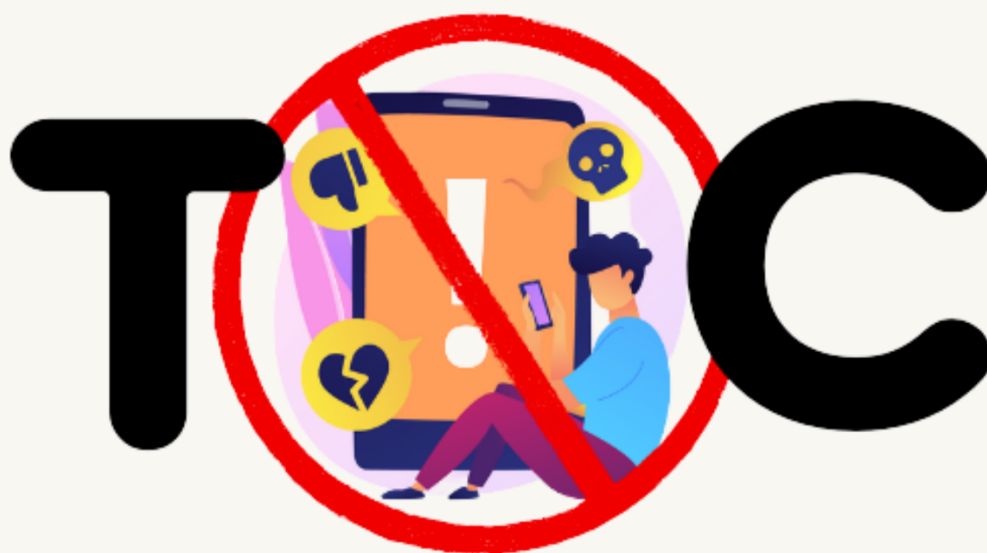




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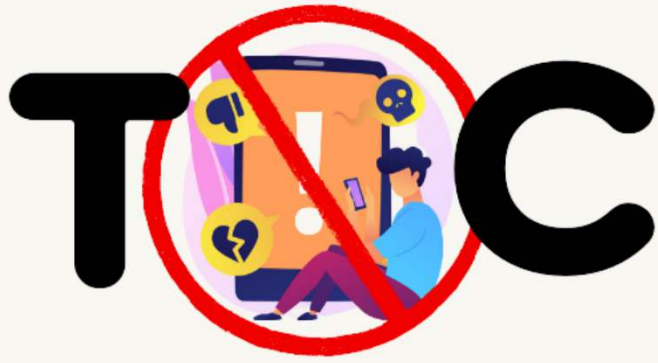
**TOGETHER FOR TACKLING CYBERBULLYING  
“TOC”**



**TRAINING FORMAT**

**PROJECT N°2021-1-IT03-KA220-YOU-000029227**





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## Introduction

Nowadays, when we spent most of our time online, Cyberbullying became a real danger. In one way or another, it affects all the users of the internet.

What is Cyberbullying? – Cyberbullying it's the act of hurting someone through digital means. It can be rumours, fake profiles, threats, public humiliation, blackmail and so on.

Cyberbullying it's a serious problem especially among young people. The statistics shows that 38 percent of people experience cyberbullying on social media platforms daily and 25 percent of young people who are cyberbullied turn to self-harm to cope. (source: <https://www.pandasecurity.com/en/mediacenter/family-safety/cyberbullying-statistics>)

In order to raise awareness on the effects of Cyberbullying and to be part of the prevention and intervention on it, 5 organizations from Europe: MV International from Italy, International Center for Education from Romania, KOM18 from Serbia, Interacia Digital from Spain and Impact Circles from Germany work on the **Together for Tackling Cyberbullying** (TOC) project – a 24-month Strategic Partnership in the field of Youth aiming at raising awareness about Cyberbullying as well as at preventing violence among young people. The project involves both the direct target groups of youth workers and young people. In addition, it aims to actively involve young people as learners and as real protagonists of social change by fighting against Cyberbullying.

TOC will develop a brand-new educational methodology rooted in Digital Storytelling, Digital skills and Critical thinking, being for the first time complementary to each other.

## Aim of the Training Format

“Preventing Cyberbullying” Training Format it’s an educational format which aims at empowering youth workers with adequate and efficient methodologies targeted at youth education. The format training course capitalize on the value of the chosen methodologies Digital Storytelling, Critical thinking, and Digital Skills.

## Methodology

The Training Format combine non-formal activities on several topics as a tool to raise awareness on cyberbullying issues which will contribute on having a direct effect/impact at national and international level.

The topics covered by the Training format are:

- *“Preventing Cyberbullying”*
- *Theoretical knowledge about Critical Thinking*
- *Theoretical knowledge about Digital Storytelling*
- *The phenomena of Cyberbullying and education needs of the selected target group*
- *Social Media and Cyberbullying*
- *Improving Digital Skills focusing on the social media to use them in a positive way*
- *Building Self-Acceptance through Critical Thinking*
- *Digital Storytelling as a tool to educate and sensitize young people about Cyberbullying*
- *“All together against Cyberbullying Toolkit”*

