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Training Course

Toolkit for participants

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Erasmus+

PROJECT PARTNERS



Centro Studi Sereno Regis, Volunteering organisation, based in Torino, Italy, founded in 1982 to promote the culture of peace and nonviolence. CSSR was born as a space of meeting, coordination, training of the nonviolent grassroots movement in Italy and as a real hub for social movements at local and national level. CSSR works through 4 main operational fields:

1. the Library, the biggest in Italy on the topics of peace and nonviolence

2. Peace Education Group, that works on local, national and international level on training and educational activities on the topics of conflict, peace and nonviolence with children, teen-agers, young people and youth workers.

3. Ecoistituto, that focus on environmental issues, animal rights, food sovereignty and to reduce the human footprint on natural environment.

4. Irene, Cinema and art for peace that try to support the role of arts in transforming conflicts, spreading awareness and empower people in violent contexts.



AEGEE-Moskva is one of more than 240 cities in Europe which are united in the European Students Forum (Association des Etats généraux des Etudiants de l'Europe, or AEGEE). AEGEE is one of the Europe's largest interdisciplinary student associations, which promotes a unified Europe, cross-border co-operation, integration among students and strives to create an open and tolerant society of tomorrow. AEGEE is a voluntary, non-profit organisation. AEGEE is mainly dealing with topics of Higher Education, Peace and Stability, Cultural Exchange and Active Citizenship.



Darnaus Vystymo Projektai (DPV; Sustainable Development Projects) is NGO in Lithuania, which was established in 2007. DPV works actively both on national and international level. In all DPV activities organisation admits that not only healthy environment is in content of sustainable development principle, but also stable development of economy, people's capacities and civil society. With this un-

derstanding organisation organizes trainings, seminars, implements various national and international projects on entrepreneurship, active citizenship, transfer of good practices in regions, encouragement of intergenerational and intercultural learning. The target group, which is involved in various activities, is youth and adults, elder people, who are involved via various other Grundtvig projects and initiatives.

DPV is a member of CASCADE network. CASCADE is a network of variety of individuals and non-governmental organizations dedicated to the exchange of ideas and best practices, sharing resources, tools and techniques in order to enhance quality of youth work and projects aimed at young people.



Udruga Agencija Lokalne Demokracije- Verteneglio. The idea of founding the Local Democracy Agency (LDA) of Verteneglio in the Istria Region dates back to 1994, when war was spreading through former Yugoslavia. The Agency was instituted with the main aim of preserving democracy and

defend the local Italian minority right rights. Its Establishment Act was signed on 5 May 1996, by the Congress of Local and Regional powers of the Council of Europe, together with the Municipality of Verteneglio, the Istria Region, the partner cities and several NGOs, whereas it was then registered as Croatian NGO in 2005.

Udruga Agencija Lokalne Demokracije (ALD)-Local Democracy Agency (LDA) has already more than 10 years of experience which have witnessed an always growing commitment to its aims by involvement in fields of networking between local and international bodies, promoting international cooperation, training on capacity and institution building, rising awareness on active citizenship; bridging activities for the empowerment of a multicultural society; strengthening of civil society. These commitments made the LDA look forward and thus it opened new activities focused on raising awareness among youth about their role as future European citizens, and on helping them understand principles of citizenship and how EU benefits them in this.



Suffolk Lenadoon Interface Group (SLIG) is an award winning community development organisation based on the Suffolk Lenadoon interface in outer West Belfast. Regeneration and peace building are the cornerstones of what SLIG does. SLIG works to bring together and foster positive relationships between young people and adults from

these communities that have been historically deeply divided.

Residents in both communities, due to the fractured geographical composition of the area and high levels of deprivation and poverty, as well as lack of community capacity, were powerless to access the level of public services and support which other communities could avail of.

The intensifying deprivation led to demoralisation and a perceived need to guard and preserve what little each community had left (with force if necessary), spawning inter-community tension, in turn compounding feelings of marginalisation and neglect by government. The members from the Suffolk and Lenadoon forums respectively, who attempted to tackle these problems understood and acknowledged that reconciliation would only ever be dependent upon community sustainability. In other words, to achieve peace, community strength and capacity had first to be built.

At SLIG, we believe, and indeed our research confirms, that when issues of social disparity and disadvantage are addressed, then religious and cultural dissonance will be abated and long-term peace can be built upon.

OUR GROUP!



In this short tool kit you can find informations about the Training of youth workers “Getting in Touch with Cyber-Youth”, some reflections and results of the intercultural dialogues and exchanges made during the training itself, some theoretical matherials and activities that we tried during the training and that you can apply freely in your educational activities!

ENJOY!

Why a training for youth workers on the issue of cyberbullying?



Communication in the web is becoming one of the issues that strongly affect the everyday life of adolescents and young people. The web is an endless source of instruments for developing creativity, learning, building positive relationships. However, the web can also become an environment in which hate speech, xenophobia, discrimination are developed. Cyberbullying and incitement to hatred are becoming the main risks of the network and their impact is not limited to the virtual world. The web is a “fourth” dimension of reality for young people and adolescents: it helps to develop a specific identity, a network of relationships, a “reputation”, etc. In short, everything what happens in the web is an integral part of the life of the young people and teenagers. On the other hand, the virtual environment is an environment in which adolescents and young people are particularly alone. An effort to denounce the forms of violence in the web is accompanied by the perception that adults “do not understand” and have no competence at the ICT. The Italian context, the Northern Irish, Lithuanian, Croatian and Russian have some common features but also unique characteristics that make profitable the opportunity for discussion and exchange.

Belfast is a city that has invested a lot in youth and training of youth workers seeing in them good potential for the reconstruction of the social fabric after the decades of the “Troubles”. However, nowadays it is essential that the educational activities are being presented also in the new media that young people use for communication, in order to enhance the efforts in the “real world”.

In fact it is widely spread the phenomenon of the organization of “riots” and fights in the interface areas between the teenagers of the Republican/Catholic/Irish communities and of the Unionist/Protestant/English communities.

Organized in social media, these “riots” begin to take real shape: some cases of persecution online resulted in real suicides of young people.

Speaking about the Italian context, there is a need to develop an educational activity, and not only security-technology (eg teaching kids how to protect the privacy or avoid solicitations), because these aspects are already admirably dealt by the Postal Police and others. There is a need of an approach in favor of the development of life skills that strengthen young people in their daily lives and that will resist the continuous evolution of social networks.

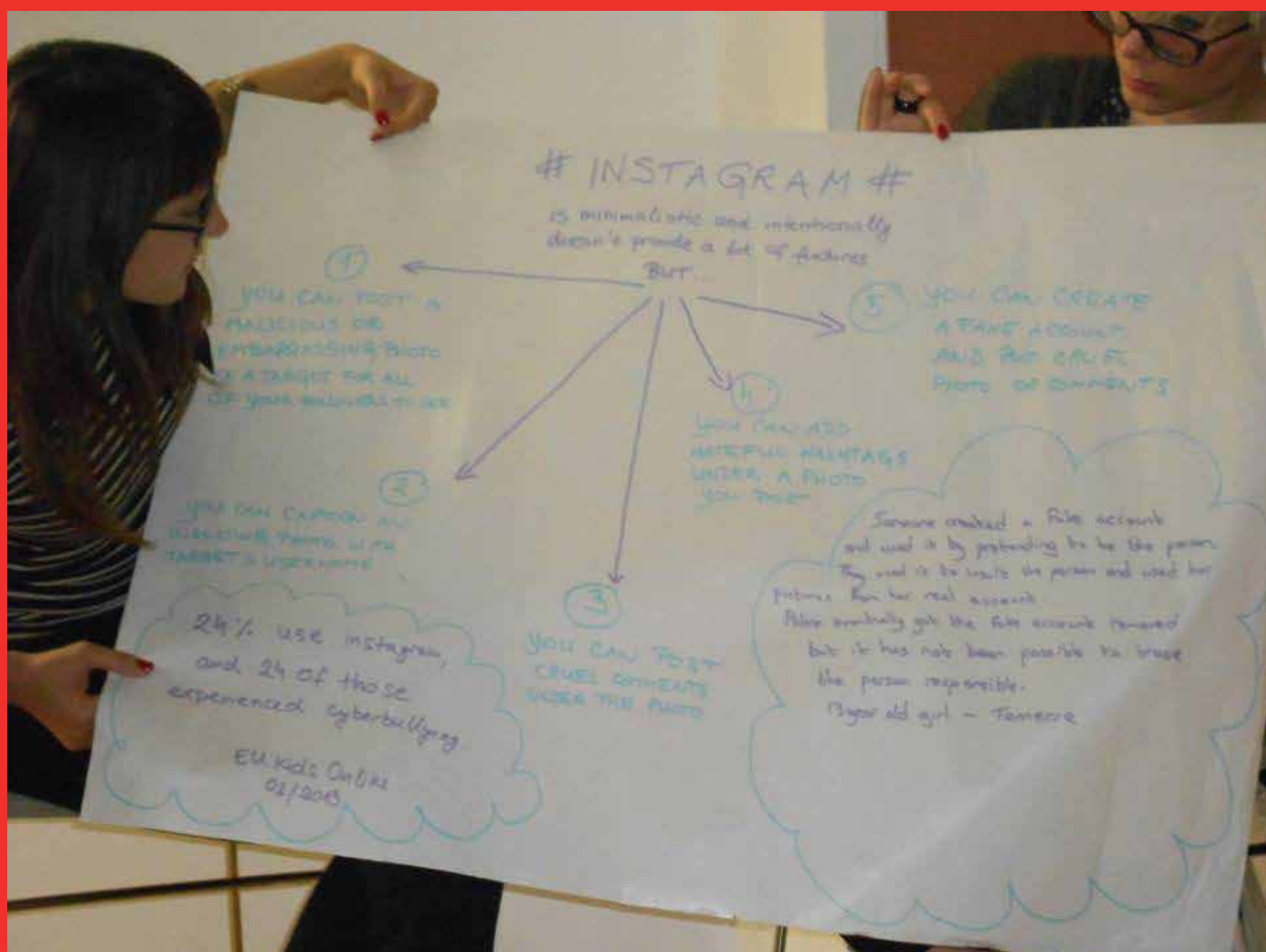
In Russia the view of social networks is completely different from Western Europe, but the dynamics are similar. The problem of cyberbullying is still very underestimated though there are the first cases of suicide among adolescents and addiction to the online world. It seems to be very common the phenomenon of the spread of violent or pornographic content in the major social networks used by minors.

In Lithuania the cyberbullying phenomenon seems to have not yet exploded in all its potential. The society begins to work on its prevention, increasing the focus on the psychological well-being of students at school.

Istria is a region of Croatia where the minority of Italian language is significant. There are schools where the predominant language is still Italian and there are still forms of division and segregation among teenagers along majority/minority lines. At the same time violence in the web is becoming more and more dangerous. In Croatia the cases of cyberbullying are numerous even at the scholastic level. Often adults don't notice it often because they haven't been trained before to recognize and investigate it. Mostly girls and their reputation are attacked on web. Sharing private photos and exclusion are the main weapons that the bullies use, accompanied often by a strong code of silence in the school context.

Overall of all of these territories, at a time of economic and social crisis, in a context in which even the parental figures have more fluid contours, it becomes vital for young people to be accompanied to self-reflection on the emotions and diversity, to accept themselves and people around them in the same uniqueness and respect it, developing forms of resistance to the virtual and real discrimination. The role of the youth worker, who is often closer in age to the teenagers than the parents, is to be an important reference point for young people who otherwise would find it difficult to report network problems to adults whom they often consider to be "digital illiterates".

The picture that we can see in Europe is that young people become increasingly more connected and overpowering: 4 minors of 10 are witnesses of online bullying towards peers, perceived "different" for physical appearance (67%), sexual orientation (56%) or because of being foreign (43%). "Diversity", as opposed to an alleged or defined "normality" is the "justification" that bullies use in the persecution of the victim. The majority of children admit violence in the web as the main threat in their everyday life. The effect that it has includes the impairment of school performance (43%), the will of the victim to aggregate (65%) and serious psychological consequences like depression (57%).



The project objectives

The overall objective of the project is to promote the welfare of young people and adolescents in the virtual world, the promotion of tolerance and solidarity among young people through the contrast of exclusionary and aggressive phenomena, especially cyberbullying and hate speech, towards those who are called different.

The specific objectives:

- Promote exchange and discussion between European youth workers on the issue of cyberbullying and hate speech, creating positive relationships, active participation and creativity of young people in combating these phenomena;
- Develop the competences of youth workers in supporting the adolescents in the development of life skills to enable them to interface in a positive way with the ICT, including emotional education, diversity and empathy;
- Support adolescents and youth workers in the development of skills in the use of ICT in Youth work and spreading positive campaigns against cyberbullying and hate speech
- Support youth worker in the development of design skills, implementation and evaluation, improving the quality of educational interventions on the issue of cyberbullying and hate speech
- Develop, in a context of transnational exchange, educational tools on cyberbullying and hate speech characterized by an informal approach, participatory and interactive, diffusible at European level.

A methodological approach aimed only at providing boys and girls technical information such as the protection of privacy or how to block or delete a contact is quickly becoming outdated and therefore useless

faced with the continuous and fast evolution of social networks. It appears to be more effective to promote educational work based on development in young people, adolescents and children life skills, abilities and socially positive attitudes that accompany people throughout their lives, regardless of changes of social networks and the web pervasiveness.

In particular, it is a priority to educate how to build positive relationships, to reflect about what and how we talk about ourselves and others in the web. It is also very important to teach about shared responsibility facing a phenomena of violence, with which, thanks to the network, we are in contact and against which young people have the duty and the opportunity to take sides.

An informal approach to learning

An effective proposal has to question also the educational methodology. It should stop being in a form of a classical lecture which is hierarchical, passive and doesn't give enough responsibility to the participants. A right option should be an interaction that favors the direct comparison with the boys and girls and the active and constructive exchange of ideas and opinions. Activities should be consistently interactive as everything in a virtual world. The sensitivity and criticality of some topics require the ability to create, first of all, a favorable climate and a feeling of trust not only between teachers and students, but also between the boys and girls themselves, because often they are emotionally distant despite hours spent together in the class.

