action

Sufficient time should be given for reflection on learning during and at the end of the lessons.

Reflection enables students to come to their own personal insights and consider how the learning can inform their choices, behaviour and relationships.

Reflection activities and prompts are also included at the end of each lesson to provide an opportunity for self-reflection for students.

School Policies

Teachers should familiarise themselves with the relevant school policies including; Acceptable Use Policy, Anti-Bullying Policy, Bring Your Own Device (BYOD) Policy, Child Safeguarding Statement and Risk Assessment, Code of Behaviour, Privacy/ GDPR Policy, etc. Be aware of all the supports available to you and to the students in your school. It is important to be well informed on the school's relevant policies. In Lesson 8 students will be asked to review relevant school policies so it is important to familiarise yourself with them before this. Teachers should also familiarise themselves with the school SPHE/RSE Policy and *Child Protection Procedures for Primary and Post-Primary Schools 2017*, especially Chapter 2 which highlights features of the 4 types of abuse (2.3.1 – 2.3.4) with a specific reference to bullying (2.3.5). *The Child Protection Procedures for Primary and Post-Primary Schools 2017* are available here: <https://www.gov.ie/en/publication/fe465-child-protection-procedures-for-primary-and-post-primary-schools-2017/>

Anti-Bullying Procedures

All schools are required to formally adopt and implement an Anti-Bullying Policy that fully complies with the requirements of the Anti-Bullying Procedures. Before beginning this unit of learning, familiarise yourself with the school's Anti-Bullying Policy. Make students aware of the school's procedures and reporting system at the beginning of the unit of learning and remind them of these procedures consistently throughout the programme. Use student's Cyberbullying Class Survey responses to gauge students' awareness of the relevant school's policies; Anti-Bullying, Code of Behaviour and Acceptable Use Policy. When beginning this unit of learning, remind students of reporting structures and sanctions outlined in each that deal with bullying and abusive behaviour online.



Considerations for Engaging Parents/Guardians

Research shows parents are the main source of help when something bothering or upsetting happens online to the children, and parents are the primary educators of their children. As children are spending an increasing amount of time online at home it is vital to educate and support parents around this in order to reinforce appropriate behaviour online. Schools can draw parents' attention to the support available to them on webwise.ie/parents by placing a link on their school's website or circulating the Webwise Parents' Guide to a Better Internet booklet to the parent's association.

For more info visit: webwise.ie/parents

Best Practice Guidelines

- Teacher preparation is required for each lesson as some of the activities require and encourage the use of digital technology. It is advisable to check any technology before using it in the classroom.
 - Ensure that the core elements of the programme are highlighted to staff and parents. This can be communicated through staff meetings, email to parents, parent-teacher meetings, school newsletter, etc.
 - Establish ground rules around classroom behaviour and etiquette before attempting to introduce any sensitive topics addressed in this unit of learning. See Appendix 2 for sample ground rules and tips on facilitating respectful and constructive discussions.
 - It is important that equal balance is given in the lesson to both the benefits and downsides of the online world. Acknowledging the opportunities and benefits that the internet and digital technologies brings to your students' lives will encourage them to engage in discussions on online activities. Focusing solely on the negative aspects of the online environment will disengage students as they might feel their experiences online are dismissed or demonised.
- This unit of learning deals with sensitive issues that can impact on the wellbeing of students in your class. For this reason, it is advisable that teachers regularly communicate signposts to the supports available to students, both within and beyond school and highlight how each support can be accessed. If necessary, arrange for introductions before lessons take place. Webwise provides a helpful list of supports and services available here: www.webwise.ie/parents/where-to-find-help. It might be an idea to distribute the list of supports included in Appendix 6 or hang it on a noticeboard in the classroom and to draw students' attention to this resource.
 - Check how students are emotionally, before and after each lesson. This could be done by asking students how they feel about the topic about to be explored, before the lesson and by then asking if their feelings have changed at the end of the lesson. You could also use an ice-breaker game to check how students are emotionally. A simple game involves asking students what the weather is like with them. The students then describe their emotional state through a weather forecast (e.g. "There was a damp and dreary start to the day in Tom Town but things have started to pick up now and we might even get some sun in the evening"). It is important that teachers are aware of the school's Child Safeguarding Statement and Risk Assessment and that they follow its procedures carefully in cases where students make sensitive disclosures in the SPHE class.

Best Practice Guidelines for Students with Special Educational Needs

- To ensure these lessons are accessible to all students it is advisable to consult and collaborate with the Special Educational Needs department. They may provide advice pertaining to students with special educational needs in terms of differentiation, thus ensuring that the students can access the material, participate in the lessons and benefit from a full

understanding. This is essential as students with special educational needs can be particularly vulnerable.

- Due consideration should be given to planning for differentiation prior to the modules being delivered. Vocabulary may need to be pre taught to students with special educational needs to ensure that there is a full understanding of the content. A vocabulary list of recommended words to aid clarification and accessibility for special educational needs students is provided and a glossary of key terms (Appendix 7). Activity sheets in this resource have been developed to allow for differentiation.
- Teachers should be familiar with the SPHE guidelines for students with mild general learning disabilities: https://www.sess.ie/sites/default/files/Resources/Cirricular_Material/PP_SPHE.pdf. 'SPHE also explores growth, change, and personal and safety issues. This is important to students with mild general learning disabilities, since their inability to cue into social situations can often leave them more vulnerable to abuse and bullying. The development of personal care skills are fundamental in the presentation of self to others. Much work is required in the area for these students, and careful planning for this section, in the context of RSE ... is recommended'.
- Consultation with parents of students with special educational needs may need to occur before the modules take place. If the student has access to an SNA, the role and responsibility of the SNA will need to be very clearly defined.
- When establishing classroom ground rules with students with special educational needs, it's a good idea to represent these ground rules visually. Rather than develop a list of rules, it might be best to have students create pictures to show the expected behaviour.
- It is very important to follow through on how to get help, particularly if students have poor social and communication skills.
- Additional teaching resources recommended to support students individual learning needs should be deployed in accordance with the

guidelines provided in the DE Circular No 0014/2017 available at <https://ncse.ie/set-overview-for-post-primary-schools>.

References

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UNESCO (2019) Behind the Numbers, Ending School Violence and Bullying: <https://unesdoc.unesco.org/ark:/48223/pf0000366483>

UNESCO (2020) International Conference on School Bullying: recommendations by the Scientific Committee on preventing and addressing school bullying and cyberbullying: <https://unesdoc.unesco.org/ark:/48223/pf0000374794>

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Section 2



The Respect Effect Connecting & Communicating Online Unit of Learning

Before beginning this unit of learning

Distribute the Cyberbullying Class Survey and ask students to complete this anonymously. Tell them the survey will be used to gather information on their current understanding of abusive and bullying behaviour online before they begin this unit of learning on connecting and communicating online. Gather survey responses from students and use this to gauge student's understanding before beginning this unit and in the preparation of each lesson. The student's feedback should be used as a stimulus when discussing topics explored throughout the survey for example, what counts as bullying online, how prevalent an issue is online bullying for your students, getting help, would bystanders intervene if they witnessed bullying and how they could do so safely.

A hardcopy of the Cyberbullying Class Survey is available in Appendix 1. A template of the Cyberbullying Class Survey is also available to share digitally with students via Microsoft Forms on [webwise.ie/therespecteffect](https://www.webwise.ie/therespecteffect)

Important: you will need to click to duplicate the template or make a copy of the template that is going to be shared with your students so that you will receive their results and to avoid the master template (available for all teachers) being overwritten.



Lesson 1:

Connecting Online



Key Learning for Students

In this lesson students will assess the benefits and potential drawbacks of using digital media to navigate friendships and relationships. They will begin to consider the broad spectrum of online behaviours including the potentially harmful side of connecting online, particularly cyberbullying.

SPHE Short Course Specification Links

Strand 2: Making healthy choices

- 2.7 assess the benefits and difficulties associated with their online world

Strand 4: Emotional wellbeing

- 4.6 recognise different kinds of abusive and bullying behaviour that can occur in interactions online and in person

Resources Needed

- Appendix 1: Cyberbullying Class Survey
- Appendix 2: Sample Ground Rules
- Appendix 3: Feelings Wheel
- Activity Sheet 1.1
- The Respect Effect
PowerPoint presentation available at webwise.ie/therespecteffect

Methodologies

Group discussion, think-pair-share-square, agree or disagree, sorting

Teacher Note

Use your students' responses to the Anonymous Cyberbullying Class survey, in particular questions 1-3, to inform your planning of this lesson and discuss with students the collective class responses to prompt discussion on what student's understanding of what counts as bullying online.

When discussing whether a behaviour counts as bullying or abusive or neither it is necessary to clarify the terms bullying behaviour and abusive behaviour from the start so that students understand clearly what is meant by both and are able to distinguish between them.

Behaviour refers to the way in which one acts or behaves towards themselves or others. It is helpful to view behaviour as a continuum. Behaviour can be appropriate, helpful, supportive, respectful, neutral, inappropriate, unhelpful, unsupportive, disrespectful or even harmful (physically or psychologically). Harmful behaviour might include abusive or bullying behaviours to self or others. Identifying and understanding our behaviour requires self-awareness and insight into the impact of behaviour and this is the first step to addressing behaviours we wish to change. It is also important that when students identify a behaviour is not 'defined' as bullying that it can still affect the person's wellbeing and therefore the school may intervene with their code of behaviour. According to Cineáltas, the Department of Education's Action Plan on Bullying; **"If the repeated harm is real for the child or young person experiencing the behaviour but unintended by the other child or young person, this is not bullying but, importantly, must still be addressed under the school's code of behaviour"**.¹³

Activity 1:

Connecting and Chatting Online

Step 1.

Introduce the programme to students and explain to them that they are now beginning a series of lessons on connecting and communicating online during which we will explore the benefits and opportunities connecting online presents along with the potential abusive and bullying behaviour we may encounter.

Technology and social media now play a key role in creating and maintaining friendships. Using think-pair-share-square ask students to identify:

- two ways that social media can help create friendships
- two ways it helps maintain them



Use an online survey tool such as Google Forms or Microsoft Forms to create a digital form for students to submit questions during this unit of learning. Provide students with a link to this digital form and highlight it as a resource for students to ask further questions they may be hesitant or shy to ask in front of their peers, for example, to expand further on the topics discussed.





Schools with access to digital devices can view and digitally capture all students' responses on relevant discussion activities in real time using a variety of web-based tools (e.g. school's VLE, Mentimeter, whiteboard.fi, Flipgrid, etc). Provide students with a digital t-chart template and use whiteboard.fi to see and digitally capture all student's responses in real time.

Once students have discussed, take some feedback. Acknowledge their input without critiquing their answers. This is important as they might have different ideas and experiences of social media's role in their friendships.

Prompt questions to help with gaining feedback could include:

- Did any group discuss particular apps or platforms you use to keep in touch with friends?
- What role do group chats play in friendships?
- Are there roles that people in your friend group take on in a group chat that you can identify? For example, the organiser, the voice messenger, the lurker, the slow responder, the oversharer, etc.
- How about looking someone up online to find out their interests, did any group discuss that?
- What were your thoughts on messaging versus phone calls?
- Why do you prefer some apps over others?

Activity 2: Our Online Interactions

Step 1.

Explain to students that when we think about how we communicate and interact with people online there is a continuum of behaviours we can consider. This continuum of online behaviours reflects the choices we make when interacting and communicating online and the impact they can have on others who are the target or witness to this.

Organise students in groups of three and distribute Activity Sheet 1.1 to each group, cut out the accompanying cards of online behaviours and give a set to each group as well. Tell students that these cards are just a sample of behaviours online. Ask students if there are any others they can think of and include them into the category they think it would fall into.



¹⁵ Cineáltas: Action Plan on Bullying, Department of Education 2022, pg.21: <https://www.gov.ie/en/publication/52aaf-cinealtas-action-plan-on-bullying/>

Step 2.

Get feedback from students. Suggested answers for teachers:

The below are suggestions, obviously depending on the context and content some behaviours can range from inappropriate to harmful to criminal.

Appropriate	Inappropriate	Harmful	Criminal
Posting a picture of yourself	Writing an offensive comment on someone's post	Creating a fake profile	Sending a threatening message to someone
Posting a happy birthday message on someone's profile	Posting a video of someone without their permission - should always ask for permission first before posting an image, video or audio of someone online	Excluding someone from a group chat	Persistently messaging or calling someone without their consent
Writing a nice comment under a friend's post.		Liking a nasty message or post about someone	Threatening to share nude images of someone
Setting up a group chat to keep in touch with teammates		Sharing rude content (images/text/video/audio) in a group chat	Threatening to share information about someone online
Sharing a funny video to a friend	Editing an image of someone with the intention to embarrass them	Recording a video or audio of someone without their knowledge or permission	Sending unwanted images to someone
		Sending mean messages about someone in a group chat	Sharing an offensive post about someone
		Negative comments to a group, where a name isn't mentioned. However it is obvious to all who is being talked about. E.g., 'You know whose dress is horrible...'	
		Posting a photo of your groups of friends as a way to make others feel excluded or unpopular	

Remind students that it is important to consider the different views, experiences and contexts in which some of the behaviours take place may affect people differently and how they may impact the degree of seriousness of these behaviours online.

When considering the potential impact of behaviour, we must always consider the person who is on the receiving end of the behaviour or communication and how it makes them feel.


Activity Sheet 1.1


Continuum of Online Behaviours



Appropriate 

Inappropriate 

Harmful 

Criminal 

Online Behaviours Cards

These cards are just a sample of behaviours online. Add any others you can think of and include them into the category you think it would fall into.

Posting a picture of yourself

Creating a fake profile

Posting a happy birthday message on someone's profile

Setting up a group chat to keep in touch with teammates

Excluding someone from a group chat

Sending a threatening message to someone

Writing an offensive comment on someone's post

Posting a video of someone without their permission

Editing an image of someone with the intention to embarrass them

Sharing an offensive post about someone

Writing a nice comment under a friend's post.

Persistently messaging or calling someone without their consent

Threatening to share nude images of someone

Threatening to share information about someone online

Liking a nasty message or post about someone

Sending unwanted images to someone

Sharing offensive content (images/text/video/audio) in a group chat






Recording a video or audio of someone without their knowledge or permission

Sending mean messages about someone in a group chat

Taking and posting a picture of someone online without their consent

Negative comments to a group, where a name isn't mentioned. However, it is obvious to all who is being talked about. E.g., 'You know whose dress is horrible...'

Posting a photo of your groups of friends as a way to make others feel excluded or unpopular

Activity 3: What is Bullying and Abusive Behaviour Online?

Step 1.

On the continuum of online behaviours we saw that unhealthy behaviour and communication can lead to or be a warning sign of abusive and bullying behaviour online. We are going to consider more here what abusive and bullying behaviour online might look like.



Use the web-based tool Mentimeter to anonymously capture students' written responses to the following questions:

1. In your opinion, what is bullying? (Open-ended responses)
2. What does bullying behaviour look like online? (Word cloud responses)
3. What does abusive behaviour look like online? (Word cloud responses)



Some students with additional learning needs may find it difficult to write a definition on bullying and describe bullying and abusive behaviours. A differentiated alternative would be to ask students to write three words that they think best describe bullying and three words that describe abuse.

Allow students time to respond to each question and then display their answers on the whiteboard and discuss their responses.

Once you have taken feedback from students on their understanding of bullying, display the below definitions and types of online bullying on the board. It is important to discuss these definitions and acknowledge the difference between bullying and abusive behaviours.

Bullying behaviour: intentional behaviour that is repeated over time by a group or individual with the intention of inflicting injury or discomfort through physical contact, verbal attacks or psychological manipulation.

Abusive behaviour: a general term for various behaviours which may be overtly or covertly aggressive, coercive, controlling, harassing, intimidating, isolating, or threatening. Abusive behaviour can be once-off or repeated, intentional or unintentional.

Bullying is one form of abusive behaviour which is targeted and intentional. By opening up the discussion to include other forms of abusive behaviour online it will provide greater scope for students to go beyond that which they might typically think about as 'bullying'.

Bullying (deliberate, targeted, intentional and repeated) and abusive behaviours (may or may not be deliberate, may be once off or repeated, may be overtly or covertly aggressive) Both result in hurt and harm.

Explain to students that the definition of bullying has evolved to encompass cyberbullying. Display the below definition of bullying on the board and discuss with students the following core elements of the definition of bullying with regards to online behaviour:



- **Targeted behaviour**

Bullying is deliberate, unwanted behaviour that causes harm to others, and where the child or young person displaying bullying behaviour knows that their behaviour is or will be perceived as harmful by the child or young person experiencing the behaviour. Bullying is not accidental or reckless behaviour. If the repeated harm is real for the child or young person experiencing the behaviour but unintended by the other child or young person, this is not bullying but, importantly, must still be addressed under the school's code of behaviour.

- **Repeated behaviour**

Bullying takes the form of a systematic pattern of behaviour which is repeated over time. Single offline incidents of intentional negative behaviour involving an imbalance of power are not considered bullying, but must still be addressed under the school's code of behaviour. Posting a single harmful message/image/video online which is highly likely to be reposted or shared with others can however be seen as bullying behaviour.

- **Imbalance of power**

In incidents of online bullying, the imbalance of power may relate to online anonymity, technical proficiency and possession of information/ images/video, and the inability of the targeted person to remove offensive online material or escape the bullying.