## Ice Breaking Games/Team building activities

<b>Workshop's title</b>	<b>Ice Breaking Games/Team building activities</b>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>- Create a relaxed atmosphere in the workshop and make the participants and the trainer feel comfortable.</li> <li>- Help participants get to know each other. It will elicit personal information and facilitate the exchange of personality aspects of all involved.</li> <li>- Help participants to release any tension, apprehension, stress or fears they may come to the workshop with.</li> </ul>
<b>Group Size</b>	15 young people aged 18-25
<b>Duration</b>	60-90 minutes
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• PPT presentations</li> <li>• Documents with theoretical information</li> </ul>
<b>Session Description</b>	<p>This session will consist of the development of activities with the aim of creating a bond between the participants so that they feel part of a group and not as isolated individuals when starting the sessions that will make up this project and workshops. The best ice-breaking techniques have the power to strengthen the bonds between participants, stimulate better brainstorming sessions and create an atmosphere of participation.</p> <p>Icebreakers are essential and indispensable for several reasons. Mainly because they are tools that create a group feeling and make the participants feel comfortable in the workshop.</p> <p>Successfully creating such a participatory and group atmosphere will lead to a better functioning of the workshop as a whole in the short and long term and will also stimulate individual participants on their path of acquiring knowledge.</p> <p><u>ACTIVITY 1: THE WORD GAME</u></p> <p>This activity will allow us to provide an initial context for the workshop and get everyone in the right mindset to continue with the different workshops and sessions.</p> <p>To begin with, the participants will be divided into smaller groups. They will then have to think for a minute or two about a word that describes or relates to cyberbullying, after which time each group will have to share their word.</p> <p>This will encourage everyone to think ahead of time about a given topic in smaller groups, which can increase participation during the workshop.</p>



ACTIVITY 2: COLLABORATIVE QUIZ

The activity will consist in the completion of a questionnaire jointly between all participants and the trainer, the questionnaire will be created through the Quizizz platform. It will include general questions and some questions related to cyberbullying.

The aim is simply to encourage team bonding.

ACTIVITY 3: THE IMAGINARY STORY

In this icebreaker, participants will write a story together as a group. One participant will start by writing an introductory sentence. Then the other participants add another sentence. The last person writes a concluding sentence.

In a larger group, two groups can be created. At the end the result is read out loud.

Although the story is imaginary, we will try to relate it to cyberbullying in order to increase the sensitivity of the participants while playing.

ACTIVITY 4: WHAT WOULD YOU PREFER

During this activity the objective will be to learn more about the workshop participants. The activity is that in each round, one person asks a question What would you prefer and in the questions they have to include two answer options as opposite as possible.

For example: Which would you prefer to be immortal or to know when you are going to die?

Each participant has to choose which option they would prefer.

**Debriefing**

## Preventing Cyberbullying

<b>Workshop's title</b>	CAPTION #DONT BULLY
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>the awareness about "online bullying will be increased.</li> <li>Participants will be able to use their creativity by gathering with other young people around common problems.</li> <li>Solidarity will be developed.</li> </ul>
<b>Group Size</b>	20-30 participants
<b>Duration</b>	45 min
<b>Materials and Preparation</b>	Old newspapers, craft materials, like ropes, stickers, sticky notes, tapes, leaves, scissors, glues, papers, etc.
<b>Session Description</b>	<p><b>Preparation:</b> The participants will be asked to tell their experiences about online bullying. They will be asked to define the types of online bullying. Chairs or an area for the participants to create a sitting-circle can be prepared.</p> <p><b>Instructions:</b> For this workshops, 4 to 6 groups are created. Each group is expected to create their own collage by identifying a type of cyberbullying previously found on the flipchart. These collages can be created using any material. Each group is making a collage that reflects a different genre. Collages can be created in all kinds of titles, slogans, big visual example, etc. that will raise awareness about cyberbullying. The important thing is that the genre that each group focuses on is different. When the groups are ready, each group presents its collage and is explained by 1 selected speaker. Each collage has to have an instagram caption for example #stopbodyshaming, #sayitoutloud etc. These pictures made with the collage technique can be used in future discussions. After all the collages have been created, an instagram account will be created for the collages and they will be shared.</p> <p><b>Debriefing and evaluation:</b> After this activity, the participants will talk about all the photos and and they will choose the best ones to use for social media challenge and they will talk about the importance of the issue.</p>
<b>Debriefing</b>	<b>Debriefing and evaluation:</b> After this activity, the participants will talk about all the photos and and they will choose the best ones to use for social media challenge and they will talk about the importance of the issue.

<b>Workshop's title</b>	Cyber Police
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• To make groups familiar with cyber bullying term</li> <li>• Discuss and analyse negative commenting online</li> <li>• To reverse the point of view on online commenting</li> <li>• To enhance creative writing and social interaction skills</li> </ul>
<b>Group Size</b>	20-30 participants
<b>Duration</b>	45 min
<b>Materials and Preparation</b>	access to the internet, paper and writing tools
<b>Session Description</b>	<p>Preparation: facilitators should be ready for a discussion about cyber bullying and negative comment issue, find some online articles or posts on socially "sensitive" issues (e. g. body positivism, feminism, political or religious events) with a lot of comments.</p> <p>Instructions:</p> <p>Participants all together discuss the issue of cyber bullying and its negative aspects. More attention is dedicated to negative commenting online and how it affects people. Participants are asked to share their personal experience too.</p> <p>The groups of cyber police are formed. They all get the task to analyse some posts or articles online with socially "sensitive" topics. More than article, the comment section is needed. Also participants may use their own personal experience if preferred.</p> <p>Groups of cyber police should review comments and pay attention to how many of them are good and supporting, how many are negative. They should decide which comments and why they would block. Also, cyber police should suggest how to rewrite negative comments making them sound...positive!</p> <p>If workshops might be extended, cyber police might create a wall of positive comments. In this case, they should write some of the best and most inspiring comments they found or, even better, create their own nice and positive comments and write them on this wall of comments.</p>



<b>Workshop's title</b>	Cyber Police
<b>Debriefing</b>	At the end of activity, all cyber police groups should present their results and discuss how easy was it to find positive comments, what is the balance between negative and positive comments, what kind of comments they would choose to block and why and also how they rewrote negative comments into positive ones, was it easy or not and why.