It is suggested to invest in the relationship with boys and girls. It is important to dedicate the time to creating with the team a real "education activity agreement". The space where a educational activity takes place can be reorganized and rearranged by creating an environment that facilitates the movement and is free of elements (such as desks) as they "stand" between participants and impede their direct interaction. The first proposed activities are very simple and at the same time very effective, as they allow educators to know the guys and especially the relational dynamics between them if it's an existing group. During this first contact it is important to establish the rules of a good conduct that will simplify the work to the participants and enable an effective exchange of ideas.

A useful methodological element that characterizes the proposed activities is the use of the game. Unlike what you might think, the game is not only for children! In fact, it is the laboratory for examining and observing certain social dynamics and experience reactions and counteractions without any risk in order to prepare to act better in real life.

In each game, a conduct must prioritize empowerment and activation of each participant, but without constraint. The faced problem strongly affects children and adolescents, creating in them suffering and distress. That's why it is important to encourage the young participants to express their views and actively participate in games and discussions. However, it is important to leave them the freedom to choose when to intervene and support them in the development of their interests and their passions (videos, posters, songs), because they make of it a valid instrument of action and reaction.

Art as a prevention tool



“Art” is a specifically adopted approach, which consists in creating a space for artistic expression on the topic where teenagers can demonstrate their creativity, making out of it an instrument of nonviolent resistance to direct violence represented by the phenomenon of cyberbullying.

The art is a driving force of activism and social protagonism, especially for young people and adolescents having a strong need to express themselves to prove their existence. It is not sufficient only to raise awareness of adolescents about the problem of cyberbullying. It is necessary to provide them with a space and tools for facing it, so that they do not feel “crushed” by the problem but active participants in its combating.

The art tells and reflects a society but also has the power to transform the language and the people’s way of thinking. It allows young people to express themselves and create educational messages in a language understandable to their peers. Art can actually build peace:

- Allowing conduct a conflict in a nonviolent way. A response to bullying may be an escalation of a direct violence or a cyberviolence. The art and its “unsettling” power can be used to propose different and ironic solutions that put the conflict on other bases making vain the continuation of violence;
- reducing direct violence. In the case of cyberbullying artistic expression may have a complaint role, stimulating reflection and empathy for those who perpetrate violence or propose solutions to those who are suffering the violence;
- transforming the relationships and creating a space for dialogue, producing messages that raise awareness and have an impact on the way of thinking of others (for example, playing together harmoniously can become a common goal that unites the warring parties);
- making empowerment. The art enhances self-esteem and self-confidence of the people, questioning established roles (among them roles of a victim and a persecutor), creates alternatives. If the cyberbullying is an expression of direct, cultural and structural violence and if its contrast is real peacebuilding activities, art can only have a primary role in this context.

Working in a group

Educational activities with groups in which there were incidents of bullying and cyberbullying should always be based on the assumption that bullying not only involves individuals (bullies who do violence and victims who “don’t know not defend themselves”), but represents a dysfunction of the groups in which this phenomenon is developed. This feature applies in the same way for cyberbullying. It is often assumed that the cyberbully is someone hidden behind a false identity unleashing persecution against an unknown person. However, the data tell us that in almost all cases the bully and the victim know each other and are part of the same circle of friendship and acquaintances. Cyberbullying usually is aimed at individuals who attend the same group of friends, or study at the same school, or are the same team members. Some authors, especially those that deal with the phenomenon from a psychological point of view (Tonioni, 2014), have even developed the personality cases which present a higher risk of becoming bullies or bullied, describing in details character and attitudes. Although the personality plays a key role in determining the choices and actions, in fact, the context and the membership group play a crucial role in triggering the spark of violence and starting processes of marginalization, discrimination and persecution. The group can be an active wingman or an antidote of the actions of the bully. For this reason the training has sought to emphasize the importance of the concept of shared responsibility and the importance of acting. In certain situations a non-acting becomes a form of indirect violence: indifference or the ease with which certain phenomena can be interpreted can hurt more than a few episodes of direct violence.

The bully needs his peers as a public when he perpetuates violence, because through the act of bullying that he “earns” the reputation in the peer group. It also makes clear the roles of bully and victim. The typical lack of responsibility of the acts in the group sums up a susceptibility of a particular age group to the construction of their role in the negative group that is destroying the reputation of others (B. Gusman, T. Magarella).

Cyberbullying seems to fuel this trend by encouraging access to a potentially unlimited audience and extreming roles. We must also consider that the construction of a reputation in the network is exaggerated and adolescents build their online image according to their wish. For this reason an offense that a bully causes online is more painful. Dynamics of the constructing their own popularity on the destruction the reputation of others flourishes on the rumors, slanders, insults, “groups against” and tagging at the embarrassing pictures.

FIRST STEP: GET WARM!

The web net



Why and how we use it with teenagers

It is a good ice-breaking because it lets the youth worker to know the name of the participants, their feeling in that moment (and the general feeling of the group) meanwhile already doing some small reflections about the topic of virtual connections.

Number of participants

From 3 to one hundred (be careful, more people take part in the game more it looks static)

Materials

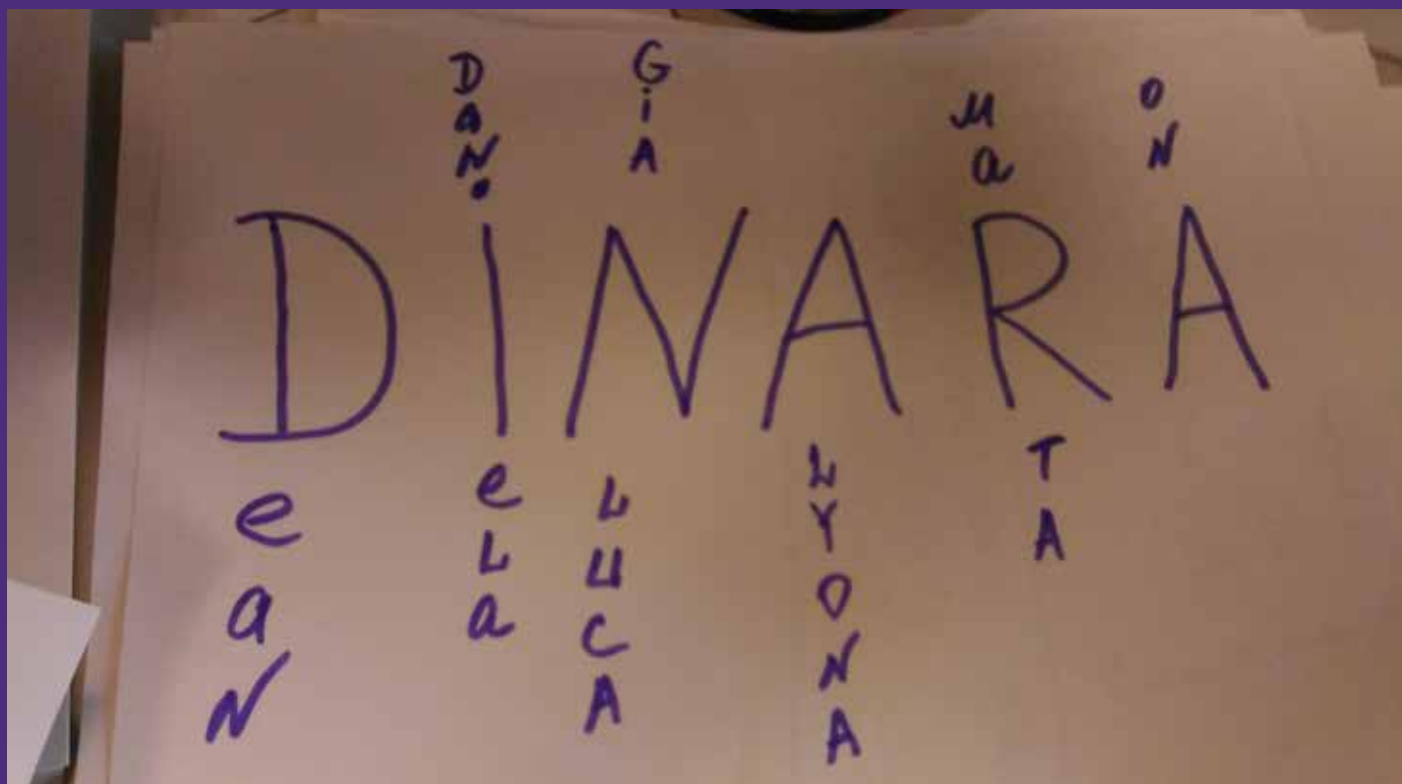
A wool ball

Description

Participants are standing in circle. Trainer has a wool ball in his/her hands and asks the participants: "What is your name? And please, add, how is your status today? What are you thinking now?" similarly to the question that any user can find of the front page of Facebook. Each participant that receives the ball, keep in his/her hand a little bit of wire before to throw the wool ball to the next participant. After each person has received the ball and throw it to an other one, the group has created a net. Any person should be connected to other

two. Trainer can ask to the group: “What we have created together? Why the virtual world can be considered as a net? Are we always linked in the virtual world to people that we really like or not? Are we always aware to whom we are linked on the virtual world?”

Crossword



Why and how we use it with teenagers

It is a “get to know each other game”.

Number of participants

From 3 to one hundred (be careful, more people take part in the game more it looks static)

Materials

A sheet of paper and a marker each participant

Description

Each participant writes down on paper his/her own name using the sheet horizontally. Then each person can start moving in the space meeting other participants. When a person meets someone else that has in common with him/her a letter of the name, both can stop and ask each to the other person 3 questions. When conversation is done, each of them can write down the other person's name vertically in correspondence with the common letter. When mostly of the people (at least that ones that have a shorter names) have completed their name finding as much people as the letters of their name, trainer ask to come back in plenary and sit in circle. Then trainer can start from one participant asking to start from one letter of his/her name choosing in this way

a person that she/he met describing what he/she remember about this people met before. Then trainer can ask to the whole group if somebody else met the same person and if she/he has something to add about this person. In this way each person is presented by the whole group. The attention paid by the group is high because participants take care if someone they met is called and if they are able to add some informations. Person who is presented by other feels heard by others and he/she can correct some informations.

The wind blows for everyone who...

Why and how we use it with teenagers

It is a good ice-breaking and a nice get to know each other game

Number of participants

From 5 to 100

Materials

One chair for each participant, minus 1!

Description

Participants are sitting in a circle. One is standing in the middle and he/she pronounces the phrase: "the wind blows for everyone who..." and the person in the centre of the circle can complete the phrase adding something about himself/herself. All the people that have this feature in common with the person in the centre have to stand up and find another chair, meanwhile the person in the center of the circle need to find a chair too where to sit leaving somebody else standing. It is possible to apply this game already to the topic of the workshop or educational session for example asking: "the wind blows for everyone who use at least once per hour facebook!" etc... The game is useful for example to have an overview of the use the group does of social network and maybe to have an idea of incidence of a particular phenomenon for example asking "the wind blows for everyone who found at least once offensive content in their own Facebook page" etc...

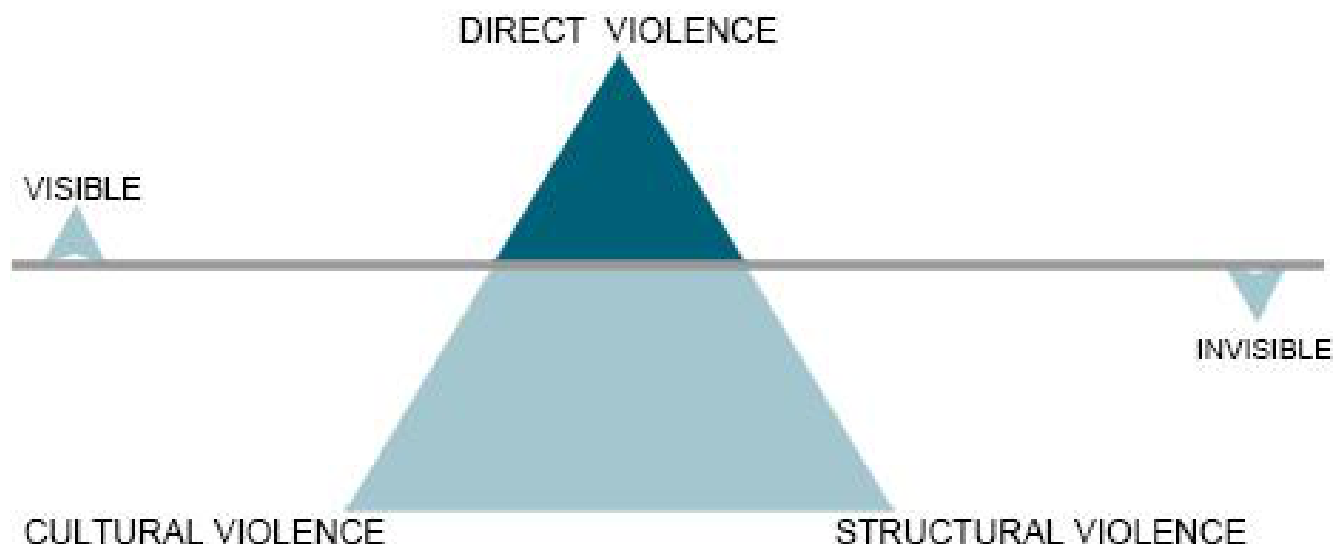
SECOND STEP: NEED TO DEVELOP COMPETENCES IN CONFLICT...

Cyberbullying is a form of violence with which young people enter most frequently into contact in their daily lives. Often they don't fully realize causing violence and making suffer another person. Cyberbullying, however, as a form of direct violence, visible and characterized by intention, can be explained in two other forms of violence behind it. The cultural violence that "feeds" and justifies the direct violence and the structural violence that provides the premises, precisely, so that the structural violence is resulted in the direct one. In the case of cyberbullying, the cultural forms of violence are discrimination, racism, homophobia, the definition of "abnormal" and diversity, which contribute and justify the persecution on the Internet.