Clarify for students that when discussing bullying or abusive behaviour online we will use the word 'perpetrator' to describe someone who engages in bullying behaviour and the word 'target' to refer to someone who is targeted or on the receiving end of the bullying behaviour.

Sample answers from students on the different ways bullying behaviour can happen online could include: being excluded, edited images, threatening, abusive or mean public comments/videos/photos, creating fake profiles or accounts...etc. Highlight for students the following types of cyberbullying if they have not already been mentioned in the feedback discussion:

- **Personal Intimidation:** Sending abusive or threatening messages, or posting abusive or threatening comments on the target's profile or other websites.
- **Impersonation:** Setting up fake profiles and web pages linked to the target or gaining access to someone's account and using it to contact others while pretending to be the account or profile owner.
- **Exclusion:** Blocking an individual from a popular group or community such as a school or class group, deleting them from friends lists, and/or using 'ignore functions'.
- **Personal Humiliation:** Posting images or videos intended to embarrass someone; sharing and posting images or videos of targets being abused or humiliated offline; sharing personal communications such as emails or text messages with a wider audience than was intended by the sender.
- **False Reporting:** Making false reports to the service provider or reporting other users for a range of behaviours with a view to having the user's account or website deleted.

Remind students that this list is not exhaustive; that cyberbullying can happen in many different ways and can be very different for each person targeted depending on the context and other people who are involved and is something we will continue to explore throughout these lessons.

It is also important to clarify for students that **abusive behaviour** is a general term for various behaviours which may be overtly or covertly aggressive, coercive, controlling, harassing, intimidating, isolating, or threatening. Abusive behaviour may or may not be deliberate (intentional or unintentional), may be once off or repeated. Bullying is one form of abusive behaviour which is targeted and intentional, deliberate and repeated. Both result in hurt and harm.



Activity 4: Reflection Journal



Ask students to create a reflection journal for this unit of learning called The Respect Effect. Ask students to reflect on the concepts and ideas that have been introduced and discussed during the lesson, make connections to prior knowledge or experience, and note any questions they may still have. Display the following reflection prompts on the board and invite students to complete the sentences below:

Reflection

- What really made me think was...
- What was clarified for me about bullying or abusive behaviour was...
- One good thing for me about communicating with friends online is...
- One challenging thing for me about communicating with friends online is...



Invite students to create a digital reflection journal using an online tool such as Book Creator or through the school VLE or via Google or Office 365. This will also allow students to record and capture creative reflections on their learning in a variety of ways, including digital media, audio recordings, video and written pieces and any questions they may still have.



Lesson 2:

Understanding the Impact



Key Learning for Students

This lesson will provide students with an understanding of the implications of bullying behaviour online. It will give students the opportunity to reflect on the problem of bullying behaviour online and help them to understand the effects that cyberbullying can have.

SPHE Short Course Specification Links

Strand 4: Emotional wellbeing

- 4.6 recognise different kinds of abusive and bullying behaviour that can occur in interactions online and in person

Resources Needed

- The Respect Effect PowerPoint presentation available at www.webwise.ie/therespecteffect
- Activity Sheets: 2.1, 2.2
- Webwise Silent Witness Campaign video A Lost Love available at: <https://vimeo.com/795241703>

Methodologies

What 'stuck'? 60 second starter challenge, inquiry-based learning, group discussion, group work, video analysis

Teacher Note

The Webwise Silent Witness Campaign video *A Lost Love* deals with identity-based bullying specifically, racist/ethnicity-based bullying. Identity-based bullying is any form of bullying related to characteristics considered part of a person's identity or perceived identity group, such as race, religion, disability, immigration status, sexual orientation, gender identity, physical appearance, etc. Sensitivity is required when dealing with identity-based bullying and racism in the classroom. Additional guidance and training on dealing with racist and identity-based bullying is available from The Irish Network Against Racism (<https://inar.ie/our-work/training/>). Schools can also participate in the Yellow Flag Programme (<https://yellowflag.ie/>) which provides a practical series of 8 steps that brings issues of interculturalism, equality and diversity into the whole-school programme and allows schools to apply them to the day to day running of the school.

Activity 1: Understanding Bullying Online



Step 1.

Begin by asking students to recall what stuck from the last lesson. Give students 60 seconds to write down everything they know/remember. Then ask them to get them to work in pairs to share their key takeaways from the previous lesson. Ask them to recall the main points including the different ways someone can be cyberbullied.

Step 2.

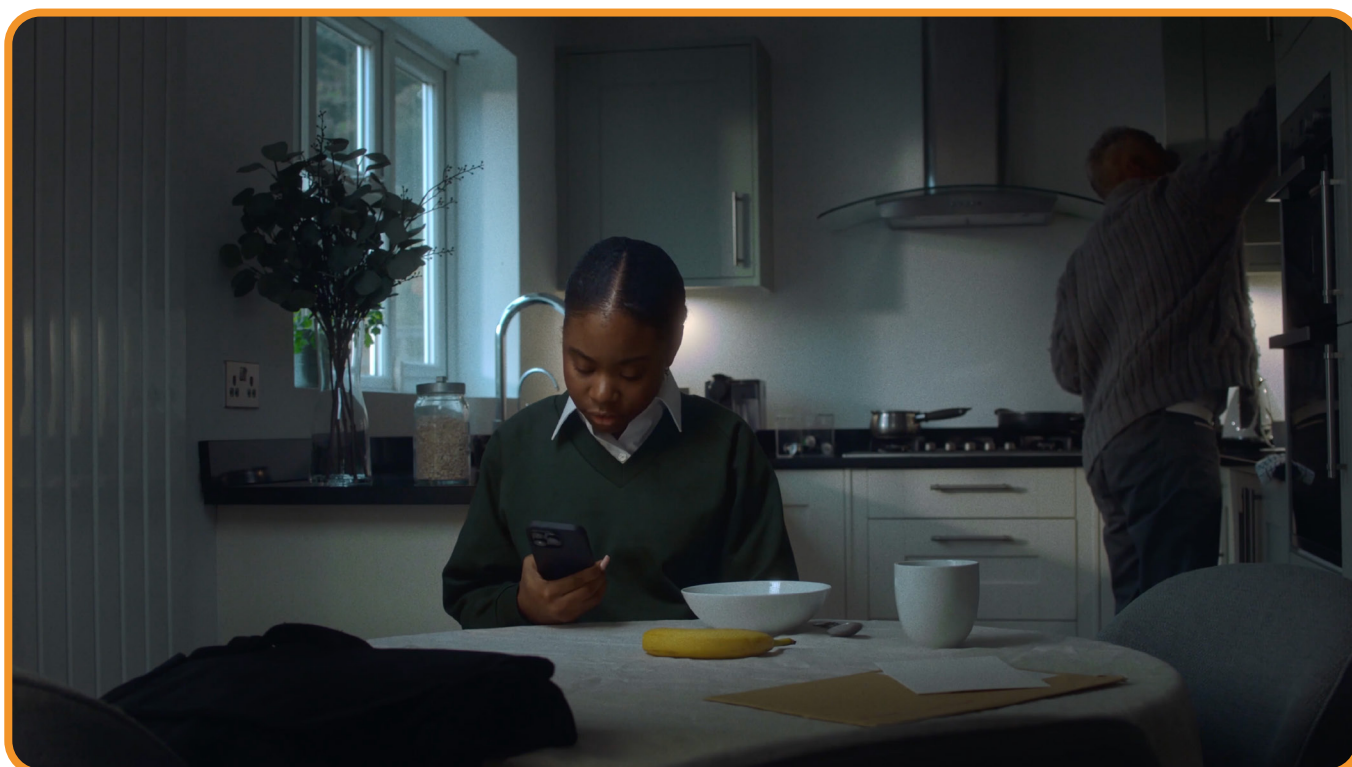
Explain that in today's lesson we are going to consider the implications and effects of bullying behaviour online. Distribute Activity Sheet 2.1 and ask them to complete this short quiz. Use the information on the answers to the quiz questions provided on pages 33 - 34 to go through answers with students and clarify any queries they may have.



A digital alternative could be to create a Menti using Mentimeter.com and ask students to recall the different ways someone can be bullied online as discussed in the previous lesson.



This quiz is also available to play with students via PowerPoint or Kahoot here: www.webwise.ie/therespecteffect



Activity Sheet 2.1:

Understanding Bullying Online Quiz

1. Girls are more likely to experience bullying than boys.

True



False



Don't know



2. In Ireland, exclusion online is the most common form of cyberbullying.

True



False



Don't know



3. Young people belonging to minority groups (e.g., LGBTI+ students, ethnic minority students) are more likely to be the target of cyberbullying.

True



False



Don't know



4. It's not cyberbullying because I can say anything I want online and have the right to freedom of speech even if it upsets someone.

True



False



Don't know



5. What does bullying behaviour online (cyberbullying) look like?

6. Which of the following school policies set out the consequences for a student who engages in bullying behaviour online?

Health and Safety Policy



Anti-Bullying Policy



Acceptable Use Policy



Homework Policy



Don't Know



7. Online harassment and sharing of intimate images without consent is now illegal under Coco's Law.

True



False



Don't know



8. If I'm under 18 years of age, this new law doesn't apply to me.

True



False



Don't know



9. To help reduce the spread of harmful online content, a new law has been created in Ireland requiring social media companies to remove harmful content, including cyberbullying, posted on their sites.

True



False



Don't know



The Impact of Bullying Online Quiz Answers

- 1. Answer:** True. More girls report experiencing bullying of any kind, either online or offline, than boys (18% for girls compared to 15% of boys). Report of a National Survey of Children, their Parents and Adults regarding Online Safety 2021.
- 2. Answer:** False. Having nasty or hurtful messages sent to the young person is the most common form of cyberbullying reported. Of those who had reported being cyberbullied, 59% said this happened to them. Being left out or excluded from a group or activity on the internet is the next most common form of bullying behaviour online. 28% of those who reported being bullied online said this happened to them. National Survey of Children, their Parents and Adults regarding Online Safety 2021.
- 3. Answer:** True. *Important to clarify here that anyone can be a victim of bullying on and offline. However, children who are perceived to be “different” in any way are more at risk of bullying. Key factors include physical appearance, ethnic, linguistic or cultural background, gender, including not conforming to gender norms and stereotypes; social status and disability. (UNESCO 2019) Some students such as gifted students (Laffan et al., 2019), students with special educational needs (Feijóo et al., 2020) and LGBTI+ students (Earnshaw et al., 2017) are at an increased risk for being targets of school bullying (Laffan et al., 2019).
- 4. Answer:** False. Your speech online is the same as your speech in real life. The law governing behaviour on the internet is fundamentally the same as the law which existed in pre-internet times. The main difference is that there are now specific laws to deal with the type of behaviour which can only be performed online. So what that means is that if you engage in things like hate speech or defamation, which is when you say something that would damage someone else’s reputation with something that isn’t true it will

have the same consequences as if it happened in person. You don’t have to identify a person by name to defame them. If a person could be identified from any of the material published by the fake profile, they can sue for defamation. Just because it is online doesn’t mean you can say whatever you want you still have those same consequences. Some of those consequences can be criminal so it’s worth people thinking about what they are saying online and making sure that they are not doing something that would harm another person. No matter who you are, you don’t have the right to say whatever you like online.

Making a complaint to a social media platform

If someone has said something about you on a social media platform, or has posted a photograph or video about you that you consider is unlawful, the first thing you should do is request that the platform take it down. All social media platforms have their own complaints procedures, often referred to as “notice and takedown” procedures. These require you to fill out an online form, identifying the particular piece of content you find offensive, and why you want it taken down.

Due to the huge number of users that they have, platforms can be slow to deal with your request. Under the Online Safety and Media Regulation Act 2022, the Online Safety Commissioner has the power to create new guidelines for social media platforms as to how quickly they must respond to complaints from their users. Additionally, you may have to make a complaint to the Gardaí if a criminal offence has been committed, or you may want to talk to your own solicitor if a civil wrong has been committed.

- 5. Answer:** Cyberbullying can take many forms including exclusion online, hurtful messages/ images, abusive messages/emails, imitating someone online, etc. This can include posting a once-off offensive or hurtful public message, image or statement online as it can be viewed and/or repeated by other people.

6. **Answer:** The Anti-Bullying and Acceptable Use Policies both set out expectations for students behaviour and interactions with each other including in the online environment and both set out the consequences for a student who engages in cyberbullying behaviour.

7. **Answer:** True. Cyberbullying is now an offence under the Harassment, Harmful Communications and Related Offences Act 2020 (also known as Coco's Law). This law makes it an offence to distribute, publish or send any threatening or grossly offensive communication about or to another person, with intent to cause harm. This offence applies to all types of communications, both online and offline and, unlike the offence of harassment, it criminalises the sending of a once-off threatening or grossly offensive message intended to cause harm. Penalties include a fine and/or a maximum sentence of up to 2 years in prison.

** Note: The wide definition of "publish" will include the distribution of an image or video on WhatsApp, Snapchat or any other social media platform.*

8. **Answer:** False. The age of criminal responsibility in Ireland is 12 as per the Children Act 2001 (with an exception for very serious crimes). This means that the offences under the Harassment Harmful Communications and Related Offences Act 2020 apply to children 12 years old and over.

The Act includes a provision as a safeguard for minors under 17, namely that the Director of Public Prosecutions must consent to a prosecution being taken against a child under the age of 17.

9. **Answer:** True. The Online Safety and Media Regulation Act 2022, gives the Online Safety Commissioner the power to create new guidelines for social media platforms as to how quickly they must respond to complaints from their users. The Online Safety and Media Regulation Act holds social media platforms responsible if they fail to remove harmful material, including cyberbullying, that is posted on their sites.

Step 2.

Following the quiz, it is important to debrief and explain to students that abusive and bullying behaviour online (cyberbullying) is now against the law and that the Harassment, Harmful Communications and Related Offences Act 2020 (also known as Coco's Law) protects people who are experiencing abusive, threatening or harmful behaviour and communications online. Coco's Law makes it an offence to distribute, publish or send any threatening or grossly offensive communication about or to another person, with intent to cause harm. This offence applies to all types of communications, both online and offline and, unlike the offence of harassment, it criminalises the sending of a once-off threatening or grossly offensive message intended to cause harm.



Activity 2.

Online Bullying: What's the Impact?

Step 1.

Now, let's consider the effects these harmful and bullying behaviours can have on someone who is the target of cyberbullying. From the Webwise Silent Witness Campaign (www.webwise.ie/silentwitness), play the video *A Lost Love* available here: <https://vimeo.com/795241703>

Play the full video for students first, this is very important so that they get the full context and understanding of what is happening in the video.

It is important when discussing this video to acknowledge that this is also an example of identity-based/racist bullying. This video might bring up discussion on the topic of hate speech online. Tell students that the Prohibition of Incitement to Hatred Act 1989, note this law is likely to change - see the Legal Framework section for more details on pg. 13, sets out the law on hate speech and states that it is an offence to communicate threatening, abusive or insulting material that is intended, or likely to, "stir up" hatred against a group of people because of their race, colour, nationality, religion, ethnic or national origins, membership of the travelling community or sexual orientation.

Step 2.

Distribute Activity Sheet 2.2, read through the questions with students and ask them to answer the questions after their second viewing of the video.



A digital option could be to watch the video in full first and then play the video again for students through EdPuzzle (Live Mode) and pause the video at certain points and ask students to submit their answers. Schools with access to digital devices can view and digitally capture all students' responses on relevant discussion activities in real time using a variety of web based tools (e.g. school's VLE, Mentimeter, whiteboard.fi, Flipgrid, etc). Provide students with a digital version of the Activity Sheet 2.2 and use whiteboard.fi to see and digitally capture all student's responses in real time.

Step 3.

Discuss student's responses on the impact of the bullying for the target and collate feedback from students on the board. Sample students responses could include:

- **Behaviour:** anger outbursts, unhealthy coping mechanisms - alcohol and drugs.
- **Physical effects:** upset tummy (e.g. vomiting, abdominal pain), disordered eating, sleep disturbances.
- **Emotional effects:** feeling humiliated, angry, isolated, powerless.
- **Mental health:** anxiety, depression, low self-esteem, self-harm, suicidal ideation.
- **Social effects:** effect relationship with friends and peers, social standing/status, exclusion, isolation.
- **Academic effects:** poor attendance, unwilling to participate in class, effect concentration levels while studying, effect on academic achievement and ambition or ability to pursue ambitions and interests.

Activity Sheet 2.2

Online Bullying: What's the Impact?



Watch the *A Love Lost* video from the Webwise Silent Witness campaign (www.webwise.ie/silentwitness) and answer the questions below:

1 What was Kara's reaction to the comments on her post?

2 How does the comment “*#UnfairAdvantage...Everyone knows THEY make better runners*” affect Kara the first time she sees it?