## Theoretical knowledge about Critical Thinking

<b>Workshop's title</b>	<b>Theoretical knowledge about Critical Thinking</b>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Increased ability to make detailed observations about an object or information and draw conclusions.</li> <li>• Encouragement to question things so as not to be conformist; seeking and judging the why of everything.</li> <li>• Increased ability to be alert to new discoveries and to relate new knowledge to old.</li> <li>• Increased willingness to accept the ideas of others and to recognise when one is wrong.</li> <li>• Ability to deal with difficult decisions or accept criticism from others in a constructive way.</li> </ul>
<b>Group Size</b>	15 young people aged 18-25
<b>Duration</b>	60-90 minutes
<b>Materials and Preparation</b>	<p>- PPT presentations</p> <p>- Documents with theoretical information</p> <p>The trainers, in addition to transmitting the theoretical content, should be able to enrich the critical thinking of the participants through different approaches and questions.</p>
<b>Session Description</b>	<p>This session will focus on conveying to young people the importance of critical thinking as a tool to improve their personal and educational development. The aim is for young people to be able to have their own opinion on a topic (during the session we will try to relate it to cyberbullying). It is not an easy job, but it is a very necessary one.</p> <p>The social, cultural, scientific and technological changes in today's world require education (both formal and non-formal) to train young people to think critically, in order to successfully face the new challenges that society imposes on them, such as the threats of cyberbullying. In this task, youth workers have a fundamental role to play in helping young people to be able to think and make decisions for themselves, knowing how to elaborate processes, strategies or mental representations in a competent way, prioritising self-regulation, analysis, reflection and criticism when it comes to solving problems, thus forming citizens committed to their individual and social development.</p> <p>&gt; The session will begin with a breakdown of the term critical thinking, i.e. first the definition of the term thinking (including the historical and linguistic origins</p>

of each term) and then of the term critical thinking will be presented, and once they have been defined independently, they will be evaluated together, seeing which is the most widespread general definition and evaluating how the two concepts work together.

The trainer may ask participants questions about what their conceptions of the terms are both separately and together.

> After the introduction and the definition phase we will continue with the theory of what critical thinking is for and what its advantages are.

Critical thinking helps us to differentiate between mediocre and brilliant arguments, to distinguish valuable information from expendable information, to dismantle prejudices, to find well-founded conclusions, to generate alternatives, to improve communication and, in short, to be masters of our thoughts and act accordingly. Although critical thinking is closely related to reason, the purpose of critical thinking is action-oriented and is applicable to any aspect of our daily lives, including problem solving or decision-making, so its sphere of influence ranges from personal to work-related.

> The next step in the session will be to present the list of capabilities of a critical thinker. Before starting with the list of capacities, the trainer will ask the participants what they think they are, they will write them down and after this he/she will present the theoretical list (the one the trainer already has in the materials) and they will compare which ones they have agreed on or which ones they have missed. This encourages not only theoretical learning but also participation during the session.

> The next theoretical information to be presented will be the key factors and its definitions that make up critical thinking.

- Fairness
- Depth
- Completeness
- Breadth
- Logicalness
- Precision
- Significance
- Clarity
- Accuracy
- Relevance

These universal standards have been determined by Dr. Richard Paul and Linda Elder, researchers at The Critical Thinking Organization, and they are considered to be the ones that should be applied to thinking whenever the quality of reasoning is to be evaluated.

> And to conclude this theoretical session, the capacity for critical thinking as a tool against cyberbullying will be discussed.

The development of technology has meant an increase in access to the information we have, which is a great advance for humanity, but, just as

	<p>there are benefits, there have also been negative aspects, such as new forms of harassment and the use of power through technological means of communication and social networks.</p> <p>After the presentation of the theory by the trainer, participants will be encouraged to express their opinions on how cyberbullying can be combated through critical thinking.</p>
<b>Debriefing</b>	

## Theoretical knowledge about Digital Storytelling

Workshop's title	Her story
Learning Outcomes	<ul style="list-style-type: none"> <li>Familiarize participants with the Digital Storytelling concept</li> <li>Increase awareness among youth about Cyberbullying effects</li> </ul>
Group Size	20-30 participants
Duration	60 min
Materials and Preparation	<ul style="list-style-type: none"> <li>Internet connection</li> <li>Video-projector</li> <li>Laptops</li> <li>Mobile phones</li> </ul>
Session Description	<p>Start the activity by explaining the Digital Storytelling to the participants - use <a href="#">this video</a>. After everyone understood what is Digital Storytelling and how to create it, use the image from Annex I and start the story: <i>This is Kim. She is a 14 years old girl from Japan. Her parents are very strict and don't really allow her to use Social Media. Kim has permission to use her phone only for school and not more than 2 hours per day. Despite her parent's rules Kim opens a secret Facebook account...but things started to go wrong...</i></p> <p>Split the participants in teams of 5 and tell them that now they have to continue Kim's story through the creation of one digital storytelling product.</p> <p>The videos can be created on laptops using free applications as Canva, or over the phone using CapCut editor, Viva Video, etc.</p> <p>Give them 40 minutes to finish their stories and ask each team to present it in the front of the group.</p>
Debriefing	<p>The debriefing session will be based on the participant's stories, but you can use some general questions as:</p> <ul style="list-style-type: none"> <li>Was the process of creation difficult?</li> <li>What made you choose that end for your story?</li> <li>Do you agree with Kim's parents? Why yes/not?</li> <li>Do you think Kim actions affected her somehow?</li> </ul>