This leads us to believe that to affect the direct violence of cyberbullying, it is essential not to ignore the cultural matrixes, to educate about relations with diversity, nondiscrimination and inclusion. Similarly, it is necessary to work on the forms of structural violence, first on local contexts, such as the city, which is no longer suitable for children and young people and condemns them to solitude. It is important to invest in institutions and educational figures (parents, teachers and schools) that teach about the opportunities of the web without demonizing it. They also could become the agents of virtual spaces of healthy social networking, being aware of the indispensability of the virtual world in the daily life of young people, teenagers and especially children. For this reason, an effective intervention on

the issue of cyberbullying cannot be separated from the moments involving the adult world and, perhaps, provide for the young people a chance to explain their point of view on the problem. Finally, we consider it important that the institutions initiate forms of regularization in the use of social networks by children to enhance their role as places for socializing but at the same time to counter a destructive and discriminating use of social against others.

VIOLENCE TRIANGLE GALTUNG



The war of chairs

Materials

Chairs (at least one for each participant) and a big space without any danger for participants

Purposes

To encourage cooperation and to make the participants understand that often there are optimal ways that allow to reach the different goals and that even goals that look incompatibles, maybe they are not!

Description

People in circle. Go to each participant and to his/her ears whisper one of the following 3 orders (trying to divide equally the participants in 3 groups even if they don't know it)

- a) to arrange ALL the chairs in circle
- b) to arrange ALL the chairs next to the desk (that should be present in the room but close to a wall)
- c) make ALL the people sitting to sit on the chairs.

Each person should follow the order without speaking with others. Trainer can exarcerbate the competition shouting "Follow the order people!", or "You will not win until you put all the chairs as I told you". There are solutions that meet the needs of everyone, avoiding the situation when someone stays unsatisfied.



The virus and the cell

Materials

Chairs arranged in a circle (not totally closed)

Purposes

Learn the importance of collaborating and act, assuming responsibilities.

Description

The chairs are arranged in a semicircle, all the participants but one must sit. The sitting participants will form the cell. An extra chair is put at the center of the semicircle.

The participant remained standing will be the virus, and they should stay outside of the semicircle. Their goal is to occupy the chair at center and “contaminate” the cell.

The other participants have to prevent the virus from entering the cell. For this they have to reach the empty chair before “the virus” and sit. At this point another chair will be empty. It also should be occupied so “the virus” could not sit. The game ends when the virus occupies the chair.

Reflection

The game is useful to reflect the importance of cooperating in achieving a goal. Everyone must act, one can not wait until others do something. Only by cooperating and finding the right “synchronization” is possible to get the desired result.



OUR TARGET: TEEN-AGERS!

Puzzle of adolescence

Timing

1 h

Why and how we use it with teenagers

This activity helps to reflect and compare the vision of adolescence which the educators from different European countries have. Also it helps to create space for debate.

Number of participants

From 5 to 100

Materials

Magazines, posters, glue, scissors, markers

Description

Participants should be divided into groups so in every group there is a representative from each participating country. Every participant is encouraged to make a personal reflection and create a collage that represents their vision of adolescence. Then participants can compare their visions within the small groups and then present their collages in plenary discussion. The facilitator suggests the main themes of the discussion and keeps it going in different contexts.

Note

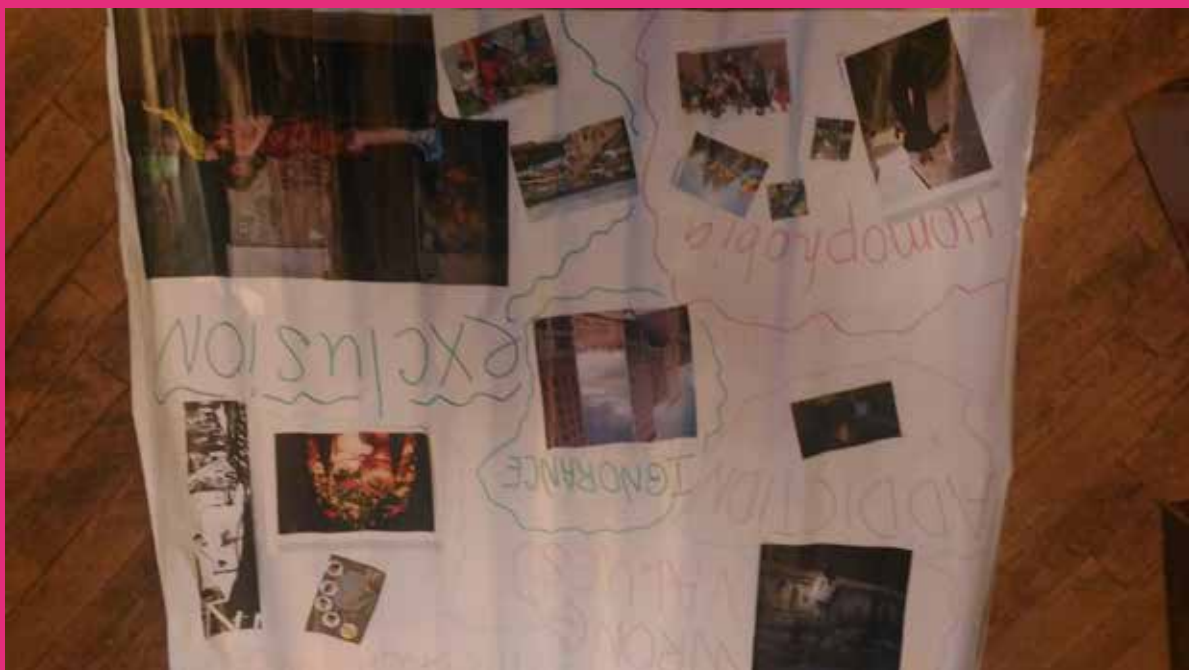
This activity is especially useful for youth educators. It helps to share the vision, prejudices any prior knowledge of the target group with which we want to work.

This activity can be used as a variant of brainstorming to introduce a theme.

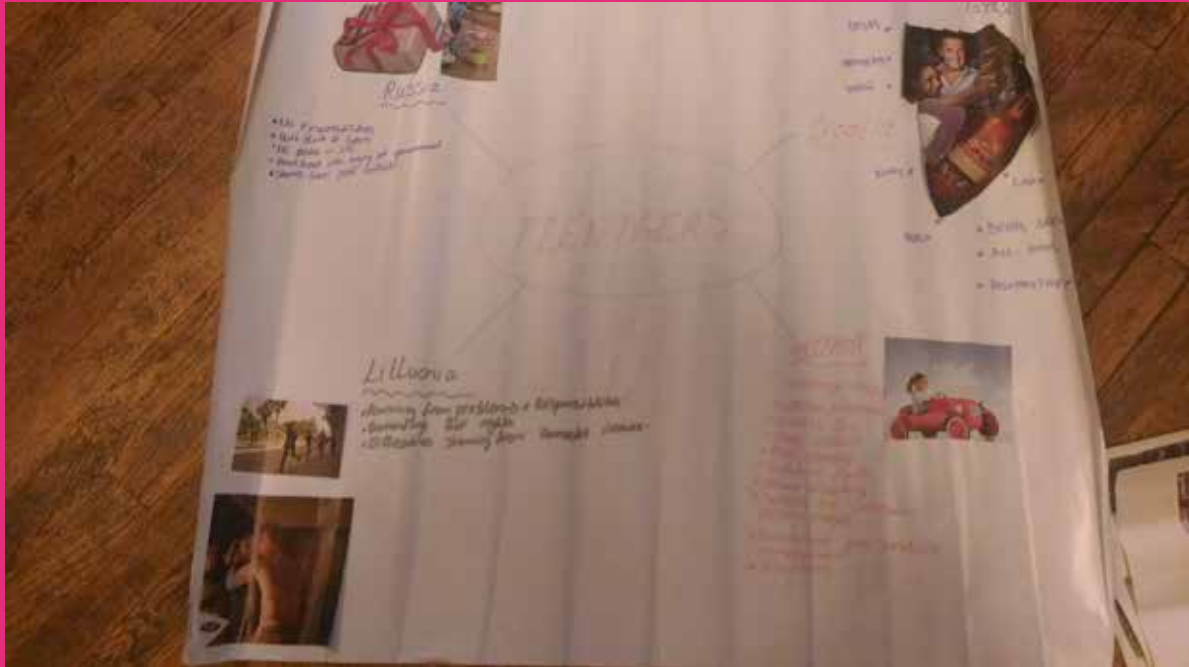
Some reflections we had during the activity explained above:



“Teenagers in our countries put at the center of their life friends. Often they are left alone with their problems up to the point they feel they can’t breath. From their perspective it’s brave to be anonymous but it takes courage to be yourself! There is a strong attitude to follow others without asking..They are dependent from the virtual life. They need guidance even if often they are not able to accept it. Often they feel bored and it is really difficult to catch their attention. At the same time is important to be accepted and to fight against the system”.



"We focused mainly on the negatives aspects that we are facing everyday working with teenagers: wrong values (to become rich, money, popularity without any effort or talent), forms of addiction from internet, ignorance and in general not interest about what is happening around them, in some of our countries there is a spread homophobia between teenagers, children violence (they live violence as victims or perpetrator) and exclusion is a widely spread feeling (being excluded by the group but also feeling excluded by society or living in excluded or marginal backgrounds)."



"We worked first of all making a personal brainstorming: who are the teenagers in our countries. Which are the main problems we face working with them? And then we share our personal reflection in the small group. In Lithuania they look to run far away from responsibilities and at the same time pretending that their desires are satisfied. In Russia they have problems to carry on responsibilities, they don't think about future and they look not to have aims in their life. Young people have problems to find a job and they are often angry with the government, in some areas of the country they are still suffering for past and present conflicts. In Istria, Croatia, situation of teen-agers changes a little bit according to the city they live and the possibilities they have there but there are at least 3 features that all have in common: the need to be seen by others (mainly on Facebook), they want ALL and NOW and they often get all and now but at the same time they always feel disappointed. Belfast is characterized by different kind of juvenile deviance: underage drinking, teenage pregnancies, stealing cars, drug addiction and dealing, Facebook fights, taking part in catholic and protestant paramilitary groups and an high rate of unemployment".

NEW TYPES OF IDENTITY

Rule number 1: most important to appear than to be!



We had the opportunity to discuss the new fashions between teenagers and the relationship between these new fashions, the use of social network and the concept of popularity. Starting point for the discussion has been the intervention of Giulia Zanotti, a journalist that made in Torino a journalistic investigation about “Vippini” (in italian it sounds like young V.I.P.). Clothes style, commons space of meeting are features that characterized every teenager group but “Vippini” have a special relationship with social network, you can define yourself as a member of this group only if you are able to get more than 1000 likes on the photos that you post on Instagram or Facebook profiles. Modified with Photoshop and naked photos of course get more likes and even to be attacked makes you more popular and motto of the group is “Haters make me famous”.

They know each others first of all on social networkS and just eventually in real life. They characterized themselves almost as participants in a reality show and votes from the public are the “likes” they are able to get. They usually create a kind of character with a specific motto and some features they attribute to themselves, in their posts there is no connection with what happen around them, about their passions or simply about sports or cinema. They are totally self-centred and relationships with others often conflictual and violent because sex and blood get “likes”.

“Likes” become the confirmation of the existence. “Vippini” is a fashion that develops from the digital identity often moving to a form of virtual identity, let’s deepen together what is the difference between these two definitions.

Digital Identity

Digital Identity is the representation of an individual, identified as the one who creates/uses the data set in which it is stored. “The person is a digital model of an public individual personality based on data and maintained by transactions, intended to be used as delegated by the individual. A digital person is the

digital representation of an actual individual, which can be connected to this real individual and includes a sufficient amount of data (relevant) to be used, in a specific field and for the purpose of its use, as a proxy of the individuals". Cit. by Roger Clarke

It is the digital identity created by the same individual, which transfers it to others by means of data (for example: creating a personal blog, a personal page on a social network, etc.). The digital profile is another form of digital representation of the individual. It is the result of automatic processes in which data for the individual are taken from large databases and subjected to inferential processes in order to identify personal characteristics that help to make decisions that affects the individual themselves.

Virtual identity

Virtual identity is virtual, possible, potential, imaginable (or imagined) identity that does not have concrete manifestation, that is not real. An avatar in the "Second Life" is virtual, or the character that is created for a video game, maybe one of the many online role playing games, in which although presents a component of identification (I like this or it is responding to my taste this or that way). It is a stronger side of a creative and imaginative individual, expressing their desire to escape, the idealization in a fictional character.

Identities

Why and how we use it with teenagers

It is a good exercise to know each other, to develop a personal reflection on identity and to show to others aspects of your own personality maybe hidden

Number of participants

From 2 to 30 (after a while it became too long)

Materials

1 sheet of paper for each participant, markers or coloured pencils

Description

Each participant divides the sheet of paper in 4 parts. In each part every participant should draw an image answering to the following questions: "how do I see myself?", "How the others see me?" , "How I am in reality?", "How I would like to be?". We ask to participants to draw instead to write because sometimes drawing is much more direct than writing and less rational. When everybody has done presents his drawing to the group. Some debriefing questions: According to you, which identity, between these 4, do you show more on the web? Why? How many people prefer to show an image of themselves more connected to who they want to be instead to show who they are? Does it hurt if people attack your ideal image on web? Does it hurt more than attack simply who you are?

BUILDING DEFINITIONS...

Definition of bullying

Bullying consists of aggressive behavior or directed abuse against people who cannot find an effective strategy to defend themselves. Bullying takes place through oppression and physical, verbal or psychological violence, performed by one or more persons occupying an asymmetric position of power than the victim. The abuses and acts of violence are carried out continuously between peers, but in well-defined contexts. Often bullying can take the form not of direct aggression but indirect exclusion. The victim is not considered as a “worthy” subject to invest energy to build a positive relationship with and is ignored, excluded or expelled from the real or virtual groups.