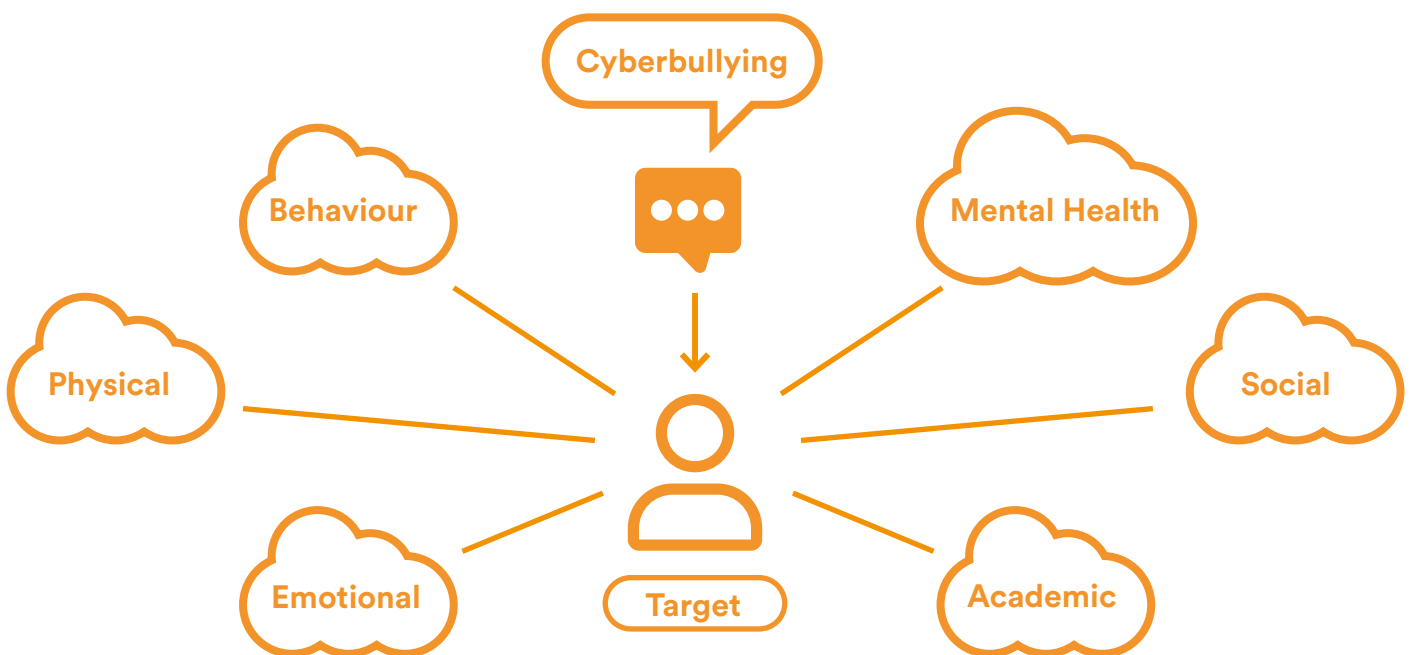
3 Why do you think Kara doesn't speak to her friends about the comment on her post?

4 Could Kara's friends have done anything differently to help her?

5 How does Kara change from the start to the end of the video? What impact does this show the negative comment has had on her?

6 What advice would you give Kara in this situation?

7 Considering targets of online abuse and bullying in general, what are the possible effects for every aspect of the target's wellbeing? Use the chart below to answer in each of the areas.



Activity 3: Reflection Journal



Ask students to reflect on the concepts and ideas that have been discussed during the lesson, make connections to prior knowledge or experience, and note any questions they may still have. Display the following reflection prompt on the board and invite students to complete the sentence below:

Reflection and Action

- Because I now know ... I will do moving forward.



Invite students to create a digital reflection journal using an online tool such as Book Creator or through the school VLE or via Google or Office 365. This will also allow students to record and capture creative reflections on their learning in a variety of ways, including digital media, audio recordings, video and written pieces and any questions they may still have.

Lesson 3:

Behind the Screen



Key Learning for Students

This lesson will give students the opportunity to probe more deeply into the nature of online communication and how it differs from traditional offline methods by looking specifically at issues around anonymity and invisibility online. It will consider the phenomenon of online disinhibition and why people may choose to act or communicate differently online to how they would in person.

SPHE Short Course Specification Links

Strand 2: Making healthy choices

- 2.8 discuss how to share personal information, images, opinions and emotions in a safe, responsible and respectful manner online and in person

Strand 4: Emotional wellbeing

- 4.6 recognise different kinds of abusive and bullying behaviour that can occur in interactions online and in person

Resources Needed

- The Respect Effect PowerPoint presentation available at webwise.ie/therespecteffect
- Appendix 1: Cyberbullying Class Survey
- Appendix 4: Additional Information on Anonymity and Online Disinhibition
- Activity Sheets: 3.1
- Pictures for stimulus activity

Methodologies

Simulation activity, walking debates, written reflection, placemat activity, think-share-square

Teacher Note:

Important additional information to support teachers discussing the concepts of anonymity online and online disinhibition can be found in Appendix 4.

Use your student's responses to the Anonymous Cyberbullying Class Survey (Appendix 1), in particular question 4, to inform your planning of this lesson and discuss with students the collective class responses to prompt discussion on what it is about the internet and digital technology that makes bullying and harassing behaviour different online?

Activity 1:

Anonymous Online



Step 1.

Post pictures of various celebrities or famous figures in an open sharing format such as Padlet, OneNote, Google Doc so that students can leave their comments anonymously. You should have at least five pictures in total. The pictures should all be recognisable and reflect the cultural, ethnic and identity-based backgrounds of the students in your class. Include a mixture of teen idols from sports, music and film and politicians and other public figures. Try to pick some controversial figures about whom the students might have mixed opinions.

Step 2.

Give students time to look at the pictures. During this time, encourage students to get whatever they'd like to say to the people in the pictures 'off their chest' by leaving anonymous comments or emojis under the pictures. The anonymous messages can be negative or positive. Remind students however, that inappropriate language or cursing etc. should not be included in potential negative comments or critiques.

Step 3.

When students have each had a chance to leave a couple of anonymous messages, have them sit down in groups. Each group should be appointed one of the commented pictures to read and discuss. The students should consider the following questions:



- How did you feel when given the chance to get things off your chest by writing anonymous notes?

Suggested answers:

- *I felt a great sense of freedom to say what I wanted.*
- *I felt I had a stronger voice, I was not afraid of hurting someone or being exposed for my views.*
- *I felt a bit uncomfortable that what I was writing was wrong.*
- *I found it fun writing what I wanted to without risking being found out for it.*

- How do you think the person would feel if they were to read the notes, particularly the more negative notes?

Students could also use emoticons to answer this question.

Suggested answers:

- *The person might become upset or angry.*
- *The person might feel misunderstood.*
- *The person might feel as though they were being picked on unfairly.*
- *The person might feel insecure about appearance or actions.*
- *The person might be entertained.*
- *The person might be encouraged to try a new approach.*

- What are the advantages and disadvantages of being anonymous or having anonymity?

Suggested answers:

- *Anonymity gives you the freedom to disclose information without being blamed for leaking the information.*
- *Anonymity makes you feel less self-conscious about commenting in a public forum.*
- *Anonymity can make sending messages more exciting as it adds a sense of mystery.*
- *Anonymity can give people the freedom to act irresponsibly and to speak in a more abusive manner.*

- *Anonymity in comments can cause the person to whom the comments refer to become upset and to feel as though everyone is against them.*
- *Anonymity can make it difficult to apportion blame when something goes wrong.*

These supplementary questions might help students to think more critically and comprehensively about anonymity. You could use these questions to guide student responses if the students struggle to respond to the question on the advantages and disadvantages of anonymity:

- **Does anonymity give you a greater sense of freedom to voice important opinions?**
- **Do you find that anonymity online gives you greater confidence to be the person that you want to be?**
- **Do you find interacting with people anonymously online makes using the internet more exciting?**
- **Do people act more rashly and irresponsibly online when their identity is hidden?**
- **When bullying takes place online do you think the anonymity of the people involved might prevent the case from being dealt with effectively?**



Activity 2: Understanding Online Disinhibition

Step 1.

Ask students to brainstorm what the word inhibition means, thinking of words they associate when they hear the word, examples of it, etc. Collate students feedback on the board. Next, do the same for the word disinhibition. Once you have collated feedback clarify for students the definitions for both:

- **Inhibition is a feeling that makes one self-conscious and unable to act in a relaxed and natural way.**
- **Disinhibition is the loss of feeling inhibition which results in us saying or doing something on a whim, without thinking in advance of what could be the unwanted or even dangerous result.**

Using think-pair-share-square ask students to discuss the following question:

- **Do you think people feel more comfortable to do or say things online that they might not as easily in person? Why do you think this might be the case? Can you think of any examples?**



A digital option when working in groups could be to use classroom-screen.com to display the questions and a timer on the screen/board.

Take general feedback from students, and remind students that we are not looking for them to overshare personal information here. Explain that we are now going to consider what it is about the online environment that makes people feel disinhibited, like they can do or say things online that they would not in real life. This is known as online disinhibition.

What is Online Disinhibition?

Play Dr. Nicola Fox Hamilton available here: <https://vimeo.com/853378660>

Next, outline the six factors of the online world that produce online disinhibition for students. Display each factor on the board using the PowerPoint presentation and elicit examples of each from students. Explain, cyberpsychologist Dr. John Suler identified 6 key factors of the online environment that can create the online disinhibition effect that enables people to feel like they can do or say things online that they might not in person.

Six factors of the online world that produce online disinhibition

1. **“You Don’t Know Me”** On the internet people can hide some or all of their identity which can lead them to feel like they don’t have to take responsibility for their actions if no one knows who they are.
2. **“You Can’t See Me”** In many online environments other people cannot see you. Invisibility gives people the courage to go places and do things online that they otherwise wouldn’t. People also don’t have to worry about how they look or sound when messaging and they also can’t see or hear how a person reacts or responds to what they say.
3. **“See You Later”** When communicating online people have more time to think and reflect on what they would like to say before replying. People also feel they are able to say something that is personal, emotional or hostile in an online chat as they have the safety of being able to “leave” after sending the message.

4. **“It’s All in My Head”** Not being able to see who we are talking to can lead us to feel more comfortable sharing personal details or behaving in certain ways that you might be more reserved about in public as it feels like you are talking to yourself.
5. **“It’s Just a Game”** Because we can leave the online world whenever we want, this can lead people to see the online environment as an imaginary world separate from the rules and responsibilities of the real world.
6. **“We’re Equals”** In the online world, in most cases, everyone is equal and has an equal opportunity to voice their thoughts, ideas and opinions. This levelling between ordinary people and people with authority, power or celebrity offline can lead us to communicate more freely with those figures than they would if they met in-person in the real world. For example, people may feel more confident to criticise politicians or make fun of celebrities online than they would if they were to meet them in-person.

Step 2.

Next, use the placemat strategy to allow students to reflect and extend their understanding of online disinhibition. For placemat strategy, divide students into groups of 4, distribute Activity Sheet 3.1 and gather around a “placemat”. The “placemat” is organised with sections for each student to record their ideas and a central section for students to summarise their individual ideas. First, students individually think about the question and write down their ideas on their own section of the placemat. Then students share ideas to discover common answers, which can be written in the centre of the placemat.

Activity Sheet 3.1:

What are the Positive and Negative Effects of Online Disinhibition?

What are the effects of feeling like we can say or do things online that we might not in person? List examples of when online disinhibition might have a positive effect for people AND when it might have a negative effect for people.

<p>Examples of negative online disinhibition are:</p>	<p>Examples of positive online disinhibition are:</p>
<p>Examples of positive online disinhibition are:</p>	<p>Examples of negative online disinhibition are:</p>
<p>Examples of negative online disinhibition are:</p>	<p>Examples of positive online disinhibition are:</p>

Online Disinhibition:
the positive and
the negative

Step 3.

Go through students' positive examples and negative examples of online disinhibition. Sample examples students may provide include:

Positive (benign) disinhibition: when people feel more comfortable to share personal details, secret emotions, fears, and wishes online than they would in person or go out of their way to help others or show extraordinary kindness.

Because we are more likely to say things that we might find more difficult online, people can share problems online anonymously to find support in ways that they might find more difficult in real life. Examples of when online disinhibition has a positive effect in people's lives may include: socially anxious individuals may feel they are better able to express themselves in an online environment. LGBTI+ young people can find support online for coming out e.g. communities to talk through how best to approach it with their family; people also seek social support when they have illnesses that they find difficult to talk about because they might have a stigma attached to them, or women might find support on things they find difficult to talk to their parents about e.g. abortion, contraception, sexual experiences etc.

The positive side is that we can use that sense of being able to talk more easily to deal with things that are difficult or to find social support if we don't find it offline or to supplement what we have offline with online support as well.

Negative (toxic) disinhibition which can be likened to the modern "troll"; examples include rude language, harsh criticism, anger, hatred, and threats or people exploring places they would never visit in the real world e.g. places of violence, abusive material, criminal activity.

Examples of negative disinhibition may include:

- **Cancel culture:** a way of behaving in a society or group, especially on social media, in which it is common to completely reject and stop supporting someone because they have said or done something that offends you or is seen by the public as unacceptable activity or behaviour, past or present.

- **Hate speech:** public speech that expresses hate or encourages violence towards a person or group based on something such as race, religion, sex, or sexual orientation.
- **Trolling:** the act of leaving an insulting message or comment online with the deliberate intent to annoy someone, provoke an emotional response or of otherwise disrupting normal discussion.
- **Flaming:** the act of posting insults, often including profanity or other offensive language online often in chat rooms, forums, social media, and game lobbies.
- **Pile-on:** an argument or attack by a large group of people against one person or a much smaller group. For example, on social media it can start when one person makes a hurtful comment about someone and it quickly escalates to a "pile on" of additional negative comments from other people.

Finally, it's important to highlight the following points to students regarding online disinhibition and abusive or bullying behaviour online.



It's important to know that...

- The feeling of anonymity and invisibility that the online environment provides can give people the courage to say or do things online that they would not do in real life.
- This can have both positive and negative effects for people. However, it also allows bullying to happen more frequently or intensely online than it might in person.
- Online disinhibition can make it harder to empathise with others and reduce them to stereotypes instead of thinking of people as individuals with thoughts and feelings.
- Online disinhibition is not the only factor that determines how frequently or intensely people reveal personal information or act out online.
- Individual differences, our past experiences, self-esteem, and personality types will influence the extent to which someone feels disinhibited while online.
- This concept of the online disinhibition effect helps explain how the online world may influence how we behave; however it is not an excuse that we can use to get away with saying or doing whatever we want online.
- Important: Abuse and bullying behaviour, on and offline, involves many different factors and can never be justified.

Activity 3: Reflection Journal



Ask students to reflect on the concepts and ideas that have been discussed during the lesson, make connections to prior knowledge or experience, and note any questions they may still have. Display the following reflection prompt on the board and invite students to note their reflections and actions:

3-2-1 Reflection

- **Three things you found out.**
- **Two interesting things.**
- **One question you still have.**



Invite students to create a digital reflection journal using an online tool such as Book Creator or through the school VLE or via Google or Office 365. This will also allow students to record and capture creative reflections on their learning in a variety of ways, including digital media, audio recordings, video and written pieces and any questions they may still have.



Lesson 4: Showing Empathy



Key Learning for Students

This lesson considers how empathising with others can enable us to prevent and respond to bullying behaviour, both online and in person. Students will gain an understanding of the importance of showing empathy in their online interactions and ways that empathy can be expressed.

available here: <https://www.youtube.com/watch?v=HznVuCVQd10>

Methodologies

Group discussion, video analysis, sorting and matching, reading comprehension, exploring responses to different situations, visual prompt, flipped classroom

SPHE Short Course Specification Links

Strand 1: Understanding myself and others

- 1.8 reflect on the meaning and importance of empathy and discuss ways that it can be expressed

Strand 4: Emotional wellbeing

- 4.7 explain why noticing and responding to different kinds of abusive or bullying behaviour that can occur in person and online is important and discuss appropriate responses including, why, how, where and when to report

Resources Needed

- The Respect Effect PowerPoint presentation available at webwise.ie/therespecteffect
- Appendix 3: Feelings Wheel
- Activity Sheets: 4.1, 4.2
- Video: Dr. Brené Brown on Empathy

Activity 1: What is Empathy?

Step 1.

In the previous lesson we looked at online disinhibition and the factors that allow us to feel less inhibited in how we act and communicate while online and how this can have both a positive and negative effect on how we communicate online in particular. In this lesson we are going to consider how empathising with others can enable us to prevent and respond to abusive and bullying behaviour, both online and in person.

First ask students to brainstorm what is empathy? Elicit student's responses and collate on the board to see how familiar they are with this concept.

Next play the video Dr. Brené Brown on Empathy for students to watch. Dr. Brené Brown uses a short, animated clip to explain, in simple terms, the meaning of empathy: <https://www.youtube.com/watch?v=HznVuCVQd10>

In the video Dr. Brené Brown discusses the difference between sympathy and empathy. Play the video again for a second time and ask students to reflect on and answer the following questions based on their second viewing of the video:

1. Write down anything that Dr. Brené Brown says that rings true for you, and/or note anything that you are unsure or unclear about.
2. What is the main message that you've taken away from this video?
3. Think about a time when someone showed you empathy (you don't need to share this with the class) and what did the person say or do? Is it sometimes possible to also show empathy through our body language and by being silent?

Elicit responses from students. Recap the definitions of both empathy and sympathy with students.

Sympathy = feeling sorry FOR someone. The definition of sympathy is a feeling of pity and sorry for someone's misfortune.

Empathy = feeling WITH someone. The definition of empathy is the ability to be aware of, understanding of, and sensitive to another person's feelings and thoughts without having had the same experience.

Next, distribute Activity Sheet 4.1: Sympathy vs Empathy Matching Activity. Tell students that this activity will help us explore further the difference between empathy and sympathy.