<b>Workshop's title</b>	A Cyberbullying Story
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Familiarize participants with the Digital Storytelling concept</li> <li>• Increase awareness among youth about Cyberbullying</li> </ul>
<b>Group Size</b>	20-30 participants
<b>Duration</b>	30 min
<b>Materials and Preparation</b>	Phone Flipchart Post-its Markers
<b>Session Description</b>	<p>Ask the participants to write one-by-one a word related with Cyberbullying on a flipchart. Make sure they won't repeat the words. After everyone wrote on the flipchart, ask them to start a story. Each of them has to say a phrase containing one of the words from the flipchart and make sure their phrase will be related to the previous one.</p> <p>Have someone to record the whole story.</p> <p>After finishing the Story, explain to the participants that they will use the record in one dissemination video that they will create for the project. In order to create the video, they will use the information they got about Digital Storytelling.</p>
<b>Debriefing</b>	<p>The debriefing session will be based on the participant's story, but you can use some general questions as:</p> <ul style="list-style-type: none"> <li>• Was the process of creation difficult?</li> <li>• What do you think about the development of the story?</li> <li>• What are the best practices for preventing such situations?</li> </ul>

## The phenomena of Cyberbullying and education needs of the selected target group

<b>Workshop's title</b>	Cyber Heroes
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>To make groups familiar with cyber bullying term</li> <li>Discuss types of problems cyber bullying creates</li> <li>To look for creative ways to fight with cyber bullying</li> <li>To support creative problem solving and teamwork</li> </ul>
<b>Group Size</b>	20-30 participants
<b>Duration</b>	45 min
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>papers and writing tools for each group</li> </ul>
<b>Session Description</b>	<p>Preparation: facilitators should prepare the needed materials and superheroes technique instructions; before starting, superheroes creative thinking technique should be presented to the group</p> <p>Instructions:</p> <p>Short technique description: 'Superheroes' technique was created by Arthur B. van Gundy and its main goal is to look at the given problem from the new perspective – perspective of a superhero. Further on, as Lewandowska-Walter et al. (2015) describes those 'super' methods are converted or are the inspiration for inventing the 'real' methods of solving the problem.</p> <p>At the beginning, the group of participants notes a problem and brainstorm on what kind of cyber bullying issues people face nowadays and what problems, related to it, have to be solved.</p> <p>All groups name some of well-known superheroes. For each of the named heroes the groups write down also the hero's superpowers (or main characteristics) and all the team members have to recognize all of the chosen characters.</p> <p>Each group gets a different problem related to cyber bullying which was mentioned at the beginning of the workshops.</p>

	Then the team writes down how each of the superheroes would solve the given problem using their superpowers.
<b>Debriefing</b>	<ul style="list-style-type: none"> <li>the activity will be ended by discussion in which the cyber bullying issue analysis will be done as well the ability to use creative thinking in social problems solving. Furthermore, participants with facilitators will discuss about if it was hard or easy to try to step into different superhero shoes.</li> </ul>

<b>Workshop's title</b>	Situation Analysis
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>- to analyze terminology connected with Cyberbullying;</li> <li>- to explore what are the different Cyberbullying situations that can occur;</li> </ul>
<b>Group Size</b>	20-30 participants
<b>Duration</b>	45 min
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>Flipchart, papers, writing tools, handouts about Cyberbullying</li> </ul>

<p><b>Session Description</b></p>	<p>Preparation: Facilitators divide participants into groups of 4-5 according to the total number of participants. Each group will be assigned a different Term (or more than one) connected to Cyberbullying to analyze.</p> <p>List of terms: Outing/Doxing, Trickery, Cyberstalking, Scamming, Fraping, Masquerading, Dissing, Trolling, Flaming, etc.</p> <p>Instructions: Participants in each group will be given around 25 minutes to search online or on the given resources the Term(s) they have been assigned. After they have a clear understanding of the Term, they will create a presentation to introduce and clarify the Term(s) to the rest of the group, in plenary.</p>
<p><b>Debriefing</b></p>	<ul style="list-style-type: none"> <li>• After each presentation, participants can ask questions and support with sharing ideas, personal experiences.</li> </ul>