Bullying can be classified into three main categories:

- Entering: “by the way”, to enter into a new context;
- Inclusion: initiation rite to become part of a group;
- Exclusion: to exclude a person from the group.

So the essential elements to define a bullying situation are:

- the desire to hurt, it is an intentional act;
- repetition of the act (not a single case);
- the victim perceives the damage;
- an intention to establish a relationship of power;
- can be the act of an individual, but more often there is a group involved.

It is good to keep in mind that bullying (even in its virtual form) may consist of direct violence, which can be physical or psychological, but also in the forms of indirect violence. In the latter case, the victim is marginalized, excluded, or avoided by the group of peers. Insults, taking place in the real or the virtual world, threats, spreading rumors and gossips, damage or theft of the victim’s objects, offensive graffiti on walls or on message boards, shoving and sexual harassment, unwelcome and continuous compliments, constricting a person to do something they would not want to do — all these are all typical actions of bullying which can damage the victim not only in the short term but also after many years.

What also helps us to recognize an act of bullying is the behavior of the victim who in the long run tends to close more and more in themselves, seeking solitude and assuming a submissive behavior, becoming estranged, avoiding informal situations and socializing, is absent more frequently at school, having anger, crying or anxiety attacks. All these behaviors are clear signals that indicate the person who is suffering and is in need of an immediate support and help.

The violence that is perpetrated through the bullying may be:

- physical;
- psychological;
- verbal;

Both the bullying and cyberbullying suggest, in addition, the presence of three distinct actors:

- the bully
- the victim
- the group

The group plays a key role deciding to remain passive in the face of bullying or cyberbullying, unwittingly supporting the action of the bully, intensifying the scope of the violence that is perpetrated against the victim.

In counteracting bullying is therefore essential to work on the importance of not remaining indifferent, because indifference is the strength of the bully and the weakness of the victim.

Definition of cyberbullying



Cyberbullying is a neologism derived from the words cyber and bullying which describes a phenomenon that for some represents an evolution of the classic bullying, for others — an entirely new case of violence among peers (Tirocchi, 2015).

Cyberbullying is a current phenomenon but in fast expansion. In Italy, according to Save the Children, it affects 2 out of 5 children (Save the Children, 2013).

As previously said, bullying consists of aggressive behavior intentionally acted by an attacker against a victim. It originates an asymmetrical relationship between bully and victim, causing the latter profound physical and moral suffering. Even in the case of cyberbullying high asymmetry of power is created, so the victim clearly appears in a situation of inferiority and submission.

However, if in the conventional bullying the asymmetry of power exerted by the bully towards the victim is physical or social, in cyberbullying power is imposed, among other things, also through the skills and competences acquired in the new technologies, causing repercussions especially on a psychological level.

In fact, those who exercise cyberbullying use email, social networking, instant messaging, blogs, sms and mms or websites with offensive content, changing the essential characteristics of this form of violence among peers.

The salient features of cyberbullying are:

- intentionality: the behavior must be deliberate, not accidental;
- reiteration of the act: this type of violence reflects a pattern of behavior that is not accidentally blocked but is repeated over time;
- awareness and recognition of the damage: unlike a joke, where both parties are having fun, the victim must feel that the damage has been inflicted;

- the use of electronic devices such as computers, mobile phones, games. The main difference between bullying and cyberbullying is the instrument through which damage is inflicted. In the case of cyberbullying, the victim is not hurt with fists or verbal abuse but is injured through the use of computers and other electronic devices. These offensive weapons change, in fact, the essential characteristics of this form of violence among peers (Hinduja - Patchin, 2011).

In addition to the points listed above, we can find other recurring features in the phenomenon of cyberbullying.

- The young age of the protagonists: it comes to cyberbullying when the acts are perpetrated among peers.

- Lack of empathy: the bully tends to do what he probably would not dare to do in real life as they are not directly in contact with the victim. The presence of a screen that separates the victim from the bully impedes seeing the suffering of others to develop empathy: it is enough to put a “like” to join the group of bullies, so often unconscious and irresponsible (“I did nothing, I just shared a photo”). It makes cyberbullying much more accessible than the classic bullying, as it is not necessary to have an asymmetry of power. One doesn’t have to be the strongest or the most charismatic but just have an internet connection.

- Anonymity: often, but not necessarily, acts of cyberbullying are characterized by the inability to recognize and identify the guilty person. There are even social networks, for example Ask.fm, who base their attractiveness on anonymity of the users. This element can encourage inappropriate behavior towards the victims by those who would act in reality according to different logics.

- The virality of the content, or the uncontrollable speed with which it spreads on the net: the material used by the cyberbully can be spread around the world with a simple click. Teasing or embarrassing pictures are circulated on the network and displayed by other people through a simple “like” or “share” by real and virtual friends or by strangers.

We talk about virality just because the act of cyberbullying is not limited by those who witness it, by “rumors” that the days after spread in school or sports group, it can potentially become viral and reach an infinite number of people.

- The space/time size of violence: what goes online stays in the network, interfering in the life of the “bullied” potentially forever. The persecution reaches anyone, anywhere, at any time. A simple search through any search engine will allow anyone to track down images or inappropriate remarks towards the victim. Herein lies the difference between a digital imprint and a digital shadow: an imprint is that each person voluntarily leaves in the network, such as an imprint left by walking by the sea, while the digital shadow is what exists about a person in the net and they are not responsible for this.

While acts of bullying perpetrated in real life can be forgotten as time passes, the virtual ones are more difficult to eliminate, because they violate the so-called right to be forgotten, also guaranteed by our legal system.

Thanks to the Internet the victim is accessible 24 hours on 24. The electronic instruments used by cyberbullying allow the bully to go beyond the school walls, enter the homes of the victims and to reach them at any time of day or night; even their own home is not a safe place in which one can defend from teasing and the jostling of the arrogant guys, because the messages and photos come in every computer and in every smartphone, regardless of borders and closed doors.

- The generation gap between parents and children or between students and teachers that makes it difficult to lodge complaints, as parents and teachers are not actually able to advise and help their children or students who are related to the new technologies.

Different types of cyberbullying

Why and how we use it with teenagers

This activity serves to find the definitions or new words that can be analyzed later through other activities

Timing

30 min

Number of participants

8 to 30

Materials

Sheets of paper

Description

The conductor should give out each participant two sheets of paper, one with a term which the participant should keep in hands and one with the definition of a different term that should be attached at their back. The number of terms and definitions should be equal. At this point the participants should find at the back of others the definition of a term they have in hands, the same will do the others. Participants can speak and discuss during the activity.

Note

For an activity focused on cyberbullying you may want to use these definitions:

Flaming: Online fighting usually through e-mail, instant messages or chat rooms where participants exchange with rude and angry messages and comments.

Denigration: Putting online information by e-mail, instant messages, chat rooms or websites intended to make fun of someone.

Exclusion: Intentionally making someone leave the group through instant messages, websites, or other group activities online.

Outing: Share someone's secrets online, including videos, pictures and private information.

Trickery: Deceiving someone to make them reveal personal information, then share it with others.

Impersonation: Pretending to be someone else in order to send or post online media or false messages.

Harassment: Keeping sending someone malicious messages online.

Cyberstalking: Continually sending to someone harassing and denigrating messages, including threats of physical damage.

Mail bombing: Assaulting someone by mail

Spam: Filling someone's post-office box with unwanted messages.

Spoofing: Making fun of someone.

Sexting: Having sex via messages (SMS, email, chat, etc.)

Catfish: A person who sets up a false profile in social networks for deceptive or fraudulent purposes.

Cyberbashing: Digital mistreatment through video transmission.

Discrimination: Treating an individual or a group of individuals unequally because of their belonging to a particular category.

Cybersquatting: An illegal appropriating domain names corresponding to trademarks, famous people, etc in order to get a profit or to do harm to those who can use it.

Teasing: Teasing someone jokingly or taunting annoyingly.

Cyberbullying: This term refers to a type of continuous attack, repeated and systematic, implemented through the web, often anonymously.



Lineups

Why and how we use it with teenagers

The activity aims to support the discussion on controversial topics.

Timing

1 h

Number of participants

8 to 30

Materials

4 sheets of paper with the previously prepared extremes written on them and a number of situations.

Description

In the 4 corners of the room should be placed 4 sheets of paper with the extremes written on them (Bullying, Cyberbullying, Crime, Joke). Then the conductor of the activity reads the situations out loud for the participants. The situations should be necessarily ambiguous and vague, stimulating the discussion. Once the situation is read, each participant has to move to one of the corners, depending on the opinion they have about this situation: is it a joke, a crime or an act of bullying or cyberbullying. The facilitator can invite people to change their position if the reasoning given by the other person has been convincing. The facilitator can decide whether to make their comments during the activity or comment on the results of the discussions at the end.

Note

Here are some situations which can be useful to encourage a debate on the issue of cyberbullying:

1. Serena posts on the school chat room that a girl classmate had sex with different guys of the same school.
2. Luca, 20 years old, has an online chat with Marta, 14 years, exchanging photos and intimate messages.
3. Paul wrote on the Facebook Profile board of a schoolmate “I’ll wait for you outside the school” with an emoticons.
4. Marco publishes in his friends *Whatsapp* group a short video that shows Laura drunk in the floor and his friends pretending to have sex with her while she is fainted.
5. Andrea got the password of Maria’s *Instagram* profile and, pretending to be her, commenting her best friends photos.
6. Angela writes in the whatsapp classmate group: “Francis smells”.
7. Andrea enters in his best friend’s profile trying to flirt with a girl who attends the same sport group.
8. Lucia receives constantly messages, anonymously.
9. Maria got some secret informations from one of her girlfriends about her private life and post them in the chat of the school.
10. Gianni publishes the following sentence on a pro-homosexuality facebook group “*I agree with it, I have nothing against gays, but I just don’t want they flirt with me!*”

Activity can be continued after the whole discussion asking the participants to write down the four definitions of bullying, cyberbullying, crime and joke. Trainer will collect definitions and group them in the four extremes of the room in correspondence with the four previous sheets of paper when it was written cyberbullying, bullying, crime and joke. Then divide the whole group in four and send the people divided in correspondence with the four extremes collecting all the definitions made by companions and discuss a common one that will be presented in plenary. It means that each group will work on a single word building a common definition, taking in consideration the contributions of the whole group.

7 words

Materials

Sheets of paper, markers

Objectives

To introduce and explore the topic

Description

Choose a topic, in our case it is cyberbullying or something relevant. Then ask each participant to write on a piece of paper seven words that come to their mind about the chosen topic and that can define it. After that the conductor of the activity should divide participants in pairs. Each pair must find an agreement on the seven words they wrote and to make a joint list. At this point pairs should form groups of four and discuss the two lists of words they have and agree on 7 common words and so on. The activity continues with allowing the groups a bit more time for discussion until all the participants will form two larger groups. At this point they have to reach an overall agreement to figure out seven words valid for all. [This game can also be used to introduce the topic, asking participants to find seven words that apply to what they think cyberbullying is].

This activity allows participants to understand what do they know about the proposed topic and to discover something new during the class. It is also useful to the trainer to get to know the class and to stimulate discussion. It is also an interesting introductory topic about conflict, mediation, group and leadership dynamics and building consensus strategies. To make it even more difficult trainer can decide that people cannot talk during the activity.

EMOTIONAL EDUCATION TO FIGHT CYBERBULLYING



Name your emotion

Materials

A card for each participant

Objectives

To identify some experiences associating each of them with an emotion. Using accurate and correct terminology may facilitate verbal communication of emotional experiences.

Description

- 1) Give out to each participant a card with experiences
- 2) Working individually, each person must assign an emotion (positive or negative) for each experience described in the card using, for example, emotions in the suggested list (though this list is not obligatory, the conductor can add other emotions, so as the participants during the activity).

POSITIVE FEELINGS: joy, happiness, satisfaction, pleasure, euphoria, serenity, peace, pride, enthusiasm, wonder, excitement, etc.

NEGATIVE FEELINGS: Depression, grief, consternation, nervousness, anxiety, sadness, pain, confusion, anger, shame, hurt, loneliness, humiliation, rejection, contempt, fear, etc.

Options

Questions may vary according to the group and to the training objectives of the conductor.

Reflection

Was it difficult to name the emotions? Are there any other emotions, not listed, that you can feel in these situations?

THE CARD OF EXPERIENCES from the book "Educare insegnando" (Mario Comoglio, edizioni LAS Roma)

Emotional experience

Tomorrow there will be no classwork
My family gave me 20 euro for a small job
For my Birthday I was given a new smartphone
I'm becoming a VIP
In the whatsapp group of my class
I'm always said to shut up
You just finished a level of your favorite online game
The last school task went wrong
A motorbike is broken
I arrived late at school
My classmate is being mocked through whatsapp every day
Saturday night I went out with my friends
A conversation with parents
My mum commented my post on Facebook
A girl/a boy whom I like has liked the photo I've just posted

Emotion

Emotions, reactions, actions

How I Feel (witness)	How I would behave (involved)	How I would like to react (desire)
Angry he did talk him off but proud of his reaction to keep dancing and supportive of him.	Would have told anyone being negative to go away and did what I wanted.	Be positive and carry on doing what I wanted. Explaining why calmly.
Sorry for Peggy but I would also find it humorous.	If I was the Captain then I would chase after Peggy to explain without the 'random' comment.	Apologise and explain but also push off the 1st woman before she knew me.
Find it funny at start	Been embarrassed but just laughed at myself.	Congratulate her on the win.

Materials

Sheets of paper, pens and short video clips showing significantly emotional situations, with which participants can identify themselves or which show different facets of bullying or cyberbullying. We suggest you to search on the search engines as Youtube and Viadeo for keywords citing the emotion you want to provoke or the word "cyberbullying".

Purposes

To promote an education of conscious reactions.

Description

Show the participants the videos. Stimulated by the video, participants are then asked to divide into three vertical sections a sheet of paper they have been previously given and answer three questions:

1. What do I feel watching these videos as an observer?
2. What reaction would I have if I were in that situation?
3. How I would like to react (my desired reaction) if I found myself in the similar situation?