Suggested Answers

Showing Sympathy	Showing Empathy
"I hope you feel better soon".	"This must be hard to talk about. Thanks for opening up to me."
"It wasn't your fault. You did the best you could."	"That must be hard. I can see how that would be difficult."
"You poor thing. Here's what I would do."	"From what I'm hearing, you are feeling X. Is that right?"
"It will all be ok. Everything happens for a reason."	"What has this been like for you?"
"Don't worry. Something better is around the corner."	"I want to make sure I understand..."



Take feedback from students and remind them that **showing empathy helps us consider the emotions and perspective of others. A capacity to show empathy means we are more likely to be concerned with the consequences of our actions online including cyberbullying behaviours and will be less likely to feel disinhibited online.**



There is a flipped classroom opportunity for students to watch this video at home and answer the questions on it. The matching activity could also be done on a whiteboard.fi for students to complete at home with the video.

Step 2.

Next, tell students that we will consider what are the potential barriers to showing empathy for others in the online environment?

Ask students what cues help us to recognise how someone is feeling when we speak face-to-face versus through text messaging?

Sample examples of student responses include:

Face-to-face Communication	Text-Only Communication
You can see the person you are talking to and their body language e.g. gestures, eye contact	You can't hear their voice or how they are saying things through their tone of voice
You can hear their tone of voice and understand how they are saying something e.g. using a serious, humorous, or sarcastic tone	You can use emojis to try to express tone of voice but this can still be misinterpreted
You can see people's facial expressions and their reaction to what you are saying e.g. if they are happy, hurt or annoyed	Short responses, when they usually share long messages or they don't use emojis when they usually use them all the time
Things you say in person can be forgotten about more easily over time	Public comments or posts can be read by everyone
You get an immediate and unedited response to what you say in a conversation	Messages and voice notes are stored in your chat history and can be read or played back multiple times
	We cannot see how people react to what we say
	You might wait hours, days, even weeks to get a response in a conversation
	A delayed response to someone's message also means we can edit or change what our initial reaction or response to something is and think about how we want to respond

Next, ask students to consider:

**Which form of communication do you prefer?
Does it depend? Why?**

**Does this affect the quality of the
communication between you? How?**

Get feedback from students and remind them that the cues that can be missing in online communication can be a potential barrier at times to showing or having empathy for others and it is important that we are mindful of this when communicating online.



Activity Sheet 4.1:

Sympathy vs Empathy Matching Activity



Below is a list of phrases people might use if they were showing empathy or sympathy for someone else. Match the phrases you think show empathy under the Showing Empathy heading and the phrases you think show sympathy under the Showing Sympathy heading. Remember empathy is about connecting with the other person's thoughts and emotions and trying to understand how they might be feeling.

Showing Sympathy

Showing Empathy

Responses:

"I hope you feel better soon."

"From what I'm hearing, you are feeling X."

"Is that right?"

"What has this been like for you?"

"It wasn't your fault. You did the best you could."

"This must be hard to talk about. Thanks for opening up to me."

"You poor thing. Here's what I would do."

"It will all be ok. Everything happens for a reason."

"That must be hard. I can see how that would be difficult."

"I want to make sure I understand..."

"Don't worry. Something better is around the corner."

Activity 2:

Two Sides to the Story - Empathy Scenarios

Step 1.

Put students in pairs and give each pair one scenario from Activity Sheet 4.2. Ask the pairs to read the scenario on Side A first and then discuss and answer the questions on it. Then allow the pairs that have the same scenario either 1, 2 or 3 to discuss their responses to the scenario. Read through the Side A each of the scenarios to the whole class and collate feedback for each scenario on the whiteboard.

Step 2.

Now side A is completed, distribute Side B of the scenarios to the same pairs. Again students are to read through the accompanying B part of their original scenario and answer the corresponding questions.

Step 3.

Again take feedback from students for each Side B of their scenarios and collate on the board. Next, ask students the following reflective questions to galvanise their learning:

- **What was your key learning once you gained insight into both perspectives?**
- **Did your opinions shift or change when you saw things from both slides?**
- **Why do you think it is important to hear both sides of a story?**
- **What are the key ingredients to building empathy towards others?**

Talk to students about how sometimes we may not know all that is going on in someone else's life and that is why showing empathy for others and forming healthy communication habits are so important.



Some students with additional learning needs or English as an additional language may find the scenarios difficult to read when under time pressure to complete an activity. A digital copy of these scenarios could be distributed prior to the lesson for these students to use immersive reader/Google translate to be familiar with them in advance and therefore able to actively participate in the activity.



Activity Sheet 4.2

Empathy Online Scenarios

SIDE A

Scenario 1 A

Georgi has never been very comfortable talking to girls. He's naturally shy, but decides to take a leap and message a girl in his year he likes but has never really spoken to; Laura. Laura and Georgi click immediately when they realise that they both have a passion for anime movies. After a week of messaging each other, Georgi and Laura decide to have a video call date. When he calls Laura answers but says her camera isn't working. Georgi hears laughter but presumes that is just because Laura is as nervous as he is to actually talk to each other. Laura compliments Georgi on his appearance, and says that she'd like him even better if she could see a bit more of him. Spurred on by her encouragement, Georgi strips down to his boxer shorts. Laura seems to be very happy with this.

The next day in school everyone knows about Georgi and Laura's video 'date' but Georgi can't understand why. It isn't until he sees the video of him taking his clothes off that Georgi realises that Laura had actually recorded their video 'date'. Georgi has never felt more humiliated. Everybody in the whole school has seen the video, and all the comments on the video joke that Georgi looks about eight years old.

Reflect and discuss the following:

- What is going on here?
- What is happening that makes you think that?
- How would you feel if you were Georgi in this situation?
- What are the short and long term effects for Georgi following this situation?
- If you were in Georgi's shoes, what would you do?

Scenario 2 A

Sofia is checking her phone when she notices that she's getting a lot of notifications about some photos she has been tagged in. It turns out to be photos Aoife posted that were taken at the school musical last night. Sofia was in some of the photos shared. She felt that the lighting was really poor, had costume make up on and thought that she didn't look the best in Aoife's photos. She was feeling self-conscious as a result. Sofia began to read the comments under the pictures that she is tagged in. Aoife had commented 'Someone fell out of the bed on the wrong side...lol!' and 'the state of your face!'. Sofia was mad. She doesn't know why Aoife would be so mean to her and post these pictures.

Reflect and discuss the following:

- What is going on here?
- What is happening that makes you think that?
- How would you feel if you were Sofia in this situation?
- What could Sofia do in this situation?
- If you were in Sofia's shoes who would you go to for support?

Scenario 3 A

A few months ago, Akeem took a big step of coming out about his sexuality. His friends at school have been very supportive and even his family has been cool about it. However, since he came out one of his friends Brian has started commenting on his posts and stories, calling him "so gay" and using gay nicknames. Akeem is finding all the commenting a bit insulting as he feels Brian is highlighting stereotypes. He is also getting annoyed at Brian tagging him in posts related to his sexuality in his stories and has even posted some pretty inappropriate videos. It is getting to the point where it's starting to feel too much and like harassment to Akeem.

Reflect and discuss the following:

- What is going on here?
- What is happening that makes you think that?
- How would you feel if you were Akeem in this situation?
- If you were in Akeem's shoes, what would you do?



SIDE B

Scenario 1 B

When Georgi asks Laura for a video call she is nervous and asks her friend Rashida to be there for support. Rashida agrees to come over but she is not very helpful. She slags Laura asking why she is even interested in Georgi when he comes across as a total freak. While getting ready Laura drops her phone and cracks the camera on her screen - she can't use it for her date. She is a little relieved. The video call is going well until Rashida takes Laura's phone and asks Georgi to undress down to his shorts. Laura asks her what she is doing but Rashida won't give back the phone. Rashida records Georgi undressing on her phone before ending the call. Rashida tells Laura she is saving her from social suicide by dating Georgi. She promises not to share the video if Laura agrees not to chat with Georgi anymore.

Later that night while talking to another friend Rashida decides to send them the video of Georgi. This friend forwards it into another group chat and before Rashida can do anything about it the video is being shared around the whole school. The next day in school Laura spends the day upset and on her own. She is mad with her friend Rashida and doesn't even know what to say to Georgi, he will never speak to her again now.

Reflect and discuss the following:

- What is going on here?
- What is happening that makes you think that?
- How would you feel if you were Laura in this situation?
- Is there anything that Laura can do to help the situation?
- If you were in Laura's shoes what would you do next?

Scenario 2 B

Aoife and her friend Sofia recently took part in the school musical which was a lot of fun. While backstage a group of the cast started taking pictures and posing for the laugh. After the show, one of the popular girls in her year asked Aoife to post the pictures she had taken. Backstage the lighting wasn't great and the quality is so bad that in a couple of photos you can only really see Sofia's eyes and teeth and not her whole face. She knew Sofia didn't

look great in the pictures but Aoife did and she was also pictured with some of the most popular girls in school. Aoife has been bullied in the past and is hoping that getting in with the popular girls will make sure this never happens again. She knows that Sofia might get upset because the photos are not flattering for her but if Aoife doesn't post them no one will see that she was also hanging out with the popular girls.

Reflect and discuss the following:

- What is going on here?
- What is happening that makes you think that?
- How would you feel if you were Aoife in this situation?
- If you were in Aoife's shoes and felt the same pressure to post these pictures, what would you do?
- Is there anything that Aoife could do to make amends?

Scenario 3 B

When his friend Akeem came out as gay Brian had not seen it coming but he wanted to make sure Akeem knew he would always be his friend. Brian had seen one of his cousins come out as a lesbian and get an awful bullying in her school and didn't want that to happen to his friend too. Shortly after Akeem came out Brian noticed that Akeem was getting some random nasty comments from strangers online on his posts. Brian thought the best way to show people online his support for his friend was to use gay slang that Akeem would appreciate and send him links to posts about gay tv shows and entertainment news. He even found some funny videos that he thought Akeem would get a laugh out of. Lately though Brian has started to notice Akeem is not liking or replying to anything he is sending or posting on his stories and is unsure why, he is just trying to support his friend and make sure he feels safe and comfortable to be who he is.

Reflect and discuss the following:

- What is going on here?
- What is happening that makes you think that?
- How would you feel if you were Brian in this situation?
- If you were in Brian's shoes what would you do if you noticed your friend was becoming distant?

Activity 3:

Reflection Journal



Ask students to reflect on the concepts and ideas that have been discussed during the lesson, make connections to prior knowledge or experience, and note any questions they may still have. Display the following reflection prompt on the board and invite students to complete the sentences below:

Reflection

- I changed my attitude about...
- I related to...
- I empathised with...



Invite students to create a digital reflection journal using an online tool such as Book Creator or through the school VLE or via Google or Office 365. This will also allow students to record and capture creative reflections on their learning in a variety of ways, including digital media, audio recordings, video and written pieces and any questions they may still have.



Lesson 5:

Only Messing



Key Learning for Students

In this lesson students will discuss what subtle forms of bullying behaviours look like online and how to distinguish between banter and bullying behaviour. Students will recognise the signs of this behaviour and develop strategies to respond appropriately if they encounter subtle forms of bullying behaviour online.

SPHE Short Course

Specification Links

Strand 4: Emotional wellbeing

- 4.6 recognise different kinds of abusive and bullying behaviour that can occur in interactions online and in person
- 4.7 explain why noticing and responding to different kinds of abusive or bullying behaviour that can occur in person and online is important and discuss appropriate responses including, why, how, where and when to report

Resources Needed

- The Respect Effect PowerPoint presentation available at www.webwise.ie/therespecteffect
- Appendix 3: Feelings Wheel
- Activity Sheets: 5.1, 5.2
- Webwise Silent Witness Campaign video You're a Meme available here: <https://vimeo.com/795242990>

Methodologies

Group discussion, video analysis, think-pair-share-square, diamond 9, reading comprehension, case study analysis, letter-writing

Activity 1:

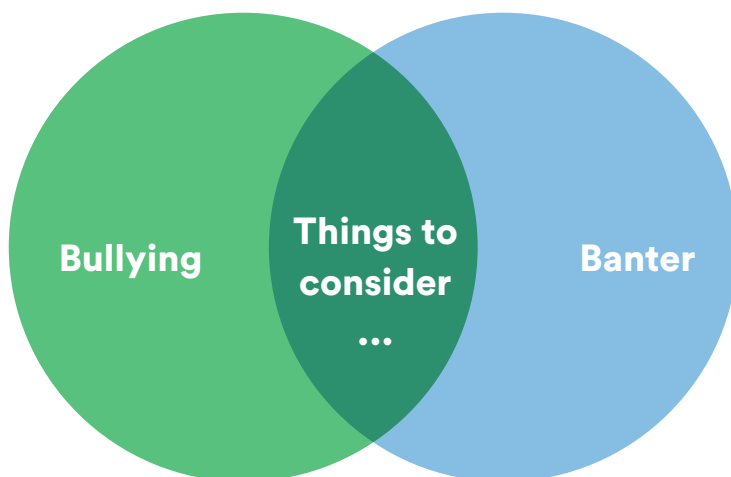
Only Messing? Online Bullying vs Banter

Step 1.

In this lesson we are going to consider what are subtle forms of bullying behaviour online and how we might recognise it. Some forms of cyberbullying can be so subtle that we may not recognise it as bullying until after the fact when we have had time to reflect on it and how it made us feel.

Ask students to draw a venn diagram with bullying in one circle and banter in the other circle. Ask them to write their definitions for bullying and banter in each. Then ask them to write down what they think are the things we need to consider when deciding if something online is just banter between friends or if it could be a more serious case of bullying, how can we tell the difference?

See example below:



Bullying is targeted behaviour, online or offline, that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.

Things to consider...

- Context is what is considered acceptable can be different in different situations. For example, friends using nicknames for each other that neither of them find offensive. If you are unsure, always check first.
- The relationship between the people involved. This can be based on a shared mutual understanding of language, slang, nicknames, and behaviour. Not everyone will share your sense of humour or banter.
- Change of mind is acceptable: the person on the receiving end is free to change their mind about how they feel about the comment e.g. nickname. The alleged victim's point of view is vital.
- A lol doesn't make it okay. Offensive, threatening and abusive language is always unacceptable no matter the context.
- If someone is hurt or offended by something you said they won't always feel confident to call it out and might even go along with it so as not to draw attention to themselves.
- Just because someone uses certain slang or nicknames to refer to themselves it doesn't mean it is okay for you to use it.
- Sometimes a comment can be viewed as banter but over time, the person's perception of this banter may change and they may find it rude and offensive, especially if it is persistently used.

Banter is described as sharing remarks in a good-humoured and teasing way.

Step 2.

Collate students' answers on the board. Outline the definitions of bullying and banter. Go through the following things to consider when trying to decide if something is banter or bullying and how to tell the difference with students if not already mentioned in their feedback:

- **Context is what is the situation, circumstances or setting in which these people are communicating. What is the context that the communication or actions are taking place in? Language can have different meanings in different contexts. For example, friends using nicknames for each other that neither of them find offensive. If you are unsure, always check first.**
- **The relationship between the people involved - the typical way two or more people interact. This can be based on a shared mutual understanding of language, slang, nicknames, and behaviour and respect of boundaries in online communication.**
- **Change of mind is acceptable: the person on the receiving end is free to change their mind about how they feel about the comment e.g. nickname. The alleged victim's point of view is vital.**
- **Not everyone will share your sense of humour or banter.**
- **A lol doesn't make it okay. Offensive, threatening and abusive language is always unacceptable no matter the context.**
- **If someone is hurt or offended by something you said they won't always feel confident to call it out and might even go along with it so as not to draw attention to themselves.**
- **Just because someone uses certain slang or nicknames to refer to themselves it doesn't mean it is okay for you to use it.**
- **Sometimes a comment can be viewed as banter but over time, the person's perception of this banter may change and they may find it rude and offensive, especially if it is persistently used.**

Step 3.

Now tell students they are going to take a closer look at an example of subtle bullying. From the Webwise Silent Witness Campaign (www.webwise.ie/silentwitness), play the video You're a Meme available here: <https://vimeo.com/795242990>

Play the full video for students first, this is very important so that they get the full context and understanding of what is happening in the video.

Then ask the students to answer the following questions based on a second viewing of the video:

- **How did Róisín first react when she was shown the meme of herself?**
- **Why did she react in this way?**
- **What are the implications of the image going viral?**
- **Did anyone try to intervene or offer help when Róisín was being targeted? Why do you think this is?**
- **Why do you think that Róisín doesn't send how she really feels about what has happened but instead writes it was 'fine' and 'sorta funny'?**
- **Do you think Róisín's friends' reactions to the meme's influenced how she responded to what had happened?**
- **Do you think it is hard for a target of subtle bullying online to get help? Why?**

Read through the questions first with students before playing the video again for them. Once students have viewed the video for a second time, ask them to answer all questions.



A digital option could be to watch the video in full first and then play the video again for students through EdPuzzle (Live Mode) and pause the video at certain points and ask students to submit their answers.

Elicit responses from students and collate on the board. Ask students to consider for themselves if they have ever had something happen where they thought it might have been banter but realised later that actually it felt more like bullying.



Activity 2: **Identifying Subtle** **Bullying Online**

Step 1.

Explain to students that subtle bullying means that bullying words and actions can be harder to identify, can be done anonymously and discreetly, and the target might not find out about the bullying until long after it has happened.