## Social Media and Cyberbullying

<b>Workshop's title</b>	What does my Social Media say about me? (Cyberbullying & Social Media)
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Raising awareness about the importance of the posts we make on Social Media.</li> <li>• Develop knowledge among youth about Cyberbullying and the risks of Social Media</li> </ul>
<b>Group Size</b>	20-30 participants
<b>Duration</b>	40 min
<b>Materials and Preparation</b>	Flipchart Markers Post-its
<b>Session Description</b>	<p>This activity aims to raise awareness among youth regarding their Digital Footprint.</p> <p>Start the session by explaining to the participants the importance of what they post online. Everything we decide to post or share on Social Media stays there permanently, even if we delete it. Someone can always save and share our posts without our consent.</p> <p>Write fictional names on post-its ( make sure you have a post-it for each team) – you can write common names as: Jon, Andrew, Isabel, etc or you can use usernames as @andrew_ff3. Split the group in teams of 5 and ask each group to choose a post-it.</p> <p><i>(Suggestions for group dividing: You can split the participants in teams by counting from 1-5 in one of their languages, or you can choose to do it by giving them funny names: coffee, tea, cake, carrot, rabbit, etc. Those with the same name/number will be in the same team.)</i></p> <p>Explain to the participants that they received a fictional character and they have to work together to create it's social page. Give a flipchart to each team and ask them to represent on it the Social Media page of their character (they can choose any social platform they want to represent Facebook, Instagram, Tik/Tok, Twitter, etc)</p> <p>Accord them 20 minutes to finish their drawing, then invite each team to expose their flipchart somewhere in the room.</p> <p>After you have all the flipcharts together, ask the other teams to say their opinion about the character based on it's social media page. After you have enough answers for one character, ask the team that created it's page the following questions:</p>



	<ul style="list-style-type: none"> <li>• Why did you choose that specific social media platform?</li> <li>• What message did you want to send through your character's page?</li> <li>• Do you agree with the others interpretation regarding your character? Why yes/no?</li> <li>• Do you think your character is likely to become the victim of cyberbullying because of it's page? Why yes/no?</li> </ul> <p>Repeat this action for each of the teams.</p>
<b>Debriefing</b>	<p>Based on the participant's answers, you can ask:</p> <ul style="list-style-type: none"> <li>• Do you think our social media can send a message about who we are? Why yes/no?</li> <li>• Do you think our life is influenced by social media? Why yes/no?</li> <li>• It's possible to be misunderstood on Social Media – your profile to send a different message than you actually wish to send? – you can ask the participants to give some examples.</li> <li>• It's social media dangerous?</li> </ul> <p><i>You can add as many questions you consider necessary.</i></p>

<b>Workshop's title</b>	All together (Cyberbullying & Social Media)
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Raising awareness on cyberbullying effects</li> <li>• Improving teamwork</li> </ul>
<b>Group Size</b>	20-30 participants
<b>Duration</b>	40 min
<b>Materials and Preparation</b>	Flipchart Markers Post-its
<b>Session Description</b>	<p>Write on post-its some of the effects of Cyberbullying: depression, low self-esteem, anxiety, social distance, etc.</p> <p>Split the group in teams of 5 and make sure you have a post-it prepared for each team. Ask them to choose one post-it without sharing the effect on it with the other teams.</p> <p>Give them 25 minutes to prepare their drama scene. Mention that it should be related to Cyberbullying on Social Media and the representation shouldn't be longer than 4 minutes.</p> <p>After 25 minutes, tell the participants that it's time for them to act. After each improvisation, ask the teams to guess which effect was acted by the participants.</p>
<b>Debriefing</b>	<p>The debriefing depends of the participants acting, but you can use some general question as:</p> <ul style="list-style-type: none"> <li>• Which one are the worst effects of Cyberbullying?</li> <li>• Why is Social Media the best space for online aggressions?</li> <li>• How can we help the victims to get over those effects?</li> </ul> <p><i>You can add as many questions you consider necessary.</i></p>

## Improving Digital Skills focusing on the social media to use them in a positive way

<b>Workshop's title</b>	<b>Improving Digital Skills focusing on the social media to use them in a positive way</b>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Cyberbullying and how to define a situation as a cyberbullying action.</li> <li>• the risks of the internet for children.</li> <li>• The major risks of the internet.</li> <li>• The censorship on the internet to protect our kids from cyberbullying.</li> </ul>
<b>Group Size</b>	15-22 young people with age 18+
<b>Duration</b>	60-90 minutes
<b>Materials and Preparation</b>	
<b>Session Description</b>	<ul style="list-style-type: none"> <li>• Cyberbullying definition             <ul style="list-style-type: none"> <li>◦ Being bullied online comes fourth, followed by receiving unwanted sexual comments.</li> <li>◦ addressing potential risks associated with mass media and digital media.</li> </ul> </li> <li>• How to differentiate between jokes and bullying, in which situation we said it is cyberbullying</li> <li>• How to judge the credibility of online content over social media (facebook, Tik Tok, Youtube, twitter...), as we risk being taken in by sources and arguments that are more complicated or conflicted than we realize.</li> <li>• How to use the social media in a positive way             <ol style="list-style-type: none"> <li><b>1. Social stopwatch:</b> Use a timer or app tracker to help moderate use. This may be helpful for mental health as research has shown that limiting social media use to no more than 30 minutes per day can reduce feelings of loneliness and depression. This can be as simple as setting a reminder to close social media, or choosing an app tracker such as Forest or Space, where setting preferences can assist with monitoring or limiting social media use.</li> </ol> <p>Setting boundaries around the consumption of social media can improve productivity as well — social media use can be a distraction to daily life, work and academic tasks.</p> <ol style="list-style-type: none"> <li><b>2. Social activity:</b> Remember to take breaks to disconnect from the screen. One way to support this is by following the adage “out of sight, out of mind.” Modifying settings and turning off app notifications, hiding apps in folders away from the home</li> </ol> </li> </ul>

screen, or taking it one step further and deleting apps to further reduce temptation.