Then all together the participants share their answers to the questions and discuss the difference between how they would act in that situation instinctively and they would like to react and what they should do or think to reach their desired reaction.

Reflection

Was it difficult to name your own emotions or imagine possible reactions? Does my reaction correspond with the actions I would like to take in an emotionally stressful situation? How is it possible to bridge the gap between how I react and how I would like to act? What improvements I have to make for achieving the goal that I set, in terms of action, in stressful situations?

How will we be received?

Materials

There should be an available room and an outdoor area or two separate spaces big enough to conduct the activity.

Purposes

To develop the recognition of emotions and empathy.

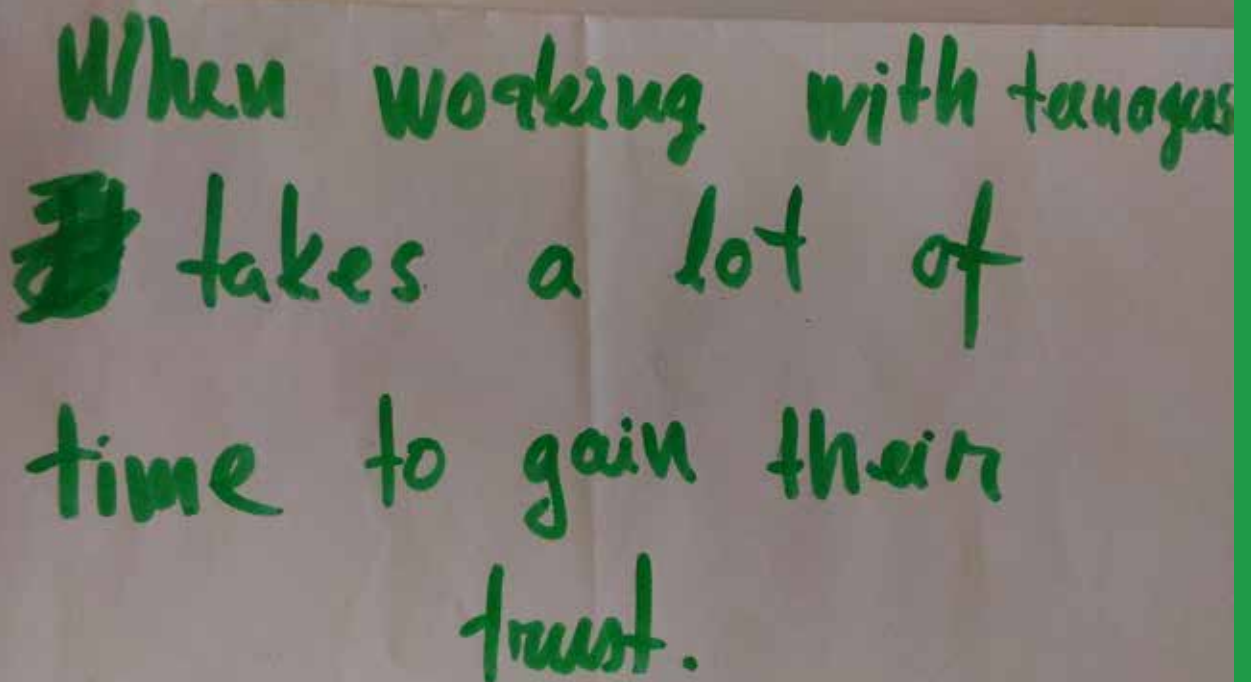
Description

Split the group in half and bring out of the classroom a part of the participants. The part of the group remaining in the room agrees about the emotions they have to show through the facial expressions, movements and the way they treat others in the class. Once the first half of the group has “experimented” with emotions you ask the other half of the group which has been out to join the rest of the group. This part of the group will be received with an attitude that has been chosen by the first group. Later groups exchange roles.

Reflection

Which emotions and expectations had the group that was outside? How did they feel being received with the chosen attitude of others? Usually positive and negative emotions (eg. indifference, derision, exclusion, joy, etc) change with each group.

My advice to the other



When working with tanogus
~~it~~ takes a lot of
time to gain their
trust.

Materials

Sheets of paper and pens

Purposes

To develop empathy and active listening.

Description

Sitting in a circle, every participant gets a sheet of paper and a pen. (It is important to hand out markers or pens of the same color). The conductor raises a question, for example: what is my greatest fear/difficulty using social network? (or, if you are working with other youth workers: what is my main difficulty working with teenagers?). All the participants should write their answer clearly, concisely and anonymously so no one could identify them with an answer. Once it is done, all the sheets should be collected and mixed in a box (or an enclosure which doesn't allow to read what is inside). At this point each participant should take out a random sheet, read what is written there, trying to imagine himself at the place of the person who wrote this concern and to read out loud this difficulty first-person, as if it were their own. Other participants can ask the questions and then advise how would they solve the suggested problem.

Reflection

This exercise can help a lot to develop empathy of others for the one who is having a hard time. Also it allows the group to find strategies for solving exposed problems without condemning the person who has written their concern (this person remains unknown).

The person who wrote the problem has a chance to look at it from aside and listen to the possible solutions remaining anonymous.

The words that made me suffer most

Why and how we use it with teenagers

This activity is aimed to make young people understand that, at times, some “banter”, jokes, teasing and insults can hurt far more seriously than one can imagine

Number of participants

8 - 20

Timing

30 min

Materials

Billboard or large sheet of paper, A4 white and colored sheets of paper, scissors, scotch

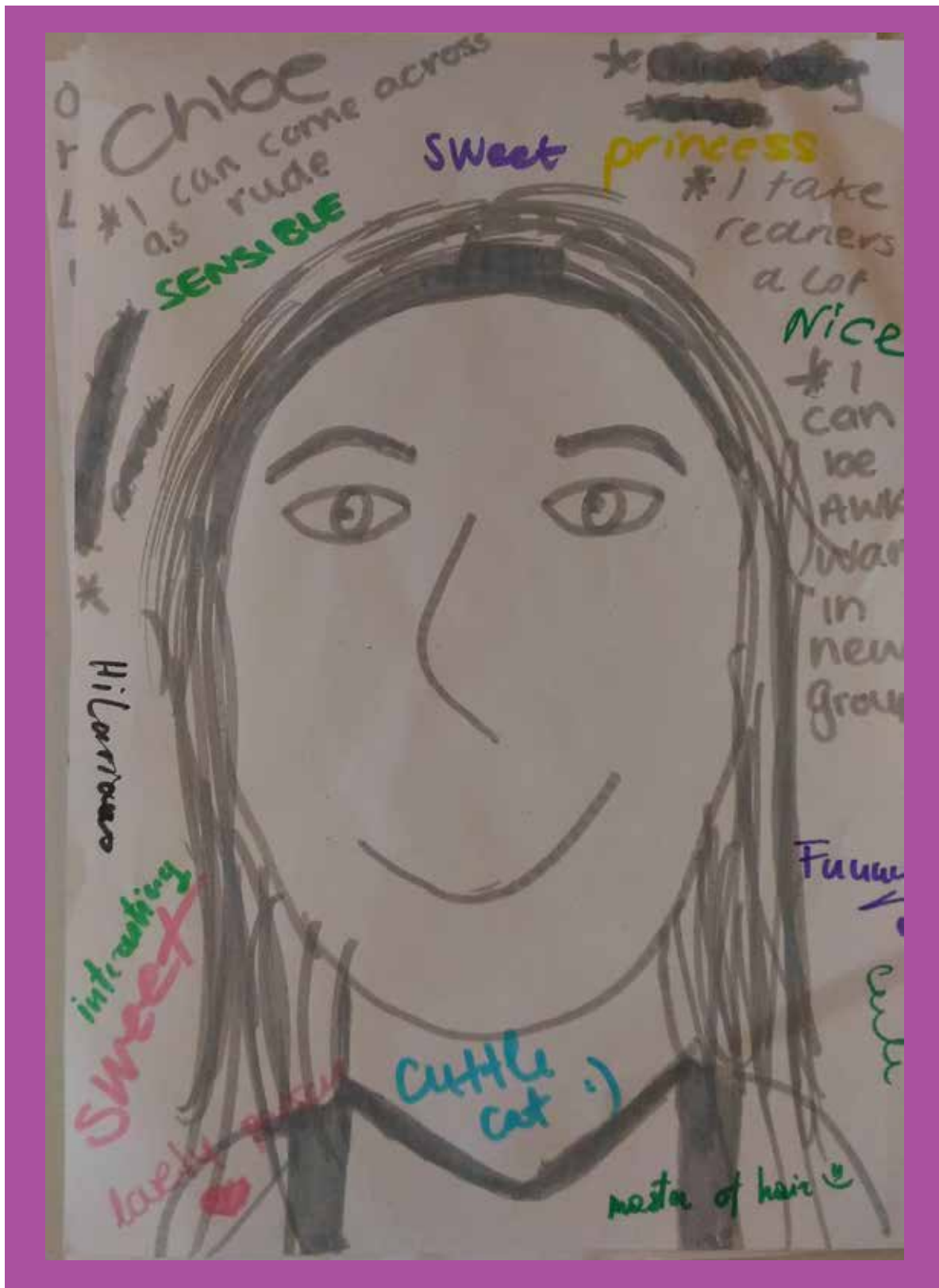
Description

Every participant gets a A4 white sheet of paper where they write the words or phrases that have hurt them. Once it is done, they band a sheet and give it to the conductor. The main purpose is leave these “letters” anonymous. When the conductor of the activity has collected all the sheets, they roll them out

one by one and read what is written there. Then the conductor puts all the notes with the words that hurt on the billboard. Then participants draw the outline of their hand on a piece of A4 colored sheet of paper and cut it out. After that they should write on this outline a word or a phrase of encouragement and advice for the person who wrote it. Then these “hands” should be put over the notes with the words that wound up to make them disappear. At the end of activity there should be a poster of colored hands touching and overlapping each other.

Then the conductor asks participants to comment on the activities and discuss how the words that hurt and the words that encourage can affect personal relationships.

The game of a self-portrait



Materials

A4 sheets of paper, pens and post-it notes

Purposes

To allow the participant to see each other with the eyes of the other person. To support self-esteem and to support the general attitude to find the positive aspects on others instead than the negative ones.

Description

Each participant gets a paper and a pen and is asked to draw their self-portrait and write three negative aspects (physical, of the character, etc.). Then they should attach all the self-portraits to a wall and ask the group to review all the pictures. Then everyone has to write for each person at least one positive quality they see in them. At the end of this activity every participant will have their own self-portrait with the positive comments expressed by their teammates.

Reflection

The activity allows participants to externalize what they do not like about themselves and at the same time to get appreciation from others. Seeing ourselves through the eyes of others allows to increase your self-confidence as well as appreciate the positive view of the other.

BULLY AND BULLIED ARE SO DIFFERENT?

Facebull



Why and how we use it with teenagers

It is a role-play that simulates the operation of one of the most popular social networks, *Facebook*, trying to bring out some dynamics of violence on web.

Timing

1 h

Number of participants

8 to 30

Materials

A3 sheets, markers, magazines, scissors, glue, sticky notes, the bill for the home of *Facebull* (if you work in a class it could be helpful to use the blackboard).

Description

Participants are given a sheet each one, markers, magazines and newspapers from which they can crop images, articles or words. With the material made available, everyone must first build its own *Facebull* Profile and its own page, with name and surname (real or fake), photos, comments, articles representative of themselves or their mood. Once this first phase is done, each one, in silence and with the help of post-it, comments on the pages of the other participants engaging communicative dynamics. During this second phase, some of the participants, to whom had been previously and secretly assigned a specific role, will go around their mates' profiles to post and comments depending on the task they have been previously assigned. Facilitators can decide (according to a special algorithm) that posts that become popular will reach the home and will be even more visible to the whole group.

The activity is suitable for children which are at least 13 years old, since they may have at least a little knowledge on how to use Facebook. You should therefore carefully consider the target that you want to engage. It is also important to carefully choose the subjects to assign the specific roles which we have mentioned above; the roles can be assigned for affinity or opposition between the role and the personality of the person who will interpret it, depending on the dynamics that you are interested in developing in the group. The debriefing focuses on an initial analysis of participants' pages. In order to facilitate this time of sharing and reflection, conductor can ask participants if something particular happens during the activity and if something on their *Facebull* page makes them feel uncomfortable or embarrassed. All are invited to express their thoughts and read comments posted on their pages, but no one is forced to do it. The conductor must take care to point out that people's behavior may result from a role attributed to some mates, who will be then invited to describe their action and the comments left. Then follows a discussion on the experience that each one may have lived in reality, on any cases of cyberbullying which they attended and the role they have played in that situation (as actors or spectators): "have you ever witnessed this type of situations?"; "have you ever played the role assigned to you?"; "do you recognize yourself in some other role here described?"; "how did you behave?"; "were you satisfied with the behavior that you was keeping in that situation?" etc ..).

The duration of the activity depends on the facilitators, but should not be less than one hour.

Note

may harm our image and our credibility in the real world. The "like", the innocent comments and shares

accelerate and enhance the cyber-bullies' activity, making the online spread of pictures, words or video uncontrollable.

Roles that can be assigned:

CYBERBULLY: bullying consists of aggressive behavior or abuse directed against people unable to defend themselves and acted through physical, verbal or psychological oppressions by one or more people, who occupy a powerful and asymmetrical position respect to the victim. The abuses and acts of violence are carried out continuously between peer, but in well-defined contexts. Cyberbullying, unlike bullying, does not provide a direct victim/bully but a type o violence that is more psychological than physical, as it acted mainly electronically, through indirect and verbal acts.

FAKER: a person who creates fake profiles on social networks in order to mock and discredit peers and weakest.

He/she creates a fake profile and public on its contacts' Facebull boards comments, photos or pictures discrediting them. Other times, however, the faker accesses to another person profile (friend, peer, partner) and publics, posts, comments and shares in its name, putting it in a bad light.

It is not important that you know your teammates, their weaknesses or defects. By the imagination.