Step 2.

Tell students we are now going to consider why subtle bullying can be hard to identify at times. Using the diamond 9 strategy as students to rank the cards from Activity Sheet 5.1. The activity sheet includes eight given statements and a blank card for students to create their own contribution and allow for differentiation.



Provide students with the statements and ask them to create their diamond 9 through using a web based tool such as Jamboard, or whiteboard.fi to see and digitally capture all student's responses in real time.

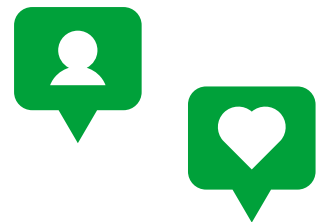
Put students into pairs and distribute the nine cards to each group. Tell students they are to read through each statement and place their first priority card at the top, followed by two in second place, three in third place, a further two and then the card which represents the lowest priority at the bottom. This forms a diamond shape. Remind them that one of the cards is blank for them to come up with their own response to the question. Students should strive for a consensus amongst themselves.

Step 3.

Each pair should then link up with another pair and share their own rankings with the other and make a third consensus diamond if necessary.

Get feedback from students on why subtle bullying is hard to identify online and also what was each group's unique response or reason. Use the following reflections questions to tease out student's responses:

- At first, what were the differences and similarities between the two diamonds?
- In developing a third diamond, how did your group arrive at consensus about why it is hard to identify subtle bullying online?
- Was it hard or easy to reach consensus? Why do you think that was?
- Did everyone feel that their ideas were listened to? What supported this or what hampered this?



Activity Sheet 5.1:

Why is subtle bullying hard to identify online?

Subtle bullying can be harder to address online as:

<p>The bullying could happen anonymously through a fake social media account so the perpetrator can't be identified.</p>	<p>It happens in online spaces, where adults don't have access to e.g. group chats, private social media accounts, so there is no one to witness or intervene.</p>	<p>The bullying is carried out by many students so individuals don't feel as responsible because "everyone is joining in".</p>
<p>Not all adults, or students, see these small acts as bullying.</p>	<p>Those involved justify their behaviour and play it off by saying, "We're only messing," or, "It's no big deal, we're all friends".</p>	<p>It can be hard to tell whether the action or behaviour was "intentional" or not; for example, posting a group photo of friends at a party when you know someone was intentionally not invited to go.</p>
<p>The target is threatened that if they say anything, things will get much worse for them.</p>	<p>Individuals who see a comment might see it as harmless as they don't have the full picture of what has been going on before this particular comment was shared.</p>	



Why is subtle bullying hard to identify online?

Most important

Least important

Activity 3:

Responding to Subtle Bullying Online

Step 1.

The class should now be split into pairs and each pair should be given Activity Sheet 5.2: Agony Aunt-i Bullying. These letters will include examples of subtle bullying online and letters written from the perspectives of the target, the perpetrator and the bystander.

Step 2.

In each case the students should try to provide three short pieces of advice in their responses to the people who wrote the letters.



Pick two letters for each pair to respond to and after each pair has responded to two letters, they should give feedback with advice to the larger group.



A digital alternative for this activity could be to assign and distribute the letters as a Google or Microsoft Teams assignment to complete for homework. The letter template could be provided in a Google Doc or Microsoft Word for the students. Alternatively, a printed handout for students to hand write, take a picture of it and upload to assignment.



Activity Sheet 5.2

Agony Aunt-i Bullying letters summary

- **Letter 1:** This is an example of an unflattering photo, video or audio taken without someone's knowledge and shared with the intention to humiliate the person.
- **Letter 2:** In this letter a photo was posted that shows a group of friends having fun as a way to make Nadia feel unpopular and also possible considering further subtle bullying through intentionally excluding her from a group chat.
- **Letter 3:** In this example we see a subtle form of bullying as the person with learning needs is unaware that their actions are for the amusement of others and to be made the butt of their joke.
- **Letter 4:** In this example it is subtle bullying as in an online game, one player is following another and harassing them by intentionally disrupting their game.
- **Letter 5:** In this letter we see posting negative comments about an individual in a way that makes clear who is being discussed, without naming them, in order to intimidate and humiliate the target as an example of subtle bullying.

Step 3.

Recap with students the following points on dealing with subtle bullying if not already mentioned through their feedback.

- Subtle bullying messages or behaviours are not obviously bullying or insulting, but we can identify these kinds of messages by how they make us feel, for example, it makes us feel uncomfortable, worried, unsure or anxious.
- With subtle bullying it is important to recognise your feelings and how the behaviour or language you are receiving is making you feel. Stop, take a look at what is happening and think about the impact it is having on you.
- Screenshot any evidence if you feel that the comments are negatively affecting you.
- Talk to a friend or trusted adult about and get advice on how to move forward with the situation.

Activity Sheet 5.2

Agony Aunt-i Bullying

Write notes in response to each of these letters. Your notes should tell the writer whether you think this is an example of subtle bullying online and contain three pieces of advice on how to deal with the situation.

Letter 1

Dear Aunt-i,

Last week our hurling team made it to the county final. Things didn't go well for us on the day, and we lost. It was no one person's fault. We didn't play well. Our captain Kevin posted some pictures and a video from the game with the caption "Not our day but maybe next year we'll have the players to lash into them ;)". It included a video of me missing the match winning free point. The post got a lot of messages of support but then I noticed a thread of comments slagging me and picking out my worst mistakes in the game. I may not be the best player on the team but I try my best. The comments have upset me and don't make me feel comfortable to play with the team again next year.

Any tips on what I could do?!

Mikolaj

Letter 2

Hi Aunt-i,

Nadia was my friend since primary school but since we started secondary school we have really grown apart. I have become friends with lots of girls through playing football and love to get dressed up and hang out with the girls from the team. I know Nadia feels a little left out as she doesn't have the same interests as the other girls. Our personalities have become different and we are into different things now. Nadia doesn't really fit in with the group I hang out with and I feel awkward when she is trying to hang out with me when we are all out.

I decided to post pictures from a house party I was at when I told her I couldn't meet up in the hopes that she would get the message we are moving in two very different social circles now. I know it may sound cruel but she is not getting the hint that we are two obviously different people now. What else should I do? I was considering setting up a new group chat without Nadia hoping that would help send a message that I don't think we should be friends anymore?

Oliwia



Activity Sheet 5.2

Agony Aunt-i

Bullying

Letter 3

Dear Aunt-i,

I am neighbours and friends with a boy in my class Aidan. His parents won't let him create a social media account so I decided to create a TikTok fan page for him so he could feel like he was using social media like everyone else. Aidan has a learning disability and he's unaware he can be the butt of the joke. Aidan is sometimes egged on to do things to amuse others. He does these things to try and fit in with the lads. I don't agree with this and am not always there when it happens to stop it. The problem now is that Aidan has given these boys the password to his account. They record the things that they challenge him to do on his fan page account. I feel really bad as he is being made fun of on this TikTok account and I don't know what to do. I'm afraid to tell his parents. Please help!!

Tiernan

Letter 4

Hi Aunt-i,

I love to play the new online game Lord of War with a group from school and have gotten really good at it, but I noticed one of the lads is annoyed that I am able to get to a higher level than him. He has started following me in

the game and harassing my character, calling me sexist names and telling me to go back into the kitchen and girls don't belong playing war games. He's deliberately wrecking my game so he finishes at a higher level than me now. I don't know what to do. I tried to say it to one of the other guys in the group but he said it's just gaming banter and if I can't hack playing the game "I shouldn't be blaming others for it". Any tips for how to handle this guy sabotaging my game?

Orla

Letter 5

Dear Aunt-i,

A boy in my class, Seán, shares videos of his make-up tutorials on his YouTube account. He is really good at it too. Today Seán was upset leaving class and I asked him what was wrong. He showed me abusive comments, including offensive slurs, that have been posted under his latest video. The comments are posted under anonymous accounts but Seán says he knows it is three boys from his tutor class because they created and call him those particular nicknames and slurs in school. I asked Seán if he was going to report this to a teacher but he said no and that he doesn't want to cause more trouble for himself in school. I am worried this is only going to continue and how it might affect Seán in the long run. How can I help him if he doesn't want any more attention on this situation?

Talal

Agony Aunt-i Bullying



Dear _____

Here are my top three tips for you:

1. _____

2. _____

3. _____

You can also turn to

Or

For more advice. Remember, if you ever feel afraid or uncertain of what to do, talk to a responsible adult.

Aunt-i Bullying



Activity 4: Reflection Journal



Ask students to reflect on the concepts and ideas that have been discussed during the lesson, make connections to prior knowledge or experience, and note any questions they may still have. Display the following reflection prompt on the board and invite students to note their reflections and actions:

- What? What have I learned?
- So What? Why is this important?
- Now What? How can I use what I have learned in my online interactions?



Invite students to create a digital reflection journal using an online tool such as Book Creator or through the school VLE or via Google or Office 365. This will also allow students to record and capture creative reflections on their learning in a variety of ways, including digital media, audio recordings, video and written pieces and any questions they may still have.



Lesson 6:

Taking Action: Upstanders and Allies



Key Learning for Students

This lesson examines the roles people play when bullying happens, the impact a bystander can have and develops strategies to safely report and support targets of online abuse. This lesson will also signpost the Connect with Respect talk as part of the Garda Schools Programme as a good additional lesson and resource to avail of at this time in the programme. The Connect with Respect lesson explores further the role of the bystander in bullying.

SPHE Short Course specification Links

Strand 4: Emotional wellbeing

- 4.8 identify actions young people can take, without putting themselves at risk, in situations where they are aware of incidents of abusive behaviour or bullying happening and explore the barriers to standing up.

Resources Needed

- The Respect Effect PowerPoint presentation available at webwise.ie/therespecteffect
- Appendix 1: Cyberbullying Class Survey
- Appendix 3: Feelings Wheel
- Activity Sheet 6.1
- Webwise Silent Witness Campaign video A Snapshot available here: <https://vimeo.com/795242031>

Methodologies

Group discussion, video analysis, questioning

Teachers Note

Use your students' responses to the Anonymous Cyberbullying Class survey, in particular question 5, to inform your planning of this lesson and discuss with students the collective class responses to prompt discussion on how students can safely become upstanders and an ally to those who may experience bullying and harassing behaviour online.

The Webwise Silent Witness Campaign video A Snapshot in Activity 1 deals with homophobic bullying. Sensitivity is required when discussing homophobic bullying in the classroom. Additional guidance and training on discussing LGBTI+ themes with sensitivity and dealing with homophobic and transphobic bullying is available from Being LGBT in School available here: <https://www.gov.ie/en/publication/e73c15-being-lgbt-in-school/>

Organisations such as BelongTo (www.belongto.org/professionals/training/) and Shout Out (www.shoutout.ie) deliver training to teachers and students alike to promote inclusion and tackle LGBTI+ bullying. These resources and training can build your confidence in responding effectively to the needs of LGBTI+ students and others affected by homophobic and transphobic bullying.

Activity 1: The Bullying Circle

Step 1.

At this point the concept of ‘the bullying circle’ should be introduced to students. Explain to students that as we know there are three main roles that we can identify in the bullying cycle. They are:

- the person being bullied (target)
- the perpetrator (person who engages in bullying behaviour)
- the bystander (person or people who witness bullying happening or knows about someone being bullied)

However, there is a wider circle of those involved to consider. The concept of the bullying Circle developed by Dan Olweus breaks down the various ways that bystanders are involved in a bullying situation either **directly or indirectly**. The bullying circle develops our understanding of the role of the bystander further and shows the many roles that people play when bullying happens; its central point is that **too many people who could stop the bullying don't do so**. Talk through the various roles on the diagram.

Bystanders are people who witness bullying but are not victims or perpetrators of bullying. The bystander effect means that often the more people who see something happen the less likely each individual is to do something about it.

What Roles Do Young People Play In Bullying Situations?



An adaptation of *The Bullying Circle* by Dan Olweus, PhD

Step 2.

From the **Webwise Silent Witness Campaign** (www.webwise.ie/silentwitness), play the video **A Snapshot** (available here: <https://vimeo.com/795242031>) as a stimulus for discussion on the roles involved when bullying happens.

Play the full video for students first, this is very important so that they get the full context and understanding of what is happening in the video.

Then ask the students to answer the following questions based on a second viewing of the video:

1. Why do you think the student decides to take a picture of Kai and Colm and send it to them?
2. How did Colm react when he received the snap of him and Kai?
3. How do the comments in the group chat affect Colm? What does Colm do after seeing these comments?
4. What might have been going through Colm's mind when he unfollowed the social media accounts?
5. Did anyone try to intervene or offer help when Colm was being bullied?
6. Who could have helped Colm? How?
7. Many young people are targets of homophobic bullying online, some are LGBTI+ but many are not. Why do you think homophobic insults and slurs are used to bully others online?
8. Are people less likely to stand up to homophobic bullying than other forms? Why might this be?
9. How can we all ensure that members of the LGBTI+ community feel comfortable and supported both online and in school?

It is important when discussing this video to acknowledge that this is also an example of homophobic bullying. Communicate to students that, **while being LGBTI+ is perfectly normal and accepted, sometimes people can fear being judged for being different or being perceived to be different and might therefore be more reluctant to report this type of bullying. Addressing name-calling and the use of homophobic language or the use of gay as a derogatory term shows that you as the teacher will not accept any student being treated badly, and that it is in everyone's interest to have a respectful learning environment. Make students aware of supports available to members of the LGBTI+ in list of support organisations available in Appendix 6.**

Read through the questions first with students before playing the video again for them. Once students have viewed the video for a second time, ask them to answer all questions.

Elicit responses from students and collate on the board.



Activity 2.

Anti-Bullying Support and Advice Hub

Step 1.

Read out the following to students:

Did you know? Nearly 60% of the time bullying would stop in less than 10 seconds when peers intervene.

Research has found that bystanders who take no action or behave in ways that give silent approval (watching, sharing, 'liking') encourage the behaviour to continue. However, the actions of a supportive bystander or upstander can stop an incident or help someone to recover from it. This is how important that role of a positive bystander can be. We call this *from being a bystander to becoming an upstander*.



A digital option could be to watch the video in full first and then play the video again for students through EdPuzzle (Live Mode)

and pause the video at certain points and ask students to submit their answers.

- **Bystander:** Someone who sees something that is wrong but simply “stands by” and doesn’t do anything to support someone or speak up. A bystander will witness a situation or behaviour but take no action.
- **Upstander:** Someone who not only recognises when something is wrong, but as a result, stands up for his/her beliefs by taking action. An upstander will help or support whomever is being hurt, or will speak up to correct the situation and make it right.

Remind students the A Snapshot video ended with the line “Your device is a silent witness but you don’t

have to be”. We are now going to look at how we can move from being a silent witness to becoming an upstander.

In groups of three ask students to discuss the following questions:

What might prevent people from intervening in bullying situations?

Suggested answers:

- People might be prevented from intervening because they fear being bullied next.
- They think they don’t know the full story and so avoid getting involved.
- They are threatened when they try to help out. They don’t know what to do.
- They don’t recognise the bullying behaviour.
- They want to stay ‘in’ with the popular crowd. They don’t want to take sides.
- They are involved in bullying and fear they’d get in trouble if they intervened.

How can bystanders get help without exposing themselves?

Suggested answers:

Bystanders can help by reporting cyberbullying online. This is usually an anonymous process. Bystanders can also help by telling a student mentor or responsible adult about the bullying incident. The bystander can stress that they would like to remain anonymous to prevent the perpetrators from targeting them next. The bystander can help improve the situation by reaching out and supporting the person who is being bullied. Speaking up in a calm supportive way but not retaliating online will let the perpetrators know that their behaviour is being noted and that it is not condoned. Privately supporting the person who is bullied might give this person the courage to seek help.



How do people who bully benefit when someone acts as a positive bystander?

Suggested answers:

These people benefit when someone acts as a positive bystander as bystander interventions help bring problems to the surface and lead to positive resolutions. Oftentimes the reason why people bully is that they are experiencing difficulties themselves. When a bystander intervenes, this can result in the person who bullies receiving the support they need. Bystander interventions also help bring an end to conflict that might actually have been distressing the person who bullies.

Step 2.

Tell students that they are now going to create a support and advice hub to help prevent and deal with bullying and abusive behaviour online. In groups of three ask students to create a hub for either a responder, upstander or an ally. Explain the three groups:

Responder: In this case refers to someone who is a target of cyberbullying who would need help with how to respond to the cyberbullying situation they may find themselves in.

Upstander: Someone who not only recognises when something is wrong, but as a result, stands up for his/her beliefs by taking action. An upstander will help/support whomever is being hurt, or will speak up to correct the situation/make it right.

Ally: In this case refers to someone who stands up for, supports and encourages the people around them online. This means calling out hate speech i.e. public speech, including content online (such as comments, posts, articles, images or videos), that expresses hate or encourages violence towards a person or group based on something such as race, religion, sex, or sexual orientation.

Distribute Activity Sheet 6.1 to each group. Instruct them that the advice hub could be presented in a variety of ways, including as a video, presentation,

poster, leaflet, article, to allow the students to be creative in their responses. All artwork and advice and support information pieces will be displayed in a dedicated Anti-Bullying Advice and Support Hub section on the classroom wall so that students can access and view the messages. If their advice and support information for the hub has been created in a digital format ask students to create a QR code to direct students to. This is envisioned that this task could be set as homework or a continuing group project for the next class before moving onto lesson 7.