Incorporate screen-free time by engaging in regular physical activity, which curtails the chances of developing a dependence on social media. Indeed, swapping the use of apps with increased physical activity to meet the Canadian Sedentary Behaviour Guidelines and spending active time outdoors may also help to reduce stress and depression.

**3. Social snacking:** We are not talking about snacking while scrolling through social media! Instead, similar to how we think of some foods as nutrient-dense which nourish our body (like apples and carrots), and others as nutrient-poor and less useful for our body (like chocolate cake and candy), social media can be thought of in the same way: engagement that makes us feel good or leaves us feeling unwell.

Aim to use social media in ways that feel good or has a purpose. Examples of productive, positive social media use include connecting with supportive friends and family, or using it to source useful information. Before you engage on social media, be aware not to overshare or post when stressed or anxious as this can result in a negative social media experience.

**4. Social accountability:** Be accountable to yourself and others regarding your social media use. This could mean reaching out to trusted family, friends and co-workers to ask them to gently remind you when they catch you checking your phone during face-to-face engagement. Or, you can take advantage of built-in social media monitoring applications on your phone to set social media use goals and use the apps to track your progress!

It's helpful to think of social media as a tool that needs some training to use properly. By finding the strategies that work for us to help manage our social media use, we can welcome a positive and healthy relationship with social media.

- How to stop this cyberbullying that we, our family, and children can be exposed to.
  - Online Campaigns.

**Debriefing**

## Building Self-Acceptance through Critical Thinking

Workshop's title	Look at yourself
Learning Outcomes	Learn to identify personal characteristics of a different spectrum. Develop critical thinking skills, self-confidence, empathy for others.
Group Size	4+ ppl
Duration	60 – 90 min
Materials and Preparation	A4 papers, pens, markers
Session Description	<ol style="list-style-type: none"> <li>1. The facilitator asks participants to cut or tear a piece of paper into 2 sections and on the top of one piece, write “NEGATIVE” and on the other “POSITIVE”. Next, ask participants to spend a 5-7 minutes thinking about all the negative statements they tell themselves, then write these statements on the “NEGATIVE” paper (e.g., I’m hopeless at math, I can’t make friends easily).</li> <li>2. Explain that things people tell themselves can make them feel bad or good and it’s important for people to examine these things to see if they are true and to work toward telling themselves positive things so they can feel good more often.</li> <li>3. The facilitator asks participants to spend another 5-7 minutes thinking about all the positive sentences they tell themselves or that they could tell themselves and to write them on the page headed “POSITIVE” (e.g., I’m nice, I’m a good friend).</li> <li>4. Go around the group and have each participant read at least one positive statement he or she wrote about him or herself. If a participant has difficulty thinking of a positive statement, have another person from the group suggest one.</li> <li>5. After ask the participants to examine the assumptions in the statements they wrote for both the NEGATIVE and POSITIVE papers. Is there a difference in the assumptions? For example, are their more “provable beliefs” in the positive or negative statements? Does the negative thought seem as real when it is written out as when they heard it in their head?</li> <li>6. Next step for the facilitator is to explain the group that there are some personal characteristics that a person can change and others that he or she can’t. Ask participants to raise their hand if they believe that they can change the following: <ul style="list-style-type: none"> <li>• Height</li> </ul> </li> </ol>



	<ul style="list-style-type: none"> <li>• Weight</li> <li>• Color of skin</li> <li>• How we express our feelings</li> <li>• The year we were born</li> <li>• How we handle anxiety</li> <li>• The size of our families</li> <li>• The color of our eyes</li> </ul> <p>7. To finish, ask participants to crumple up the NEGATIVE paper and place it in the rubbish bin and have them place the POSITIVE statements in the front of a much-used file/diary to remind them of these statements.</p>
Debriefing	<p>At the end of the exercise, ask the participants to sit in complete silence for 1 minute and think about what happened. After that, you can conduct a final debriefing with the group. Questions that can be proposed for discussion:</p> <p>How are you feeling?          How did you feel when you highlighted positive characteristics?          How did you feel when you highlighted the negative characteristics?          What emotions did you experience throughout the exercise?</p>

Workshop's title	The masks
Learning Outcomes	<p>Develop self-knowledge, reveal yourself to others.          Better to know each other.</p> <p>The method allows you to realize that a person's mask is never closed and complete. In addition, the method allows you to observe the masks of others and, hiding behind your own mask, express hidden qualities. Group work masks can be used in a variety of ways. Only a few of them are presented here.</p>
Group Size	4+ ppl
Duration	Optional: 90 min + (can be all day)
Materials and Preparation	Any possible means for creative work: paper, cardboard, scissors, watercolors, gouache, crayons, markers, pencils, magazines, glue, multi-colored threads.
Session Description	<p>The exercise consists of 3 parts (2 and 3 are optional, can be done with enough time)</p> <p>To achieve the goals of the exercise, we recommend facilitators to implement at least 2 parts of the exercise.</p>

Part 1. Create your own mask

Step I - 30 min

Step II – 30-40 min

Step I:

Each participant makes a mask out of cardboard and paper. The facilitator structures the work, gives an orientation in accordance with the learning objectives. For example:

- reflect yourself in a mask;
- emphasize different character traits;
- highlight in the mask what you like about yourself;
- highlight in the mask what you don't like about yourself;
- reflect the features that you would like to have, etc.
- If classes have been going on for more than the first day, masks can be used for reflection, for example:
  - what mask did I wear in this group yesterday?
  - how has my mask changed today/now?