ADVERTISER: private entity (institution or company) that collects information on the interests and tastes of the Facebull users, and posts incessantly ad hoc advertising on their boards in order to attract public attention and encourage people to buy or to address its company (or organization).

Carefully assess what has been published on the Facebull Home or on your classmates' profiles, and find out which interests they have. After that, "spammed" on their pages advertising posts that can attract their attention and encourage them to visit your website.

NARCISSIST: person who canno stop using and make better their image in order to become popular. He/she chooses photos and selfies on instagram that best portray him/her, in order to post them on Facebull and get as many "likes" and "shares" as possible. The images that he/she shows to the others are carefully studied, so that they shows only the part of him that he/she feels better.

Among the many images that you can cut from magazines and newspapers that you have available, choose the ones you think best represent the image that you want to show others, and post them to your Facebull wall, making them visible to people as possible .

FLAMER: person who intervenes in others' discussions or those born in the Facebull groups as to inflame the spirits of the other participants and cause discords.

Within Facebull groups or on message boards of his/her contacts, he/she posts comments that provoke discussions even in order to exclude a person to him/her unwelcome from the group. Often he/she creates discussion groups or Facebull pages ad hoc, on an issue he/she deems popular, fomenting conflicts between participants or followers.

FOLLOWER: person that follows incessantly Facebull and the posts that are published by their "friends" and the VIPs. He/she visits his contacts message boards putting "Like" or sharing images, photos, comments on his/her wall or the Facebull Home. Often, he/she identifies a particular person and, through sharings and comments, does everything is possible to make it popular.

When you find a post or an image that you wish to share, point it out on the relative post-it. When you believe, then, that the image or post is worthy of greater visibility, invite your contacts to share it, click "Like" or stick it on the Facebull Home.

SPAMMER: person who is social games buff and tirelessly public events inviting its contacts to participate.

A template three actors: victim - bully - spectator

Why and how we use it with teenagers

The objective is to understand the characteristics of the three main actors that come into play in a cyber-bullying action, and the possible fluidity that can exist between the one and the other role.

Timing

1 h

Number of participants

10 to 20

Materials

Billboards, markers

Description

Participants are divided into small groups, in order to facilitate discussion and debate. Each group is asked to reflect on situations of cyber-bullying and/or bullying that has personally experienced or having been seen and to reflect on the role they have played in that time, as bullies, as victims or as spectators. Who has pleasure can share its experience in the small group. After that, on the base of the personal reflections expressed, the group chooses the person who will provide, with his body, the shape to define the bully's silhouette, who for the viewer and who for the victim, as to obtain at the end an unique human figure. All groups, then, will discuss the psychological and physical features of the three actors, and will write them on the relative part of the profile.

Billboards of the individual groups are then presented in plenary and compared with each other.

Note

"A silhouette three actors" is aimed at defining the characteristics of each actor involved in a situation of cyberbullying and/or bullying, not only to recognize potential bullies but also to understand the role that we played or we are playing in a situation of cyberbullying. It is important, above all, to understand the role played by spectators, who unwittingly support bullies' action, encouraging him to keep going with his harassment. It is also important to reflect on the easy role change that can occur in the same person, who can be victim first and then bully, or vice versa. Not always, in fact, the victims remain victims, and the same happens to bullies or spectators. Experiences of violence, teasing, discrimination can arouse different emotions in each of us, causing different reactions.

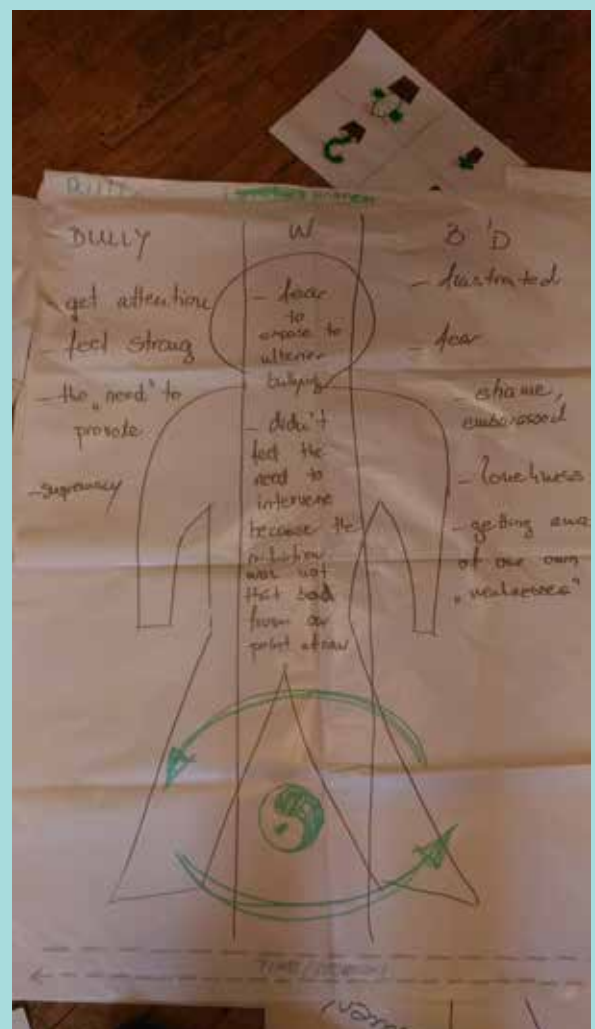
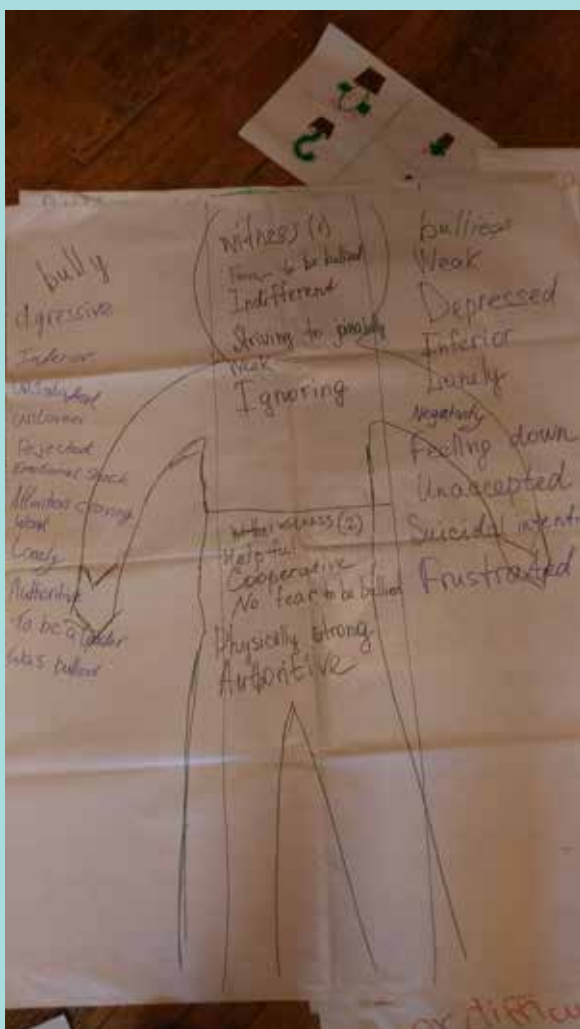
Some reflections made by participants during the activity:

"Bully can be aggressive, sometime he feel inferior, unsatisfied, unloved, rejected, he is attention craving, weak, lonely, authoritative, he wants to be a leader and maybe was bullied in the past. Witness can be both scared to be bullied, indifferent, striving to join bully, weak or ignoring the situation or he can be helpful, cooperative, maybe he has no fear to be bullied, he can be physically strong, authoritative. Bullied is weak, depressed, inferior, lonely, he has a feeling of negativity, feeling down, unaccepted, he maybe has suicidal intentions and feel frustrated".

"Bully want to get attention, he feels strong, he has a need to provoke, he has a feeling of supremacy. Witness has fear to expose himself to ulterior bullying, he didn't feel the need to intervene because the situation was not that bad from his point of view. Bullied feel frustrated, fear, shame, embarrassed, lonely, he is getting aware of his own weaknesses".

"Bully is intolerant to differences and attacking them he feels better, strong, entitled and he builds self esteem. Witness can see, help or observing and not reacting. Bullied is angry, fearing, he can become aggressive and try to fight back or he can try to be detached"

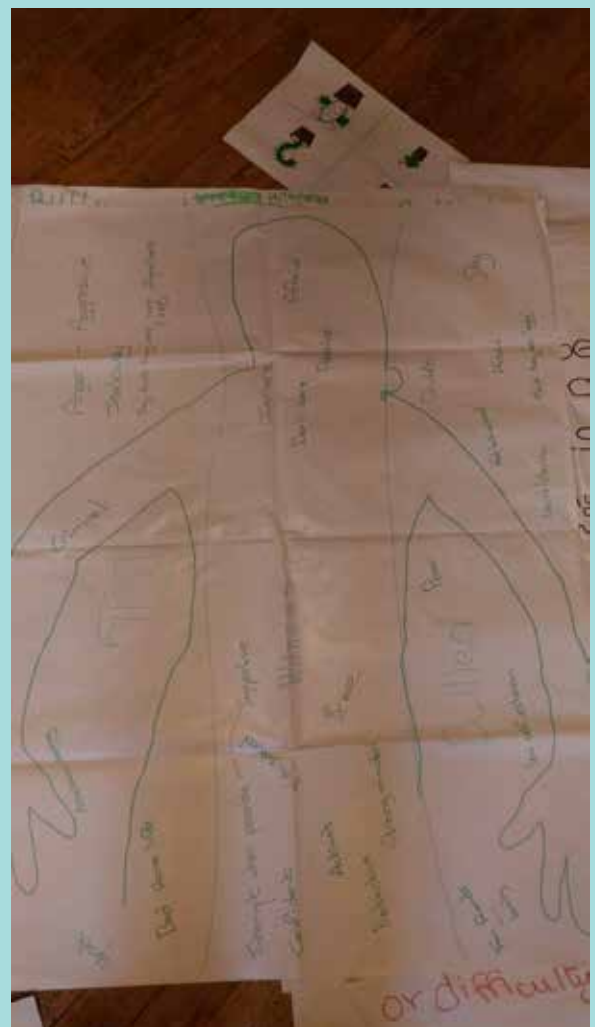
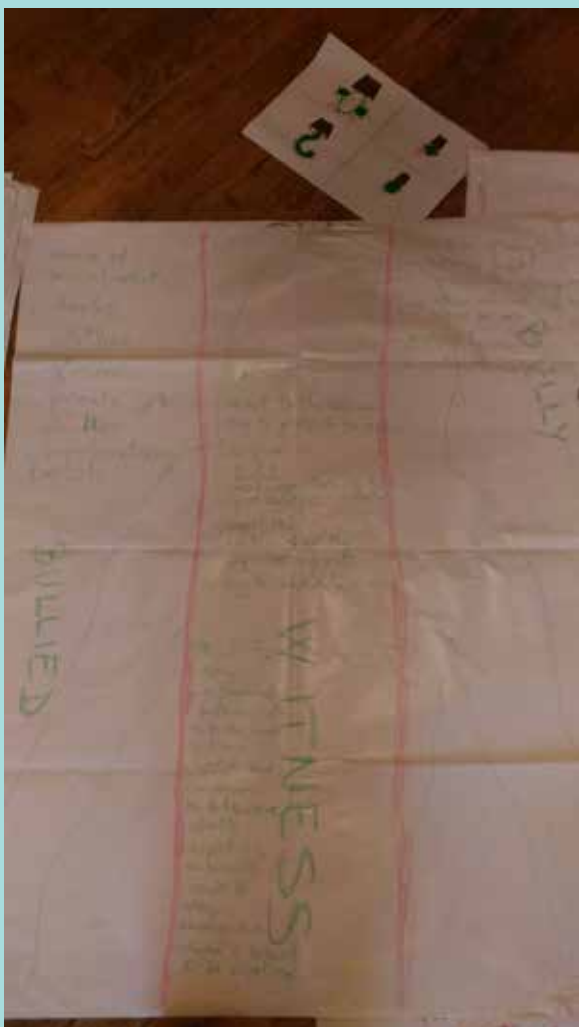
"Bully can be angry and aggressive, he can feel jealousy, he think is more important and popular than other, he is criminal, he can come from a poor background and he is seeking for attention, he is upset and maybe he has a bad home life. Witness is afraid, sometimes he wants to ignore, he can be passive or he can be supportive, brave, strong minded, he can interrupt the bully, he is educated, activist, protective, confident. Bullied has few friends or he is lonely, he has a low self esteem, he can be poor, considered nerd, he feels victimised, ugly, he is afraid, quiet, shy".



"Bully can have problems at home, he can feel he is a failure. He is seeking for attention , he has a low self confidence and no self control. Bullying is a way to feel better because someone is to blame for your own problems, he is angry and sometimes he has some mental issues. Witness feels he should stop what is happening and that it is not good. He wants to help and be supportive with the victim. He can help the victim to build confidence and he can be afraid in case of violence. Bullied feels isolated, he is a social outcast, helpless, he has no confidence and sometime he loses the control, he can have physical problems and they can be the reason why he is bullied".

"Bully is angry, aggressive, he feels stronger and better than others, he needs recognition and attention, he knows some secrets of informations that he can use to bully someone. Witness is passive, insecure, frightened, try to ignore the situation, he is confused or he can fight, he can be brave, active, supportive and understanding".