Step 3.

In their groups students will then present their advice and support hubs. The production of the support and advice hubs will allow you to assess students' understanding of the different roles of the participants involved, directly or indirectly, in bullying. The advice hubs will also allow you to assess the students' guidelines for creating a more inclusive environment.



A digital alternative for this activity would be to ask students, individually or as a group, create a mini-website for the Anti-Bullying Support Hub. Google school students could use Google Sites to build a mini-website. Microsoft school students could use Sway to build a site or OneNote to put a notebook version of the toolbox together.



Note to teacher

It is important that the teacher discusses the student's upstander strategies and resources with them so that aggressive or ineffective responses are ruled out. All responses should outline practical intervention strategies and should highlight who the protagonists should turn to for help. Here are some important points for the teacher to stress with regard to bystanders looking to intervene:

- It is important that the safety of the bystander is always considered. Bystanders should never be put in a position where they are in danger of being the subject of physical abuse or aggression.
- It's also important that bystanders are strong, assertive and positive in intervening in bullying situations and that they don't respond to the bullying in an aggressive way that could itself be considered bullying.



Activity Sheet 6.1:

Creating an Anti-Bullying Support Hub

Cyberbullying Responders Hub

Create a Cyberbullying Responders Hub to help targets respond when cyberbullying occurs.

- Work together to fill up your Cyberbullying Responders Hub with as many ideas as you can.
- Outline practical advice e.g. suggested responses, actions, 'How to' guides to reporting etc., resources and organisations that can provide further advice, help and support.
- This could include practical tips, advice and suggested responses and actions for what you can do if you are a target of cyberbullying? What supports and resources are available to you?
- This advice hub could be presented as a video, presentation, poster, leaflet, article, be as creative as you like.

Upstander Hub

Create an Upstander Hub to help onlookers respond when they witness cyberbullying.

- Work together to fill up your Cyberbullying Upstanders Hub with as many ideas as you can.
- Outline practical advice e.g. suggested responses, actions, 'How to' guides to reporting etc., resources and organisations that can provide further advice, help and support.
- This could include practical tips, advice and suggested responses and actions for how you can be a good friend online and resist peer pressure to join in?
- This advice hub could be presented as a video, presentation, poster, leaflet, article, be as creative as you like.

Cyberbullying Ally Hub

Create a Cyberbullying Ally Hub to help supporters respond when cyberbullying occurs.

- Work together to fill up your Cyberbullying Ally Hub with as many ideas as you can.
- Outline practical advice e.g. suggested responses, actions, 'How to' guides to reporting etc., resources and organisations that can provide further advice, help and support.
- This could include practical tips, advice and suggested responses and actions for: How to be an ally to groups that are more likely to be targeted online and experience online harassment e.g. women and sexist bullying, LGBTI+, ethnic minorities and xenophobia, sexual bullying and harassment, people with disabilities and special educational needs.
- This advice hub could be presented as a video, presentation, poster, leaflet, article, be as creative as you like.



Recommended Follow On Lessons

Garda Schools Programme

The Garda Post Primary Schools Programme (formerly the Garda Secondary Schools Programme) is a continuation of the relationships built at primary school level. Gardaí will aim to visit each class once in every academic year. The topics delivered in the post primary programme are; personal safety, substance use, diversity/human rights, consequences of antisocial behaviour and assaults, sexual offences and internet safety.

Connect with Respect Garda Talk

Connect with Respect, developed in partnership with Webwise addresses the topic of cyberbullying, and aims to try to prevent this behaviour from happening and to empower students to respond effectively if cyberbullying and harassment does occur. The lesson is designed to help students at the Junior end of post-primary, between the ages of 12-14, to understand the impact of their actions and that it may in fact constitute cyberbullying and online harassment. It aims to help students recognise that online harassment and cyberbullying is not acceptable and in some cases is a criminal offence.

Connect with Respect Talk available here:
<https://www.webwise.ie/connect-with-respect/>

Activity 3: Reflection Journal



Ask students to reflect on the concepts and ideas that have been discussed during the lesson, make connections to prior knowledge or experience, and note any questions they may still have. Display the following reflection prompts on the board and invite students to note their reflections and actions:

Reflection

- Take a few minutes to reflect on the most recent thing you posted online. Would any of today's tips have helped you post differently?

Action

- To improve your online interactions select one tip from today's lesson to use over the course of the next week.



Invite students to create a digital reflection journal using an online tool such as Book Creator or through the school VLE or via Google or Office 365. This will also allow students to record and capture creative reflections on their learning in a variety of ways, including digital media, audio recordings, video and written pieces and any questions they may still have.



Lesson 7:

Navigating Friendships



Key Learning for Students

This lesson will help students consider how to form healthy friendships and relationships online moving forward and will also explore how to recognise signs of unhealthy online communication habits and expectations.

SPHE Short Course specification Links

Strand 3: Relationships and sexuality

- 3.3 identify signs of healthy, unhealthy and abusive relationships

Strand 4: Emotional wellbeing

- 4.7 explain why noticing and responding to different kinds of abusive or bullying behaviour that can occur in person and online is important and discuss appropriate responses including, why, how, where and when to report

Resources Needed

- The Respect Effect PowerPoint presentation available at webwise.ie/therespecteffect
- Appendix 3: Feelings Wheel
- Appendix 6: Who to Turn to for Help
- Activity Sheets: 7.1
- Sticky notes

Methodologies

Group discussion, sticky-note storm, agree or disagree, role play, world cafe discussion, sorting and ranking

Activity 1: Healthy Online Relationships

Step 1.

Display each of the statements on the board and have a class discussion with students on each one, whether they agree or disagree with each statement and discuss why.

- Adding someone as a friend/follower to your social media profiles after meeting them in person is essential otherwise we are not really friends.
- Muting your friend's stories is a good way to deal with content they are posting that you don't agree with.
- You can learn more about your friends from following their social media content than when chatting in person.
- You do not have a real relationship with someone if you only hang out while online and not in person.
- It is okay to ignore someone's message as a way to avoid talking about something that you don't want to.
- It is easier to show more of your personality and 'who you really are' messaging online than in person.
- Online relationships are not real relationships because a lot of the time people tend to lie or exaggerate and say things that they don't really mean online.

It's becoming increasingly common to start friendships/relationships online. Creating online relationships (friendships or otherwise) can be a great opportunity to meet people you may not have been able to meet otherwise. However, as we have discussed in previous lessons, healthy online communication and showing empathy is key to maintaining these relationships.

Ask students to brainstorm what are the traits (unique characteristics like honesty, trust, respect, care, openness) of a healthy relationship or friendship? How might we recognise these traits in an online setting? Distribute Appendix 3: Feelings Wheel to help students describe these traits.

Then, ask students to complete a sticky-note storm on "traits of a healthy relationship/friendship" and when complete, get feedback from students on their notes which can then be organised on the board. **Remind them that a healthy relationship/friendship is one that is built on mutual respect and trust and makes us feel safe and happy, one where we can have open and honest communication, where each other's perspectives are respected, there is mutual give and take.** Online this might look like considering the impact of your words, keeping someone's trust and protecting their privacy if they share personal information with you, being respectful of each other's views even if we don't share them, not ignoring or humiliating them, etc.



A digital alternative could be to use Mentimeter to display the questions on-by-one with students voting on each question and then class discussion on the results/why.



Activity 2:

Warning Signs Within an Online Relationship

Step 1.

Tell students we are now going to consider how we might know when things aren't right in our online communication in a relationship in our lives? What are the signs or signals that you might get that a relationship (again, romantic or otherwise) is becoming abusive or bullying and having a negative impact on your wellbeing?

Step 2.

Explain to students that we will use a world cafe style method to discuss this issue. The idea is to create a relaxed setting for students to discuss the online behaviours described. In groups of 4 students sit around a table with one student acting as the table host. The job of the table host is to keep the conversation going and facilitate the conversations to ensure everyone has had an opportunity to contribute to each discussion. The table host reads 3 scenarios (they can select at random from the list of behaviours) for the group to discuss (drawing out key ideas and perspectives for each).

In their table groups students are to select 3 scenarios and:

- A. Rate how serious you think each behaviour described is on a scale from healthy behaviour (feeling safe, secure, happy) or unhealthy behaviour (feeling anxious, walking on eggshells, sad, overwhelmed). Explain your reason why and what might be the impact on the person experiencing this behaviour.
- B. Next, offer advice for someone experiencing this issue in an online relationship. What would you advise them to do and say?

It is important that before students are sent to discuss the scenarios in their groups that you advise them that there are many beneficial suggestions that can be offered here. Everyone has different needs in difficult situations and we all have different ways of seeking support. The purpose of this is to consider different responses to experiencing each behaviour and which of the suggested advice might lead to the most positive outcome, where most people feel better as a result.

Step 3.

After conversations are completed, each table is invited to share key insights, takeaways and advice from their conversations with the rest of the class.

Recap with students that they will have identified characteristics of an unhealthy relationship through the online behaviour descriptions including control, isolation, harassment or humiliation. Signs of an unhealthy relationship include if you feel your relationship/friendship has become a one-way relationship where there is an imbalance between what is asked and what is given - attention, support, etc.

Step 4.

Remind students that whenever they feel uneasy or don't like the way someone they are communicating with online makes them feel to trust their gut and put some distance between themselves and that person/group, reflect on what they're feeling and what is going on. Talk to a friend, parent or trusted adult. It is also advised to make this advice information available to students on their learning platform i.e. Teams/Google Classroom.

If you are worried about a relationship online and need help...

- **If you are worried you may be in an abusive relationship, whether it's online or offline, get help!**
- **Take screenshots of the messages and posts as evidence in case they are later deleted.**
- **Talk to friends, parents, teachers or other people you trust.**
- **If there is no one you can or want to talk to in person, you can call Childline on 1800 66 66 66, or chat online at Childline.ie 24 hours a day, every day.**

If you are a concerned friend and want to help...

Friends can play an important role in preventing or leaving an unhealthy relationship. What friends can do to help:

- **If your friend tells you they think they're in an abusive relationship, listen to them and believe them. Don't blame them or be judgemental about their relationship.**
- **If you suspect a friend of being a target or perpetrator in an unhealthy relationship, talk to them about it. If that doesn't help, talk to others you trust who can help.**
- **Don't escalate the abuse. Liking, commenting or forwarding any embarrassing or sexual material that's being shared means you are part of the abuse caused to the target.**
- **No one deserves it. Call friends out if they say or do things that make it seem like relationship abuse online is okay.**

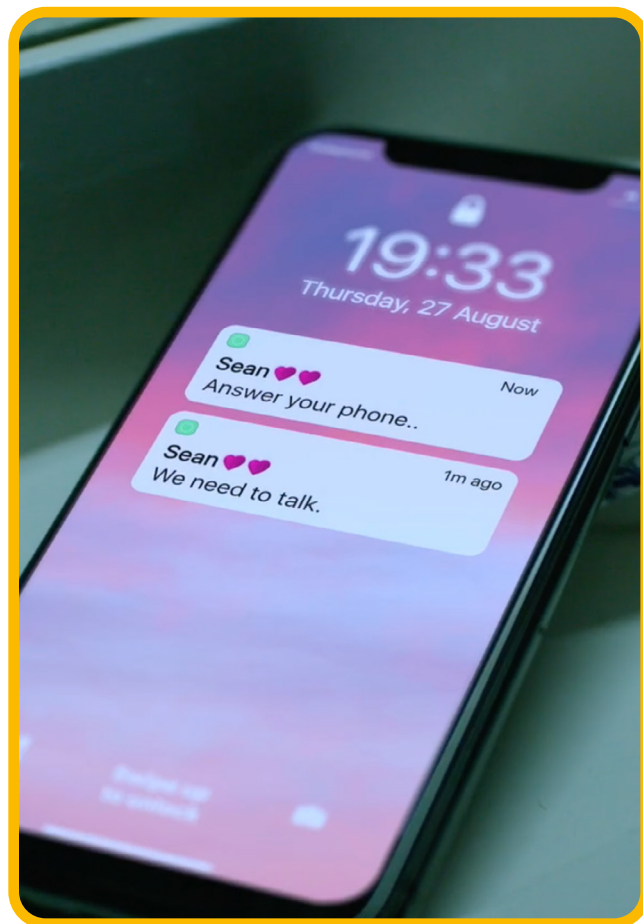


Activity Sheet 7.1:

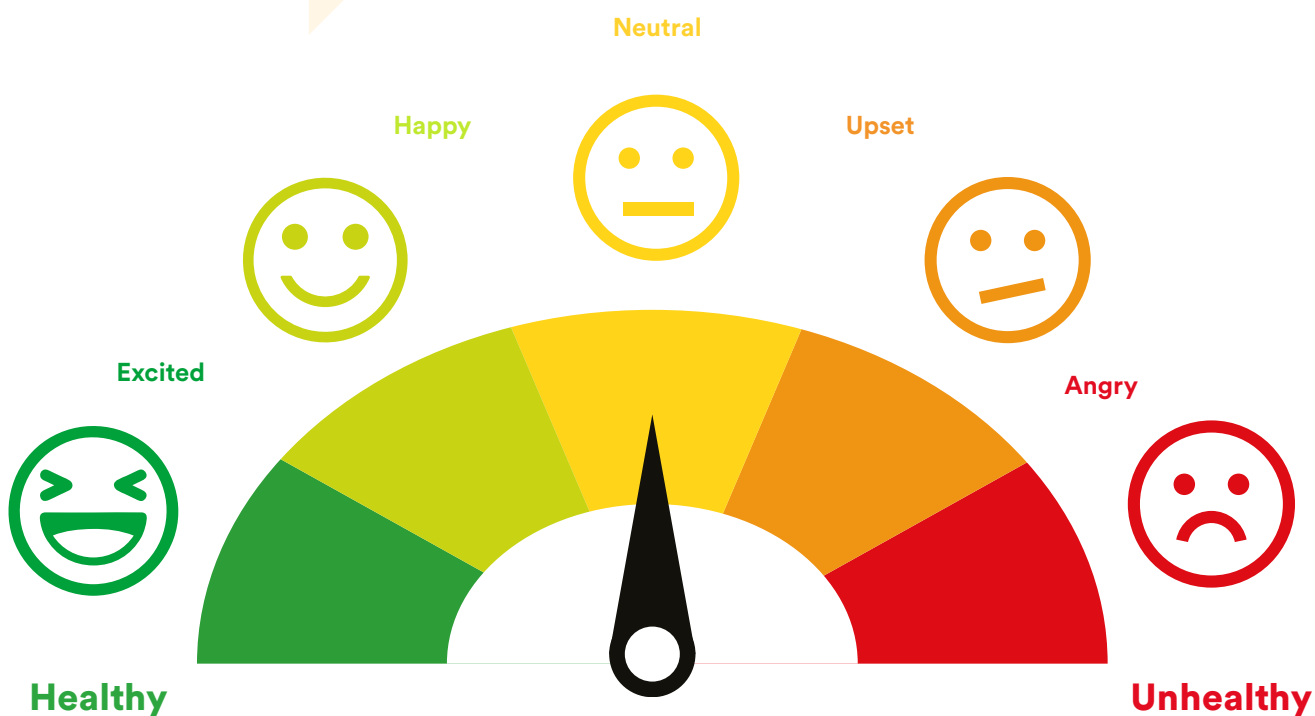
Warning signs within an online relationship

In pairs, or groups of three, select 3 scenarios from the cards provided and discuss the following:

- Rate how serious you think each behaviour described is on a scale from healthy behaviour (feeling safe, secure, happy) or unhealthy behaviour (feeling anxious, walking on eggshells, sad, overwhelmed). Explain your reason why and what might be the impact on the person experiencing this behaviour.
- Next, offer advice for someone experiencing some of these issues. What would you advise them to do and say?



You find out the person you have been chatting with has been lying to you about their personal details.



Scenarios:

Divide students into small groups and give each group 3 scenarios to discuss.

When you ask someone a question about something and they ignore it and reply to it by talking about something else.

A classmate who you have been messaging for a while says they like you and asks you out on a date.

Your friends have screenshotted an unflattering photo of you and have given you a nickname and constantly slag you based on this photo.

Your partner or friend has pressured you to share your phone's pin and social media passwords.

When a friend gets mad at you for not replying to their message straight away.

When your partner doesn't want you to share the status of your relationship or any content about your relationship online.

You find out your partner has been checking your phone and messages without your permission.

Your friend unfollows and unfriends you because the content you post is 'too gay' for them now.

Your friend adds you to a new WhatsApp group set up for your basketball team.

You are called a slut by your friend/partner because of photos you recently posted while at the beach on holidays.

You find out that you have been voice or video recorded without your permission.

Your partner gives out to you constantly when you are texting your friends when they are around.

You show a partner or friend a photo of you and they suggest you will need a filter to make you look good.

Your friend reshares a post congratulating you for coming first place in an art competition.

You are asked to stop messaging, unfollow or block someone because the other person doesn't like or trust them.

You find out your friend has screenshotted and shared your messages with them without your permission.

Your partner has asked you to share your location or enable location tracking when out without them.

Your partner or friend has pressured you to send nudes or sexual photos of yourself or sent you unwanted sexual photos or nudes.

You are called a homophobic slur because of certain people you follow online.

Your friends share a nude photo of a class mate into your group chat and start calling you out for not liking or commenting on it.

You are hanging out with your friends and you create some funny videos on social media together.