Step II:

Everyone presents his mask in the general circle.

Part 2. Create a mask for a partner (in pairs)

Step I - 40 minutes

Step II - 1 hour

Step I:

Partners sit in front of each other for a long time and look on their faces. Task: create masks for each other.

Step II:

Masks are discussed in a general circle:

a) The author of the mask puts on the mask, and his partner comments on everything that he can read in this mask.

If the mask becomes a "reflection", then the person shares this with the group. Commenting on what he sees in the mask, in fact, he is talking about himself.

b) The author remains in the mask, and the other members of the group comment on what they see in this mask.

c) The author of the mask shares his thoughts:

- Why did he make his partner such a mask?
- What did he want to represent with the mask?

Identification with one's mask is an immersion to a deeper emotional level. The mask performs a dual function: it covers the face, as if hiding what the person does not want to show, but at the

	<p>same time, the mask reveals very important elements of the person's emotional state.</p> <p>Part 3. Group representation in masks Step I - 1 hour Step II - 20 minutes Reflection - 1 hour</p> <p>This is an opportunity, hiding behind your mask, to test your qualities, suppressed inside, which cannot be expressed in other situations.</p> <p>Step I: The group creates different masks expressing different characters. Each member of the group comes up with a character that they would like to try, and in accordance with it chooses one of the masks.</p> <p>Step II: Group representation in masks.</p> <p>Reflection:</p> <ul style="list-style-type: none"> <li>• Why did I choose this particular mask?</li> <li>• How did I feel in the overall group performance?</li> <li>• Could I communicate with other characters?</li> <li>• What was my relationship with them like?</li> <li>• Who could I not communicate with? Why?</li> </ul>
<p>Debriefing</p>	<p>The essence of the method is that when a person puts on a mask, he shows his real face. The method allows you to realize that people live with different masks. They can vary and their purpose can be very different. This method develops the understanding that a mask can protect a person, but a mask can also block the way to contact with other people, communication and personal growth. Reflection can be carried out after each stage of the exercise.</p> <p>Question options for stage 1:</p> <ul style="list-style-type: none"> <li>• How did you feel with the creation of a mask?</li> <li>• Do you like the end result?</li> <li>• How did you feel when others shared their results?</li> </ul> <p>Question options for stage 2:</p> <ul style="list-style-type: none"> <li>• How did you feel when creating a mask for another person?</li> <li>• Do you like the end result?</li> </ul>

- How did you feel when you put on a mask created by your partner?

Question options for stage 3:

- Why did I choose this particular mask?
- How did I feel in the overall group performance?
- Could I communicate with other characters?
- What was my relationship with them like?
- Who could I not communicate with? Why?

## Digital Storytelling as a tool to educate and sensitize young people about Cyberbullying

<b>Workshop's title</b>	<b>Digital Storytelling as a tool to educate and sensitize young people about Cyberbullying</b>
<b>Learning Outcomes</b>	<p>The importance of digital storytelling skills method.</p> <p>How and Who can use Storytelling.</p> <p>Why do we need to learn Storytelling?</p> <p>The advantages and disadvantages of Digital Storytelling.</p>
<b>Group Size</b>	15-22 young people with age 18+
<b>Duration</b>	60-90 minutes
<b>Materials and Preparation</b>	
<b>Session Description</b>	<p>The importance of digital storytelling skills method.</p> <ul style="list-style-type: none"> <li>• fun way of learning for students</li> <li>• diversity of learning and teaching tools</li> <li>• expressing through different kinds of online sources</li> <li>• creating and sharing content on the subject</li> <li>• increases creativity</li> <li>• ability to connect with others</li> <li>• they allow us to communicate on a different level</li> <li>• it can be done by teachers and students</li> <li>• it helps acquiring new competencies which are essential for safe online activities</li> </ul> <p>How and Who can use Storytelling.</p> <ul style="list-style-type: none"> <li>• Clear aim</li> <li>• Detailed briefing</li> <li>• Sharing the knowledge with others</li> <li>• Collaboration on digital tools, not each man for himself</li> <li>• Using digital tools</li> <li>• Using creativity</li> <li>• Teamwork</li> <li>• Connecting experiences in real life with the digital ones</li> <li>• Short breaks to take a break from the screen</li> <li>• Talking about the things everyone is working on</li> <li>• Sharing experiences that happen online in person</li> </ul> <p>Why do we need to learn Storytelling?</p> <ul style="list-style-type: none"> <li>• to educate</li> <li>• to connect offline and online; life experiences with digital experiences</li> <li>• it helps in students' development using tools which they are very familiar with</li> </ul>



	<ul style="list-style-type: none"> <li>• students will be freer to share their experiences in a creative way using more innovative methods</li> </ul> <p>The advantages and disadvantages of Digital Storytelling.</p> <ul style="list-style-type: none"> <li>• strengthening and empowering teachers and students</li> <li>• creating varied learning experience through them</li> <li>• you can learn through them in your own schedule</li> <li>• interactivity</li> <li>• digital inclusion</li> <li>• reduces human contact</li> </ul>
<b>Debriefing</b>	