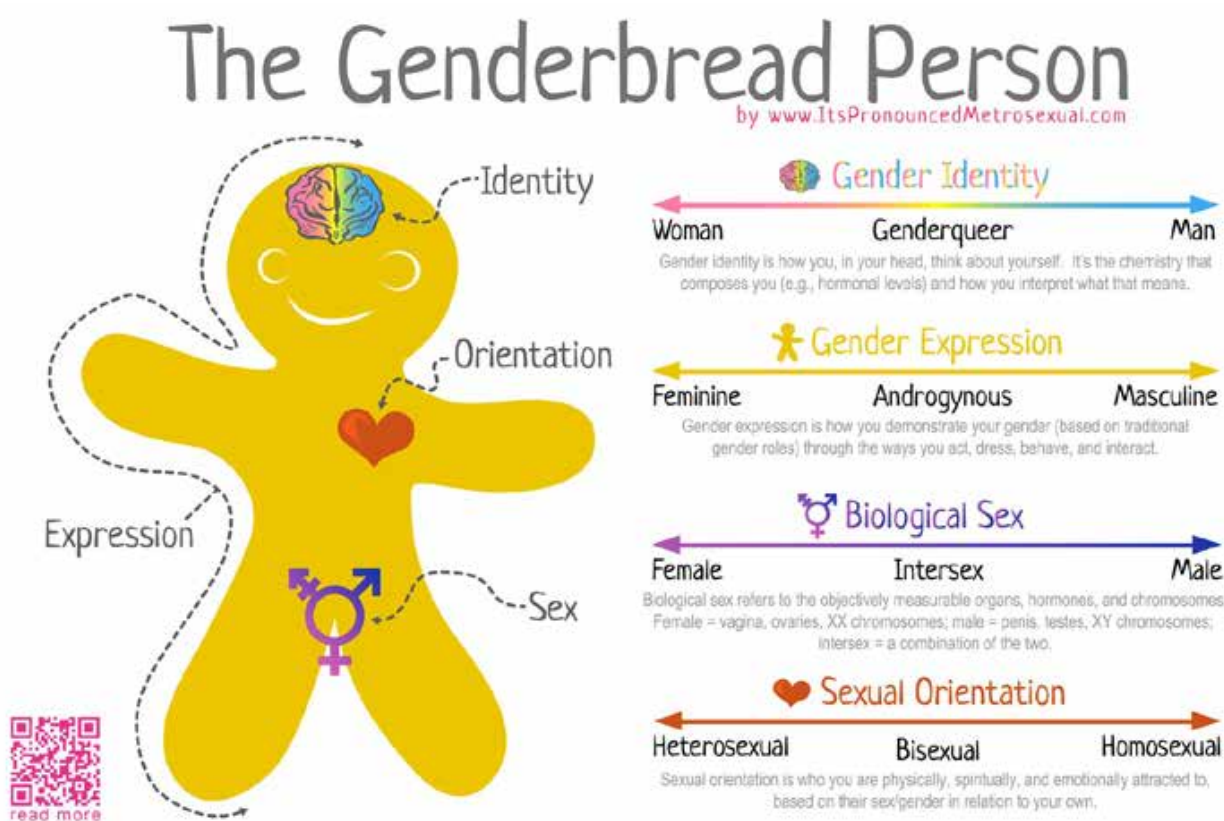
"A person can be bullied because of social status, how he looks, clothes, glasses, parents job, stutter, involuntary switch. Witness can be active, so he can try to react to the offence, he can try to protect the victim, he can argue and fight. He doesn't cooperate with the bully, he can give advices to the victim, split the victim and aggressor apart, try to mediate. Witness can also be passive and being shy, afraid of bullies because he doesn't want to be the next victim, he watches and condemns the behaviour silently, he can report it to an adult but he wants to stay anonymous and he doesn't want to be involved. Bully acts in group, is strong just in group, when alone he is a weak person, probably was a victim himself".
"Bully is characterized by searching for power and leadership, arrogance, weakness, he feels frustrated and he is emotional. Witness fears to be excluded, stuck in the middle, he feels frustrated, weak and emotional. Bullied is a introvert person, quiet, frustrated, weak, he has a low self esteem , he is excluded and emotional".



HOMOPHOBIC BULLYING

The visit of Arcigay to the training gave to the participants the opportunity to discuss the specific topic of homophobic bullying and cyberbullying.

Homophobic bullying is the particular form of violence that is committed against the people who are, or who are believed to be, homosexual or bisexual. Acts of bullying against transgender, transexual or intersexual people also can be described as homophobic bullying. All these forms of bullying are targeted at the person's sexuality. Homophobic bullying, like other forms of bullying, starts from prejudices: in this particular case - from the idea that a representative of a certain biological sex (considering only two of them: male and female) has to have a heterosexual sexual attraction (men towards women and women towards men). It also affirms that a gender has a particular role in the society - for example, a belief that women should do only certain types of work, same for the men, etc. It claims that a person should feel and perform their role in the society according to their biological sex a (if a person biologically was born as a woman they have to feel and act as a woman, and vice versa for a man). Actually a sexual identity of the people is complicated and the combinations between appurtenances and identity are limitless. For example, a person, biologically a woman, at the level of identity feels as a woman and is heterosexual but her social role may be gender atypical. For example, she can be a truckdriver. Or a man who feels as a man at the level of identity and works as a bricklayer can be homosexual, and so on.



Homophobic bullying can seem the most difficult form of bullying to overcome:

- because it attacks a fundamental and intimate element of an individual's identity
- because a person may have a strong internalized level of homophobia and be the first to blame themselves
- because the people who are suffering from homophobic bullying cannot ask help of the peers, for example because they do not want to make outing at school, or because for peers it is difficult to condemn the bullies because of a fear to become a target of bullying themselves (You are helping a fag because you are a fag yourself!)
- because the victims of homophobic bullying cannot ask help of adults because they do not want to make outing or because they are surrounded by homophobic adults.

Let's play with stereotypes

Materials

Posters and marker

Purposes

Investigate gender stereotypes in the group, become aware and put them into question.

Description

The participant should be divided into groups of 5-6 people, each group is provided with a poster. Each group should split the poster into two parts: on one half the group is invited to write 5 characteristics commonly considered female, on the other half - 5 characteristics commonly considered male. At the end of this phase the facilitator should collect all the posters and give them out randomly to the groups together with a poster with a single column entitled "people". The group reflects on male and female characteristics presented on the poster and reformulate the phrases trying to enhance the experience of each member of the group.

For example, if at the first poster was written the phrase "women are more sensitive", the new sentence could become: "There are two boys in the group who consider themselves sensitive people, while two girls in the group consider themselves less sensitive than some their male friends".

The content of the new billboard is then should be presented in plenary by a spokesperson for each group.

Reflection

The purpose of this activity is to reflect on the given topic and to "overcome" gender stereotypes valuing individual characteristics of each person.

RACIST BULLYING

Bullying is a direct form of violence. It is intentional, as we said before, but we might have heard a bully blaming it on his victim: "I'm doing this because he's not normal, he's a loser, he's fat etc". This attempt to justify violence is called cultural violence. We all witness this type of violence in our everyday life. Cultural violence engage our culture deciding what is socially acceptable and what is "wrong" or different. It can attack a sexual orientation or a sexual behavior, social and economical situation, situation within a family, a disability, a capacity to communicate with peers, physical and estetical aspects and many other things. Sometimes it has something to do with an environment to which a person belongs: geographical origins, language spoken, a religion professed, physical features or the color of the skin. In the latter case we are talking about racist bullying. It can be particularly ly because, on one hand, "biological" racism connected with physical aspects seems always condemned by society, but, on the other hand, there is always a shade of a "cultural" racism. It might hide behind the phrases like "Their religion is violent by nature", "They don't have a cultural of working", "They keep their women closed at home", "They know only how to steal", etc.

The dots game

Materials

3 markers of 3 different colours

Purposes

To introduce the idea of stereotypes, prejudice and discrimination.

To raise awareness about our common attitudes with people “different” from us.

To promote “thinking outside the box” or creative thinking in conflict situations.

Description

IMPORTANT: This is a non-verbal game.

Instructions:

1. Ask all participants to find their space in a room, then close their eyes. Tell them that they are not allowed to talk through the whole duration of the game.

2. Stick one dot each on the forehead of each participant. Make sure that only ONE participant has a white dot.

3. When you are finished putting / sticking the dots, ask the participants to open their eyes.

4. Say this phrase / instruction loudly and repeat only 3x **“YOUR GOAL IS TO GROUP YOURSELVES ACCORDING TO YOUR DOTS”** Give them 10 minutes to do this.

*You will notice that people will start grouping themselves according to the color of the dots on their forehead.

** Observe the person with the white dot – how he or she is treated, thrown away from a group, or unwanted.

5. After 10 minutes, ask the groups to sit down, and start the discussion.

Reflection

How did you group yourselves?

How did you feel not knowing what you have on your forehead?

More specifically, ask questions directed to the person with the white dot: How did you feel?

Ask participants to relate this game with reality. Tell them that the instruction was simple, that they group themselves according to the dot, BUT you did not say if it is according to shape or color. Tell them that they could have all formed one group, because they all had a DOT on their foreheads – regardless of its color. In reality, we often look at our differences more than our similarities. Sometimes, we let our own prejudices decide how we interact with the rest of society. Encourage participants to give real life examples that can be related with the game. Ask participants to also reflect on the stereotypes that exist between people of different cultures, races and gender. What does this mean to the group?

THEATRE OF OPPRESSED TO FIGHT CYBERBULLYING

Theatre of Oppressed has been created by Augusto Boal, a theatre director from Brazil in a period of struggle between workers and farmers and a oppressive regime that didn't let any expression of freedom. Boal brought theatre in the daily life of people, theatre was not anymore only for professional artists but a tool of expression, a laboratory of the real life for everyone. Theatre can influence socio-political developments. Since sixties TDO has been spread all over the world. TDO is a theatrical approach that comprehends different techniques, to give everybody that is suffering because of oppression access to instruments of social and personal changements. Public can not only observe but they can also act and interact with the actors that are in the stage trying to modifying a situation of oppression.

Theatre in general is effective to work with teenager in a topic like bullying and cyberbullying because let them to develop empathy for others, to listen at their feelings and emotions, to listen through different senses etc... Theatre of oppressed is in particular useful to face everyday oppression and violence in a safe environment and try to change it.

We want to share with you some activities to build a complete workshop of theatre of oppressed.

A small suggestion: theatre can be a powerful tool and can open even really strong channels of emotions so be careful to use it with teenagers, try also to use activities that you have done first before!

Icebreaking and Name Games

- **My name and what I like feeling most** In circle; every person says one by one his/her name and a feeling or sensation that the person like most (for example I'm Ilaria, I like lying down in the grass)
- **Shake your name!** Moving in the room, when a person meet another one introduce him/herself shaking the hand of the other person, while they shake the hands, they also exchange the name! A person continues to change his/her name according to the people that he/she meets until the point that he/she finds his/her own name and he/she can go out from the game.
- **My animal and I:** In circle; each participant introduce his/her name and add the name of an animal that has as initial letter the same letter of its own. When it's your turn you must say the name and the animal of the persons that are showed up before and then say your own name.



Building Trust Games

- **The Blind Man** In pairs, one is leading the other, that is walking with closed eyes, touching his arm or hand. The “driver” leads the companion around the room making him touching surfaces and objects. Questions for debriefing: What have you tried? (ability to entrust ourselves, building trust), Did you feel better to lead or to be led? Why? Did you like not being able to see and using other senses?

PS. The background music is a must! Game can be complicated, you can ask to the blind to stop and keep the eyes closed and ask to leading person to change companion without revealing their identity. Do the blind person trust the same in the new comer? How is the new way to lead? Are you able to understand something about the person that is leading?

- **Find your mate with the sound:** In couple, one person closes the eyes, the other leaders, same as before but this time the person who leads doesn't touch the led but guides the other using a special sound that the couple can agree on before. When the whole group is making a sound it could be difficult for the blind person to follow his own sound. Leading person can decide to stay closer or far away from the person paying attention that the blind doesn't crash on other persons too. Other leaders can “steal” the sound of another couple to distract them.

What were the feelings inside the group? Did you feel safe? Did you trust on your leading person? How did you lead your blind person? Did you feel responsible for leading somebody blind? Were there some moments when you decide to break some rules and maybe talk or touch the blind person? How did you agree on the commands? Did you modulate or change the sound according with the commands?

- **Shield and Bomb:** all the participants walk freely in the room. After a while the conductor will say: “choose a person in the room that is your bomb and a person in the room that is your shield. Continuing to move, your shield must always be between you and your bomb”.



● **The Pendulum** : possibly 5 or 6 persons each group. One is standing in the middle of a circle, the persons around are standing and they are keeping a distance of around 50 cm. The person in the centre of the circle must be rigid like a stick and fall freely on the right, or left, in front or in the back (free fall) and people around him will catch him kindly (and silently) and push the body in the arms of somebody else in the circle. Every 3-4 minutes the person in the center changes.

How did it go? For those who had not tried to stand in the middle, why you didn't try? Did you trust in others? It was hard to have the responsibility to the person falling? How did you organise the group to catch the person without speaking?

● **The blind man running**: for this game a big room or an empty space without obstacles is needed. In one side of the room one participant, in the other side the rest of the group. The participant alone closes his eyes and start running toward the group. The group has to receive the blind runner in the most peaceful and harmonic way.

● **Death simulation**: Simulate a slow and painful death, in this game the whole group is divided according to number (some will be numbers 1, others numbers 2 etc). The trainer will call one or more numbers, which must fake his own death, the remaining numbers instead will have to rescue them as quickly as possible.

FORUM THEATRE

Instructions:

Divide groups into 5-7 people and give each group 45 minutes :

- to share about the different conflicts they have experienced,
- to select one example from the conflicts shared and make it into a play,
- to rehearse the play at least once.
- Give to group some rules to build the sketches:
- Develop a sketch, based on a real conflict situation in your community (agree on only one example).
- Ensure that at least one person knows the situation very well and was involved in the conflict.
- Do not use your real names, nor the real names of the persons in the original story.
- Ensure that nobody who was involved in the original story plays her/himself in the sketch.
- Present a clear victim (oppressed) in your sketch.
- Present a clear perpetrator (oppressor) in your sketch.
- Include bystanders in your sketch.
- Ensure that your sketch is not longer than five minutes.
- Leave the conflict unsolved.