Activity 3: Reflection Journal



Ask students to reflect on the concepts and ideas that have been discussed during the lesson, make connections to prior knowledge or experience, and note any questions they may still have. Display the following reflection prompts on the board and invite students to complete the sentences below:

Reflection

- What really made me think was...

Action

- One thing I will do before replying to a message that I am unsure about is...



Invite students to create a digital reflection journal using an online tool such as Book Creator or through the school VLE or via Google or Office 365. This will also allow students to record and capture creative reflections on their learning in a variety of ways, including digital media, audio recordings, video and written pieces and any questions they may still have.

Lesson 8:

Report: #UptoUs



Key Learning for Students

Students will know how to report bullying behaviour online and will know what reporting involves. They will analyse and refine their school's Anti-Bullying Policy and AUP to help improve the school's policies in supporting students in the online environment and becoming responsible digital citizens.

SPHE Short Course Specification Links

Strand 4: Emotional wellbeing

- 4.7 explain why noticing and responding to abusive or bullying behaviour is important and discuss appropriate responses including, why, how, where and when to report
- 4.9 demonstrate how to access and appraise appropriate and trustworthy information and services aimed at supporting young people's emotional wellbeing and mental health

Resources Needed

- The Respect Effect PowerPoint presentation available at webwise.ie/therespecteffect
- Appendix 1: Cyberbullying Class Survey

- Appendix 3: Feelings Wheel
- Appendix 6: Who to Turn to for Help
- Activity Sheets: 8.1, 8.2
- Your school's Anti-Bullying Policy and AUP

Methodologies

Group discussion, guided reflection, online research, presentation, group work

Teacher Note:

Familiarise yourself with the school's AUP and Anti-Bullying Procedures before beginning this lesson. This lesson provides a good opportunity to highlight to students the school's procedures, reporting system and routes to support within the school e.g. student support, pastoral care team, school counsellor, student council etc. for those involved in bullying incidents. Activity 2 of this lesson asks students to review and provide feedback on these school policies. It is important that you as the teacher act on this feedback and enable students to present their input to the senior leadership team and board of management as the activity suggests.

Use your students' responses to the Anonymous Cyberbullying Class Survey (Appendix 1), in particular questions 6-10, to inform your planning of this lesson and discuss with students the collective class responses to prompt discussion on your student's understanding of school policy on bullying and what structures they would like to see in place to promote and anti-bullying culture in school.

Activity 1.

Reporting Bullying Online

Step 1.

Begin by asking students to recall what stuck from the last lesson. Give students 60 seconds to write down everything they know/remember. Then ask them to get them to work in pairs to share their key takeaways from the previous lesson.



A digital alternative could be to create a Menti using Mentimeter.com and ask students to recall the different ways someone can be bullied online as discussed in the previous lesson.

Recap with students that in the previous lesson we started to create a cyberbullying support and advice hub. We are now going to look at how we can support targets of online bullying through reporting bullying or abusive material we may witness online.

Step 2.

Display the following cyberbullying scenarios on the board and ask students to consider whether each incident should be reported and to whom. Note, reporting should not only refer to reporting procedures on the online platform or app in question but also to clarify routes to support within the school, where appropriate and also the Gardaí, if necessary. It is important to highlight all available supports in and outside of school. A list of additional support organisations can be found in Appendix 6.

Bullying Dilemmas:

- Mei has discovered a false TikTok account has been created impersonating her and is posting offensive and nasty content about other students in their year.
- David is in a class group chat, a nude is shared of one of the girls in his year. She doesn't know her image has been shared in the group.
- A boy in Oskar's class reposts an anti-immigrant post on Instagram online with the caption '100% Agree'.
- Aifric sees lots of messages about her in a WhatsApp group chat that don't name her but it is obvious they are talking about an embarrassing moment that happened to her in class earlier that day.
- Malik has noticed that since he came out and updated his profile picture to include the Pride flag his gaming friends are ignoring him in the game lobby, and are starting to slag him using homophobic slurs during the game.
- Jasmine realises she has been left out of a shopping trip that she and her friends had arranged to go on when she sees them out together on SnapChat without inviting her.

For each dilemma consider:

- What action can be taken?
- Should this incident be reported? If so, to who?
- Where else, other than the app or platform used, should they report what's happened?
- Where can the target get support and help?

Step 3.

Elicit feedback from students on the support available and reporting routes for each dilemma. Then distribute Activity Sheet 8.1: Reporting Bullying Online FAQ which will go through some key advice on reporting bullying to online platforms and apps.



Activity Sheet 8.1:**Reporting Bullying**
Online FAQ**What does reporting comments, photos, videos and other online content mean?**

Reporting comments, photos, videos and other online content is using a website's reporting features to make the website aware of abusive content. When users encounter illegal, abusive or inappropriate content on a social media platform, they should use the report-abuse mechanisms to notify the social media platform of the content. Moderators of the website in question then review the content in light of the report and remove any content that violates their policies. Any cyberbullying encountered on social media should be reported to the platform.

What content should be reported?

Any illegal, inappropriate or abusive content should be reported. This content includes cyberbullying behaviour, false impersonation and any images or information that might put someone in harm's way. Some examples are child pornography, harassment, abusive content, bullying behaviour, spam and fake accounts. The platform or app you are using will outline what is considered acceptable behaviour and language. The Safety and Security section of your chosen app or platform will also outline the reporting procedure on the app/platform. For example,

- **Instagram: Community Guidelines:** <https://help.instagram.com/477434105621119>
- **Instagram: Staying Safe (Information on Reporting):** <https://help.instagram.com/165828726894770>
- **SnapChat: Community Guidelines:** <https://values.snap.com/en-GB/privacy/transparency/community-guidelines>
- **SnapChat: Safety and Security (How to Report):** <https://help.snapchat.com/hc/en-gb/sections/5689892350228-How-to-Report>
- **TikTok: Community Guidelines:** <https://www.tiktok.com/community-guidelines?lang=en>
- **TikTok: Safety (Information on Reporting):** <https://support.tiktok.com/en/safety-hc>

What happens when you report online abuse to the social media platform involved?

Moderators of the social media platform in question then review the content in light of the report and remove any content that violates their policies.

How do you report inappropriate online content or behaviour?

You can report inappropriate online content or behaviour by clicking the Report button and filling in any required details. Any content that you believe to be illegal can and should also be reported to Hotline, ie and to An Garda Síochána. You can report a crime anonymously to the Gardaí. For more information visit garda.ie.

Will perpetrators (the person engaging in bullying or abusive behaviour online) know that you are the person who reported the content?

No. When reporting content on a website, your anonymity is protected. Your identity will be revealed only if you choose to tell the person yourself.

What should you do, when you file a report online, if you're not happy with how the case is resolved?

You should check the status of your report first. Sometimes it takes a couple of days for reports to be addressed. If the content you reported is illegal, you should contact the Gardaí and Hotline.ie. If the content is abusive but may not be illegal, you should tell a responsible adult who will be best placed to advise you on what to do. In cases where you feel you have no one to turn to, ISPCC Childline is a great service.

What type of content should not be reported online?

You should not report someone for abuse unless they are indeed responsible for doing something wrong. Sometimes it can be easy to take personal disagreements online. You might feel that getting someone's profile shut down would be just revenge, but partaking in such false reporting is irresponsible and may lead to repercussions for you and your use of various social media platforms.

Is it possible to report bullying in private messages?

In general, yes. Reporting capabilities vary from app to app. You'll need to check if your favourite apps allow you to report abuse in private messages.

What are the advantages of using online reporting tools?

Reporting tools are a quick, easy and discreet way of reporting abuse anonymously. Reporting abuse helps ensure that your digital environment is a more positive place. Reporting also allows you to take a proactive step to stop cyberbullying and other online forms of abuse.

What are the disadvantages of using online reporting tools?

Follow-ups to online reports can be slow, depending on resources available at the platform in question. Also, while platforms can remove the content, oftentimes it is too late as the content will already have been screenshotted or, in some cases, may have gone viral. The people who deal with reports also have little influence in terms of correcting the root of the problem. A combination of strong education programmes, supportive law enforcement bodies, responsible onlookers and qualified therapists are needed to address the behaviours at the root of online abuse.



Activity 2.

Examining the Policies

Step 1.

Explain to the students that they will now continue to consider what school policies and guidelines help to promote and create an anti-bullying environment. Have students relax and close their eyes as they prepare to reflect on what a school without bullying would look and feel like. Tell students that at the end of the guided reflection you will have a few questions for them on a school without bullying.

Insist on a quiet and relaxed atmosphere. Then slowly read the following guided reflection:

Imagine that you are just arriving at your school. As you enter the school grounds you see First Year students and senior students all talking together and getting along. You don't see any bullying behaviour at all. Use your imagination to think about what the students are doing. (pause) Can you imagine their faces? (pause) How do you think the students are feeling? (pause) What might they be saying to each other? (pause) Can you imagine that you hear them laughing? (pause) What else do you hear?

Now imagine that you come right up to the school and peek in a classroom window. (pause) Inside you can see students and their teacher. There is no bullying inside the classroom. (pause) Use your imagination to see what the students are doing (pause). The way we interact in person is an extension of how we interact online (pause).

In a few moments, I'll ask you to open your eyes and tell me about the things you imagined. Before you open your eyes, imagine taking a last look around the school ground.

When you are ready, I'd like you to slowly open your eyes.

Step 2.

Ask the following to help students better understand how to create an anti-bullying zone:

- What did you imagine?
- What were the students doing?
- How did they feel?
- What was it like for the teacher?
- What contributed to the happy atmosphere?
- The way we interact online is an extension of how we interact in person. What behaviours in your ideal anti-bullying zone can we also set as norms for interacting online?

Step 3.

Next, remind students that at the start of this unit of learning they completed the Anonymous Cyberbullying Class Survey and in that survey answered questions on school policies that deal with students behaviour and use of the internet and digital devices at school. Go through general feedback from the class on this based on their answers e.g. questions 6-10. Tell students they are now going to have the opportunity to have their say on school policy by examining it further and ensuring it reflects how students are using the internet and digital media to connect and communicate online.

Put students into groups of three, and each group should be given a copy of Activity Sheet 8.2 Rewriting the Rules – Checklist and a copy of either the Anti-Bullying Policy or the Acceptable Use Policy (AUP) to read and analyse. If the policies are particularly long each group might be given just a section of the policy to analyse.

Remind students that a school's Acceptable Use Policy addresses the safe, acceptable and responsible use of the internet and digital technologies. It addresses all rights, privileges, responsibilities and sanctions associated with the use of the internet and digital technologies within the school, including online and offline usage.

An Anti-Bullying Policy is part of the school's overall code of behaviour and sets out sanctions and consequences for engaging in bullying behaviour.

Step 4.

Students should discuss the policies in their groups and should amend them where they feel necessary. Activity Sheet 8.2 should help highlight areas that might need to be revised. Students should try to refer to the details provided in the cyberbullying support hub and class survey when suggesting changes. Remind students that when reviewing these policies, they should aim to make them concise, up to date and simple to understand for all students.

Step 5.

After working together, each group should provide feedback to the whole class with its recommendations for changes to policies. Summary of feedback should be taken on the board.

Step 6.

At the end of the activity students should agree on the policy changes they feel should be suggested to school management and the students' council.



Activity Sheet 8.2

Rewriting the Rules



Use this checklist to help you evaluate your school's Anti-Bullying Policy or AUP. If you answer NO to any of these questions you might want to consider making changes to your school's policies.

- Anti-Bullying Policy
- AUP

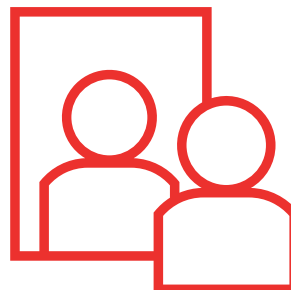
	Yes	No
Can you understand this policy?		
Do you think most students are generally aware of what is contained in this policy?		
Does this policy take account of recent developments in technology, particularly regarding social media and the use of digital devices?		
Does this policy address your concerns about using the internet and digital technology?		
Does this policy allow you to use digital technology in an effective way and to get the most from the internet?		
Do you think this policy promotes an anti-bullying environment/positive use of digital technology?		
Does this policy support the personal safety of all members of the school community?		

Suggested ways that this policy can be made better:

Activity 3: Reflection Journal



Ask students to reflect on the concepts and ideas that have been discussed during the lesson, make connections to prior knowledge or experience, and note any questions they may still have. Display the following reflection prompt on the board and invite students to note their reflections and actions:



Reflection

- I am more aware of...
- The most surprising thing from this lesson was...

Action

- What are my next steps to help promote an anti-bullying culture in school?



Invite students to create a digital reflection journal using an online tool such as Book Creator or through the school VLE or via

Google or Office 365. This will also allow students to record and capture creative reflections on their learning in a variety of ways, including digital media, audio recordings, video and written pieces and any questions they may still have.

Appendices

Appendix 1. Cyberbullying: Class Survey

1. Have you ever witnessed or experienced bullying behaviour online?

Yes



No



2. Which of the following best describes the type of cyberbullying that was witnessed or experienced:

Identity-based bullying e.g. bullying someone because of their race, gender, gender identity, sexual orientation, religion or disability

Homophobic bullying (even if you don't identify as LGBTQI+)



Making fun of someone's appearance



Spreading nasty rumours or gossip



Edited images



Hate Speech



Spreading nasty rumours



Threatening, abusive or mean public comments/videos/photos



Humiliating public comments/videos/photos



Creating fake profiles or accounts



Threatening or abusive private messages/videos/photos



False reporting to get someone's profile or account deleted



Other:



3. In your opinion, what is cyberbullying?

4. In your opinion, what is it about the internet and digital technology that makes bullying and harassing behaviour different online?

5. If you were to witness cyberbullying taking place, what actions would you take?

6. Have you read our school's Anti-Bullying Policy, Code of Behaviour and Acceptable Use Policy?

Yes No

7. How happy are you with how the current Anti-Bullying Policy and Acceptable Use Policy deals with cyberbullying in school?

Happy Neither happy nor unhappy Unhappy
Don't know

8. Do you have any suggestions for how our Anti-Bullying Policy and Acceptable Use Policy could be improved to best support students experiencing or witnessing cyberbullying in school?

9. If you could ask the Principal to do something that would help to stop cyberbullying in our school what would it be?

**10. How can we make schools a safe and caring place for everyone?
For example, ways to promote an anti-cyberbullying culture.**

Thank you very much for completing this survey.

If you or someone you know is being cyberbullied or is upset from being cyberbullied previously, they should speak to someone who can help. This could be a trusted adult, a parent, caregiver, teacher or school counsellor/psychologist.

For advice on bullying problems please visit the Webwise Cyberbullying Hub:
www.webwise.ie/cyberbullying-guidance

The following helplines are also available:

Childline: Free Phone 1800 666666

Hotline.ie: report suspected illegal content online at 1890 610 710 or info@hotline.ie



Appendix 2: **SPHE Class Contract and** **Sample Ground Rules**

Before beginning this unit of learning, discuss and agree on class rules for discussing sensitive topics in SPHE. If your SPHE class does not have a class contract now would be a good time to do this. If you do revise the class contract on expectations around behaviour now is a time to ask students if they would like to revise or add anything to the class contract with regard to discussing abusive and bullying behaviour online during this programme. It is important to establish ground rules around classroom behaviour and etiquette before attempting to introduce sensitive topics addressed in the programme.

An example of discussion ground rules is as follows:

- Use I statements: I think, I feel, I believe.
- Don't give examples of your own experience or examples of what has happened to others.
- If something offends you during a discussion, acknowledge it immediately, don't let it simmer.
- Critique ideas, not people.
- Ensure everyone has a chance to speak. No interrupting each other.
- Show respect to everyone, no put downs or eye-rolling!
- Ask for clarification if you are confused.
- Challenge one another, but do so respectfully.
- Everyone has the freedom to change their opinion based on reflective discussion.
- What is shared in class stays in class... but there is a limit to this if a teacher is concerned.