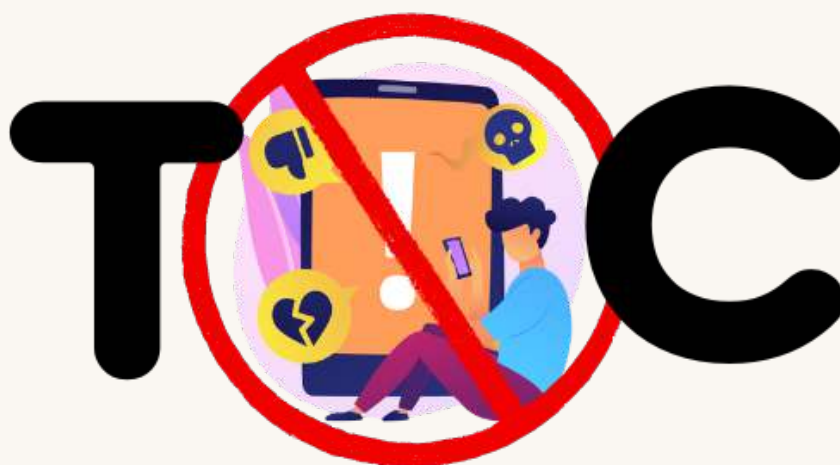
## All together against Cyberbullying Toolkit

Workshop's title	Group reactions
Learning Outcomes	<p>Realize the benefits and importance of feedback, learn to cope with different emotions from outside, realize the influence of surrounding emotions on yourself.</p> <p>Understand for yourself what kind of feedback is the most useful.</p>
Group Size	12-21 ppl
Duration	20-30 minutes (execution) + 20 minutes (debriefing)
Materials and Preparation	None
Session Description	<p>The facilitator tells the group that 4 volunteers are needed. They will have to walk out the door one at a time. The group will come up with a task for each that each “volunteer” will have to do. Participants can't talk during the mission. Volunteers will have to guess what exactly they need to do, <b>guided only by the reaction of the group.</b></p> <p>The <b>first</b> volunteer comes out: The group comes up with a <b>simple task</b>, such as open a window, write their name on paper or on a blackboard, sit on someone's place/knees, etc. The acceptable reaction of the group should be only POSITIVE. This means that when a volunteer does something in the right direction, the rest of the participants clap their hands. The closer he is to completing the task, the harder the group claps (as in the children's game "hot - cold"). The volunteer does not know what the reaction of the group will be; his task is to understand this and check it with his own actions.</p> <p><b>Volunteer 2:</b> The principle is the same - the group must again come up with a simple task. As he walks out the door, the facilitator tells the group that now the reaction will only be NEGATIVE. This means that if he does something wrong, the group will stomp their feet. No other reaction! This requires the concentration of the group members, because you can't talk, you have to carefully monitor the actions of the volunteer. The wrong reaction is too disorienting for him.</p> <p><b>3rd volunteer:</b> The rules are the same, only now there will be both POSITIVE and NEGATIVE reactions. When he does something right, the group clap, when he does something wrong, he taps his feet.</p>

	<p><b>Volunteer 4:</b> All the same, but this time NO REACTION! Here you have to be very sensitive so that the game does not turn into a mockery. Usually participants realize that it is almost impossible to cope with such a task, so they come up with a very simple task, for example, sit in a circle in their place or on an empty chair set aside. If the volunteer cannot even do this, then after 2-3 minutes the task is stopped, the participants are invited to discuss the experience gained.</p>
Debriefing	<p>Discussion structure:</p> <ol style="list-style-type: none"> <li>1. Only 4 volunteers take turns sharing their emotions and impressions - how they felt, what seemed easy to them, and what was difficult and why.</li> <li>2. Everyone else can share their experiences, reactions, thoughts.</li> <li>3. Conclusions and recommendations on which feedback helps the most, which does not help, which is the most effective. What can people agree on when communicating, how is this related to online communication?</li> </ol>

Workshop's title	4 corners
Learning Outcomes	Find a common solution regarding the topic, develop critical thinking, discuss different sides of the issue. Learn to work in harmony.
Group Size	8+ ppl
Duration	20-40 min (execution) + 15 min (results + debriefing)
Materials and Preparation	Flipchart paper, markers
Session Description	<p>In the four corners of the room there are 4 flipcharts with 4 different questions on each of the flipcharts:</p> <ul style="list-style-type: none"> <li>-What is the use and danger of the Internet?</li> <li>- What is the personal responsibility of a young person on the Internet?</li> <li>- How to increase inclusion and diversity on the Internet?</li> <li>- How to protect yourself from cyberbullying?</li> </ul> <p>The group is divided into 4 equal subgroups. Participants in subgroups are divided between 4 corners/flipcharts to discuss the topic/question written on paper. Thoughts and ideas are written down on paper. First round - each group decides who will become the "owner" of the corner and what information he should pass on</p>

	<p>to the next groups. His job is to observe and record the discussion of each group visiting the corner.</p> <p>After 5-10 minutes, the facilitator asks the participants to move to other corners. Near the flipcharts, only the "owner" remains. Every time you have a new question, you need to listen to the owner, and then you can express your opinion about the topic of the corner.</p> <p>The main ideas are written down on paper.</p> <p>The action is repeated until everyone has visited all corners.</p> <p>At the end, the owners of the corners present to everyone else the final versions of flipcharts with the main conclusions of all groups.</p>
<p><b>Debriefing</b></p>	<p>Discussion of the received information. Summarizing. Getting feedback.</p> <p>Questions for debriefing:</p> <ul style="list-style-type: none"> <li>- What do you feel now?</li> <li>- What thoughts did you have when you listened to the message of others?</li> <li>- Was there anything new for you?</li> </ul>



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