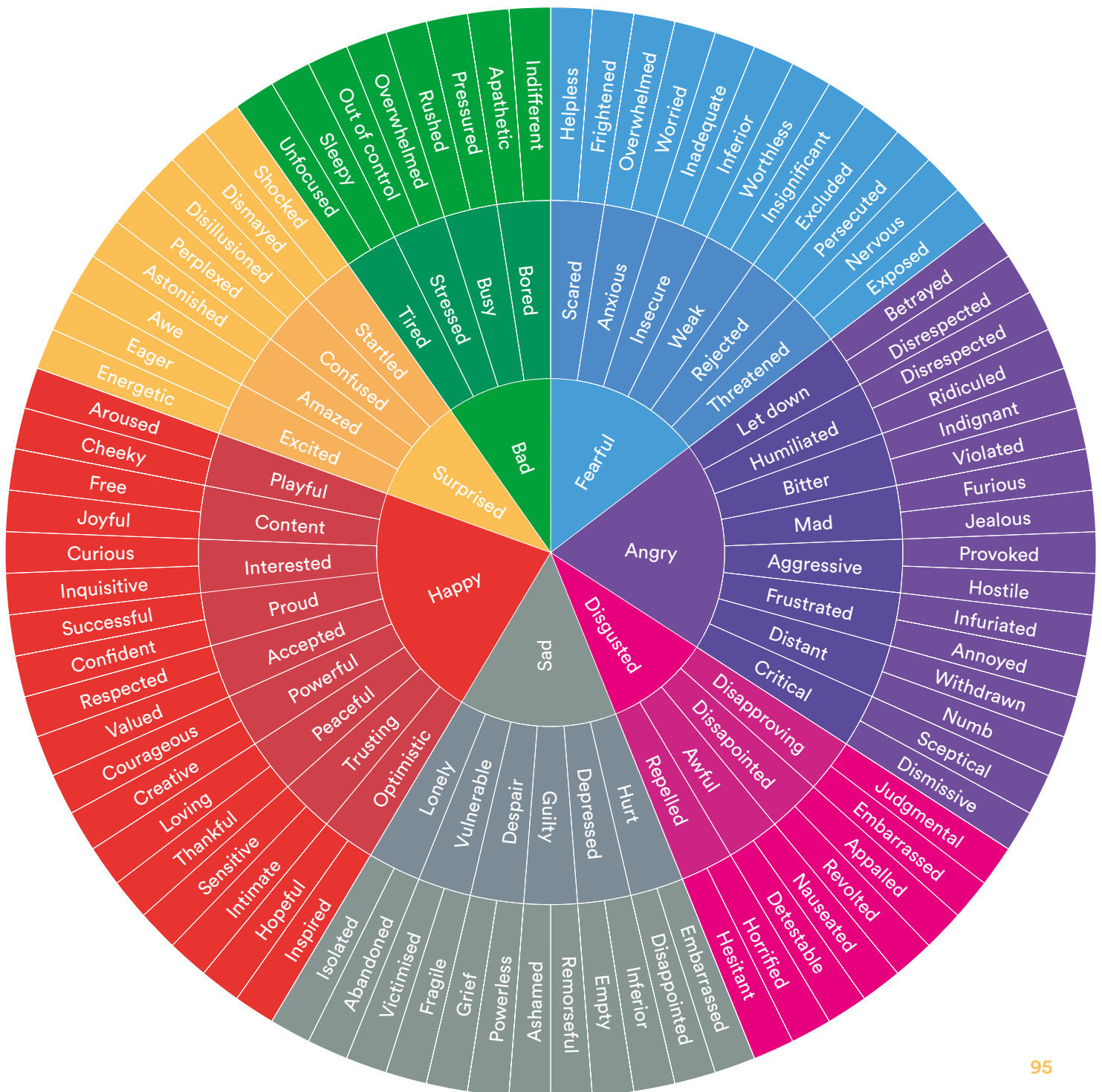
Note to students that you'd like to draw their attention to the last one. Explain to students that we will all do our utmost to honour this agreement but please do not share anything in class that you would not be happy hearing back outside of the classroom. Sometimes a useful phrase to use here is that 'the discussions will stay but the learning will leave'. There is a limit to what is shared staying in the classroom if a teacher is concerned. The school is required by law to seek advice and support from Tusla, the Child and Family Agency, if concerned you are in danger. Every school has a Designated Liaison Person and a Deputy Designated Liaison Person who they report to. Ask students if they know who the DLP and DDLP is in this school?

Appendix 3: The Feelings Wheel

The Feelings Wheel, created by Dr. Gloria Willcox, can help us to put words to our emotions to help us more accurately describe how we are feeling.

Pick an emotion(s) on the Feelings Wheel that you think accurately describes how the character is feeling in this scenario.

- How would this emotion feel in your body?
- What does this emotion feel like for you?



Appendix 4: **Additional Information** **on Anonymity and Online** **Disinhibition**

Discussing Anonymity

The following additional information is intended to help teachers to lead and direct interesting debates. You may find it useful to distribute this additional information to the students.

Anonymity online is a good thing

The jury is still well and truly out on this issue. Anonymity offers many opportunities to recommend it but at the same time it has, in recent years, been linked to some very abusive online behaviour.

Pro-anonymity

Anonymity provides great opportunities for people to get involved and have a voice on current affairs and matters of public interest. A lack of confidence, opportunity or an oppressive regime are all barriers that prevent people from acting and speaking freely. Anonymity online gives people the chance to have their voices heard without the risk of being found out and reprimanded or punished for their stance. Anonymity can be particularly useful for shy people who are usually afraid to speak out in public situations or for people who do not conform to the norms or rules imposed by non-democratic societies. The internet gives shy, under-confident people the chance to express themselves. Some famous examples of anonymity online being put to positive use involve the Wikileaks website. The idea of Wikileaks was to allow people to publicise injustices going on around the world while protecting the whistleblower (the person who discloses the details of the injustice) through online anonymity. While this intention was good, the website was not always secure enough to protect the identity of the whistleblower and also put other people's lives in grave danger by exposing certain injustices.

Anti-anonymity

While there are many benefits to anonymity, there are equally many problems with it. When participants don't have to sign their name to a comment they tend to be more honest but, equally, they can be very aggressive. They may not filter what they say as they might in face-to-face conversations and so can be quite hurtful in comments. Another negative aspect of anonymity online is that by giving everyone a voice, false rumours, incitement and disinformation can gain momentum and can spread, causing great upset and hysteria. A final problem with anonymity online is that people who engage in abusive and illegal activity online often escape punishment due to a lack of information.

Discussing Online Disinhibition

Six factors of the online world that produce online disinhibition

Cyberpsychologist Dr. John Suler identified 6 key factors of the online environment that interact with each other to create the online disinhibition effect. The concept of the online disinhibition effect explores what it is about the online environment that can enable people to feel like they can do or say things online that they might not in person.

“You Don't Know Me” - Dissociative Anonymity

On the internet people can hide some or all of their identity or alter their identity. This anonymity allows people to separate their online from their in-person identity and make them feel less vulnerable about opening up. People may feel they don't have to 'own' their behaviour or take responsibility for their actions if no one knows who they are.

“You Can't See Me” - Invisibility

In many online environments other people cannot see you. As you browse through websites, scroll through news feeds or explore new content on social media, people may not even know you are there at all. Invisibility gives people the courage to go places and do things online that they otherwise wouldn't.

In text communication people cannot hear or see each other. This physical invisibility lowers inhibitions

as people don't have to worry about how they look or sound when they type a message and they don't have to worry about how others look or sound in response to what they say. Subtle signs of disapproval or indifference in body language and tone such as seeing a frown, a shaking head, rolling eyes, etc. can inhibit what people are willing to express - this does not exist in text only communication.

3. "See You Later" - Asynchronicity

Online chats don't happen the same way that in-person conversation does. When you send a message to someone you can close the app or go offline, similarly when replying to a message you may be able to read the message without showing the recipient you have read it or take minutes, hours, days, or even months to reply to someone. This delayed response in online chats can lower people's inhibitions as they have more time to think and reflect on what they would like to say before replying. People also feel they are able to say something that is personal, emotional or hostile in an online chat as they have the safety of being able to "leave" after sending the message.

4. "It's All in My Head" - Solipsistic Introjection

Absent face-to-face cues combined with text communication can lead us to imagining in our own mind the other person's voice or tone and how they look and behave. Putting our projections onto the other person when reading their message can also mean it's possible that we "hear" that person's words using your own voice. This can lead us to feel more comfortable sharing personal details or behaving in certain ways that you might be more reserved about in public as it feels like you are talking to yourself.

5. "It's Just a Game" - Dissociative Imagination

The escapability of the online world may lead people to perceive that their online identity lives in an imaginary world separate from the rules and responsibilities of the real world. For example, in online games the ability to do things that you wouldn't in the real world e.g. steal cars, shoot at friends, survive attacks unharmed can lower inhibitions and lead people to behave and speak

differently towards people online to how they would in real life as it's all just "make-believe".

6. "We're Equals" - Minimising Authority

In the online world, in most cases, everyone is equal and has an equal opportunity to voice their thoughts, ideas and opinions. The wealth and surroundings of those with authority or power are no longer relevant. What gives you influence on others in the online world is your skill in communicating (including writing skills), your persistence, the quality of your ideas, and your technical know-how. This minimising of authority for those with status and power offline can lead people to communicate more freely with those figures than they would if they met in-person in the real world. For example, people may feel more confident to criticise politicians or make fun of celebrities online than they would if they were to meet them in-person.



Appendix 5: **Additional Resources and** **Training for Teachers**

Garda Schools Programme

Connect with Respect, developed in partnership with an Garda Síochána addresses the topic of online bullying, and aims to try to prevent this behaviour from happening and to empower pupils to respond effectively if cyberbullying and harassment does occur. The lesson is designed to help students at the Junior end of post-primary, between the ages of 12-14, to understand the impact of their actions and that it may in fact constitute cyberbullying and online harassment. It aims to help students recognise that online harassment and cyberbullying is not acceptable and in some cases is a criminal offence.

<https://www.webwise.ie/connect-with-respect/>

Training and Support

It is recommended for educators to complete the Webwise online course in Understanding, Preventing and Responding to Cyberbullying.

The aim of these cyberbullying courses is to provide teachers with the knowledge, resources and confidence to teach about cyberbullying and deal with cyberbullying incidents as they arise. Both courses seek to inform primary and post-primary teachers and school leaders about the issue of cyberbullying, outline a school's role in creating an anti-cyberbullying culture and promoting student's wellbeing including online wellbeing.

It will help school leaders understand the practical ways their staff can incorporate anti-cyberbullying initiatives both in the curriculum and in their daily interactions with students. It will also help teachers gain awareness of how they can make use of anti-bullying initiatives, policies and procedures in order

to be better equipped to prevent and tackle bullying and cyberbullying and promote a positive, respectful and caring student-centred environment.

<https://www.webwise.ie/cyberbullying-guidance/>

Cyberbullying Teacher Guidance Hub

The Cyberbullying Guidance for Teachers Information Hub has been created by Webwise to provide guidance to teachers and school leaders on the issue of cyberbullying, creating an anti-bullying culture and promoting student's wellbeing including online wellbeing.

<https://www.webwise.ie/cyberbullying-guidance/>

Further Training and Support

Information on school support, online courses and upcoming webinars can be found here: <https://www.webwise.ie/teachers/webwise-workshops/>.

The National Council for Special Education (NCSE) also offers continuing professional development opportunities to support the integration of digital technologies that may be of particular interest to teachers working with students with special needs. Courses can be booked at www.ncse.ie/teacherprofessionallearning or for a whole school CPD they can be booked using the NCSE Support Portal.



Internet Safety Talks for Parents/Guardians

In addition to the Webwise Parents Hub and FREE Parents' Guide to a Better Internet, schools can access free scripted talks for parents/guardians. The Webwise Parents Presentation is designed to assist schools who wish to host parent internet safety evenings. The information included in the presentations covers key topics for parents including social media, screen time, cyberbullying, image-sharing and features expert advice and support. Presentations come in PowerPoint format, can be accessed for free and come with a full script, expert videos and interactive activities.

Presentations for post-primary schools can be accessed here: www.webwise.ie/internet-safety-talks-for-parents



Appendix 6: **Who to Turn to for Help**

General

An Garda Síochána

In the event of an emergency dial 999/112 or contact your local Garda Station and/or the Garda Child Sexual Abuse Helpline 1800 555 222

ISPCC Childline

ISPCC Childline offers a phone service, and an online chat service to help support young people.

Get in touch: childline.ie — 1800 666666

Barnardos

Barnardos works with vulnerable children and their families in Ireland and campaigns for the rights of all children.

Get in touch: barnardos.ie

SpunOut

SpunOut is a youth-focused website. It aims to promote general wellbeing and healthy living amongst young people.

Get in touch: spunout.ie

Teen-Line Ireland

Teen-Line Ireland is a free phone-support service for teenagers who need someone to talk to.

Get in touch: teenline.ie — 1800 833634

Mental Health and Wellbeing

Aware

Aware offers depression and related mood-disorder support services in the forms of local support groups, a helpline and various education courses.

Get in touch: aware.ie — 1800 80 48 48

GROW

GROW is a mental-health organisation that helps people who have suffered, or who are suffering, from mental-health problems. It provides a helpline and support groups nationally.

Get in touch: grow.ie — 0818 474474

Jigsaw

The National Centre for Youth Mental Health. Jigsaw provides support to young people with their mental health by working closely with communities across Ireland.

Get in touch: jigsaw.ie

MyMind

MyMind is a community-based provider of mental-health services.

Get in touch: www.mymind.org — 0818 500 800

Your Mental Health

This website, developed by the HSE, aims to improve awareness and understanding of mental health and wellbeing in Ireland.

Get in touch: www2.hse.ie/mental-health

Pieta

Pieta provide a professional one-to-one therapeutic service to people who are in suicidal distress, those who engage in self-harm, and those bereaved by suicide. All of our services are provided free of charge and no referral is needed.

Get in touch: pieta.ie — 1800 247 247

Eating Disorders

Bodywhys

Bodywhys supports people affected by eating disorders. It offers confidential support and information services for people affected by eating disorders.

Get in touch: bodywhys.ie — 01-2107906 or email alex@bodywhys.ie

Gender and Sexuality

Switchboard LGBTQIA Support and Resources

Switchboard provides confidential and non-judgemental listening and support helplines 7 days per week.

Get in touch: theswitchboard.ie — 01 8721055

BeLonG To Youth Project

BeLonG To supports lesbian, gay, bisexual and transgender young people in Ireland.

Get in touch: belongto.org — 01 670 6223

Transgender Equality Network Ireland (TENI)

TENI seeks to improve conditions and advance the rights and equality of trans people and their families.

Get in touch: teni.ie — 01 873 3575

LGBT Helpline

The LGBT Helpline provides a listening support and information service for lesbian, gay, bisexual and transgender people as well as their family and friends.

Get in touch: lgbt.ie — 1890 929539

ShoutOut

ShoutOut delivers workshops for students, teachers and parents in secondary schools across Ireland which tackle homophobic and transphobic bullying.

Get in touch: shoutout.ie/contact

Online Safety

Hotline.ie

The hotline.ie service provides an anonymous facility for the public to report suspected illegal content encountered on the internet.

Get in touch: hotline.ie

Webwise

Webwise is the Irish Internet Safety Awareness Centre, funded by the DE and the EU Safer Internet Programme. It raises awareness of online safety issues and good practice among students, their parents and teachers.

Get in touch: webwise.ie

Data Protection Commissioner

The Data Protection Commissioner ensures that those who keep data comply with data protection principles. The website gives information on individuals' rights and on organisations' responsibilities.

Get in touch: dataprotection.ie

Sexual Assault

Women's Aid

Women's Aid is a national, feminist organisation working to prevent and address the impact of domestic violence and abuse.

Get in touch: womensaid.ie - 1800 341 900

The Men's Development Network

The Men's Development Network (MDN) works with men to deal with the issues facing themselves, their families, their communities and society. Stopping men's perpetration of domestic abuse and violence against women is a major part of their work.

Get in touch: mensnetwork.ie - 051-844260/1

Rape Crisis Network Ireland

Rape Crisis Network Ireland (RCNI) is a specialist information and resource centre on rape and all forms of sexual violence.

Get in touch: rcni.ie

Dublin Rape Crisis Centre

The DRCC is a non-profit, charitable organisation that provides free, confidential support & advice for anyone affected by sexual violence, at any time.

Get in touch - drcc.ie - 1800 77 8888

Appendix 7: **Glossary of Terms**

Abusive behaviour: a general term for various behaviours which may be overtly or covertly aggressive, coercive, controlling, harassing, intimidating, isolating, or threatening. Abusive behaviour can be once-off or repeated, intentional or unintentional.

Banter: sharing remarks in a good-humoured and teasing way.

Behaviour: refers to the way in which one acts or behaves towards their self or others. It is helpful to view behaviour as a continuum. Behaviour can be appropriate, helpful, supportive, respectful, neutral, inappropriate, unhelpful, unsupportive, disrespectful or even harmful (physically or psychologically). Harmful behaviour might include abusive or bullying behaviours to self or others. Identifying and understanding our behaviour requires self-awareness and insight into the impact of behaviour and this is the first step to addressing behaviours we wish to change.

Bullying: targeted behaviour, online or offline, that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.

Bullying behaviour: intentional behaviour that is repeated over time by a group or individual with the intention of inflicting injury or discomfort through physical contact, verbal attacks or psychological manipulation.

Bystander: a person who is present when something happens and who sees it but does not take part in it.

Cancel culture: a way of behaving in a society or group, especially on social media, in which it is common to completely reject and stop supporting

someone because they have said or done something that offends you or is seen by the public as unacceptable activity or behaviour, past or present.

Exclusion: blocking an individual from a popular group or community such as a school or class group, deleting them from friends lists, and/or using 'ignore functions'.

Flaming: the act of posting insults, often including profanity or other offensive language online often in chat rooms, forums, social media, and game lobbies.

Hate speech: public speech that expresses hate or encourages violence towards a person or group based on something such as race, religion, sex, or sexual orientation.

Identity-based bullying: any form of bullying related to characteristics considered part of a person's identity or perceived identity group, such as race, religion, disability, immigration status, sexual orientation, gender identity, physical appearance, etc.

Pile-on: an argument or attack by a large group of people against one person or a much smaller group. For example, on social media it can start when one person makes a hurtful comment about someone and it quickly escalates to a "pile on" of additional negative comments from other people.

Trolling: the act of leaving an insulting message or comment online with the deliberate intent to annoy someone, provoke an emotional response or of otherwise disrupting normal discussion.

Upstander: a person who is present when something happens and speaks up or acts in support of an individual or cause, particularly intervening on behalf of someone who is being under threat of harm or attack.





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