When The sketches are ready each group can present the sketch fully. After that there is an analysis of the situation: the joker (usually the youth worker or the trainer) will ask to the public: is this situation realistic? Does it happen in your daily life? Do you like the ending of the story? Why? Who is the victim in this sketch? Why? Who is/are the perpetrator/s? At this point the joker

The procedure

Repetition of the sketch. Intervention of spect-actors to propose a solution to the conflict, Joker should support the intervention of the public and invite people to go to the stage and try their strategy. Who wants to intervene says stop and freeze the sketch, at the point he can replace the victim and try to apply a strategy. Only victim can be changed. After the rerun of the play with new intervention again joker put some questions to the public, was the strategy effective? Why? How could it work differently? Who wants to try a new strategy of intervention?

HOW TO DEVELOP A RESEARCH ON CYBERBULLYING INVOLVING TEENAGERS

First assumption: To be effective in solving a situation we can try to understand how the first target of that violence sees and act on it. If we want to understand a problem that involve teenagers we can ask teenagers to help us to understand their problem, from their perspective.

It is possible to develop a research on cyberbullying involving teenagers themselves to design and implement it between peers?

Here we have some steps to follow!



Share common definitions of bullying and cyberbullying, to study a particular phenomenon we need to know what we are talking about. You can use to develop a theoretical framework the activities listed before in the tool kit.

We followed two complementary activities to collect data and informations about cyberbullying in formal and informal contextes: collecting anectodes and stories, focus group.

How to collect stories avoiding multiple questionnaires

It is possible to find daily stories of bullying and violence just talking with young people. Stories can give a screenshot of the situation, why people is bullied, where mostly is bullied, which are the consequences, which is the role of adults. You will not get a quantitative measure of the phenomenon but you will get an idea on how violence is developing inside a microcosm of teenagers (it can be a school or neighborhood) that in fact it is what you really need to develop a work that is settled on a specific context. You will discover maybe that in a particular school is bullied the guy that is not practice a specific sport or that is not wearing particular clothes and it can change totally from one school to an other, from one neighborhood to another etc.

To collect stories you need students to trust you. If the youth worker is already a reference person for the youth it is just about to learn how to collect these stories and how to put the good questions while the person is speaking without giving the impression the we are making an interview. But if it is not the case, the youth worker can train other young people to be peer educators, to raise awareness about a specific topic, like cyberbullying, to be a reference person, to notice any problem or violence related to the topic and between teens but also to collect informations in a more scientific way.

It is important to build with your young researchers your observation grid. Which are the topics and the informations that you want to find in your research? Which informations do you think is possible to collect listening at stories? Which screenshot of the situation are you able to build?

Here an example of observation grid we developed with peer-educator teenagers. They learnt by mind this grid and they were able to collect informations e put them inside the grid itself while the other teens are telling experiences of bullying and cyberbullying they had or friends had. To stimulate the story telling peer-educators or youth workers can use the activities listed above: during debriefing moment they can ask to the group if they can apply what happened in the game to their daily life, if something similar happened to them or to their friends, if they know some similar dynamics or situations happening in real life. Supportive questions can open the stories flow. Peer-educators or youth workers can also use their personal stories linked to the topic if they want to build trust with the young people and push them to open themselves.

Who was the victim?

There were one or more victims?

Who was the bully?

There was one or more bullies?

What's happened?

Why?

Where? (at school, on the street, at the garden)

How the victim has react?

There were other people?

How they react?

How the situation solved?

Or is it unresolved?

Did Boy/Girs defend by themselves?

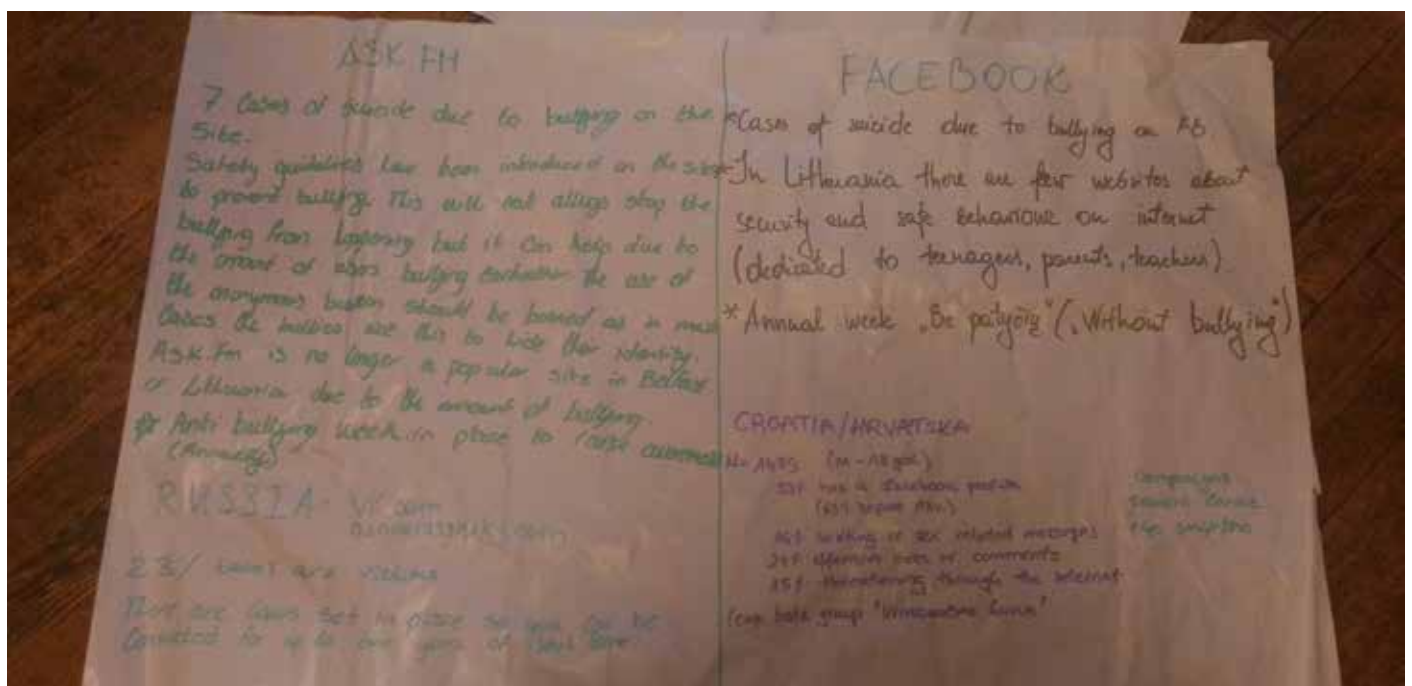
Bully's actions are still there?

Comparing social networks and link to cyberbullying

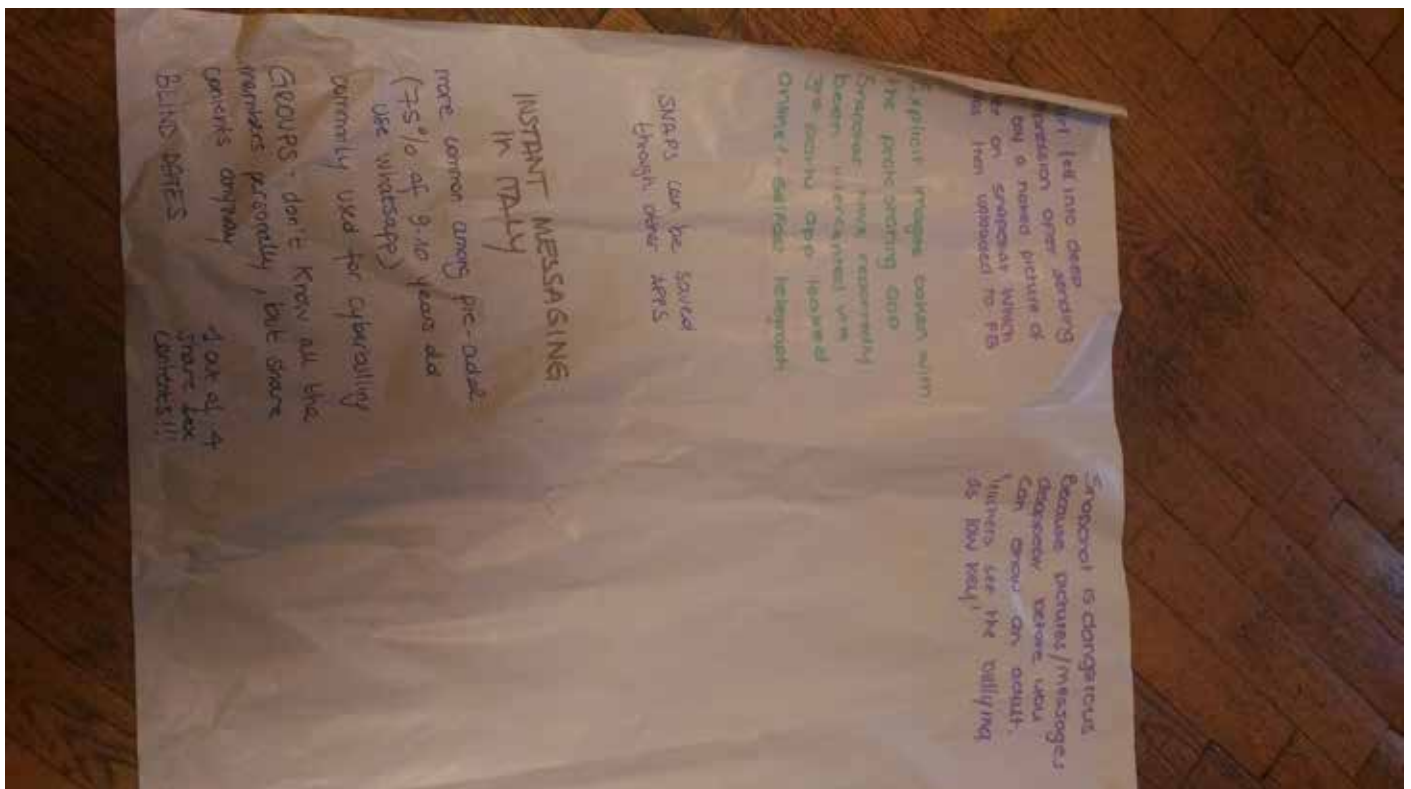


In some social networks cyberbullying is more likely to happen. An other possibility to develop a research involving teenagers is to organise an activity in which they can analyse social network through the lens of the phenomenon of cyberbullying.

Invite teens to use their smartphone and search on web news, informations, data about the episodes of cyberbullying happening on web and linked to a particular social network. We made it during the training, in a international environment, our reflections follow:



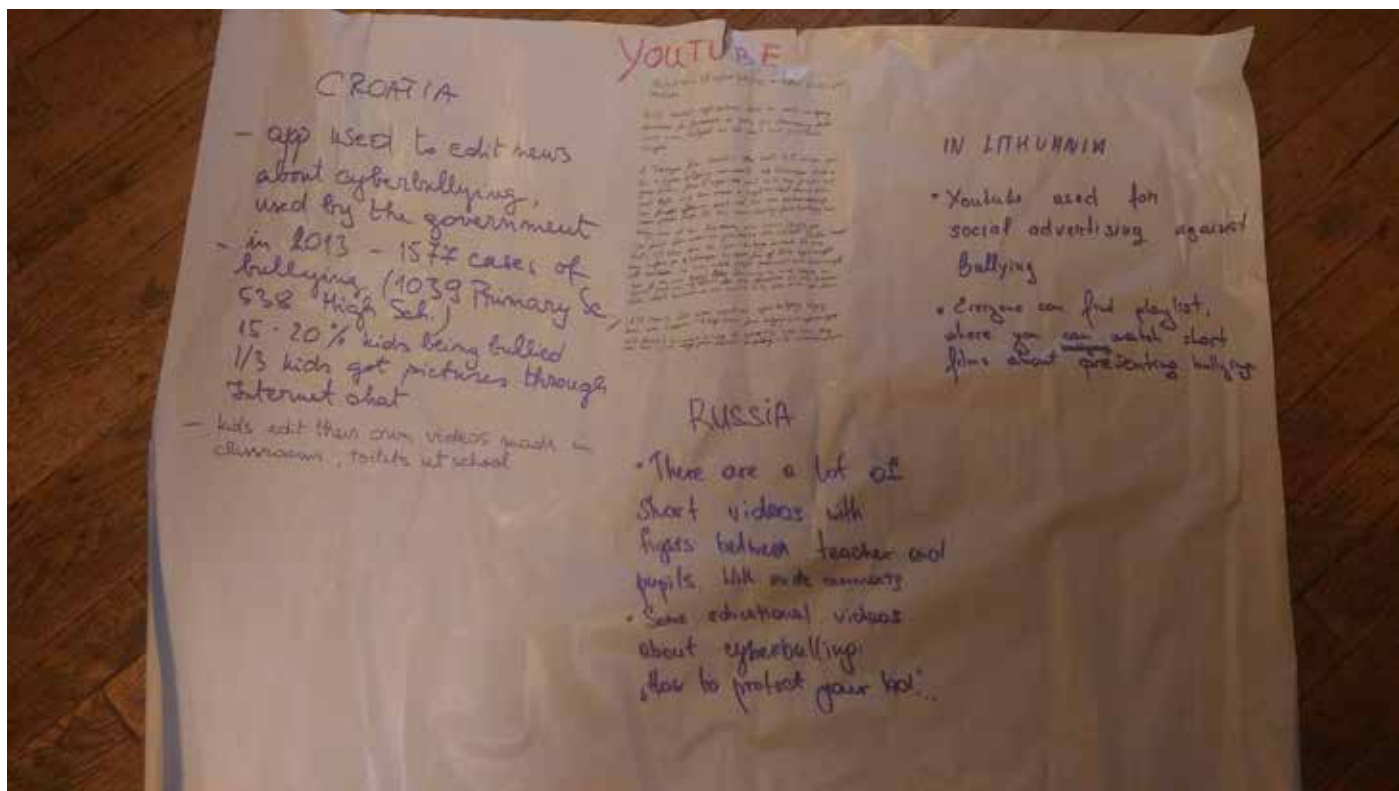
"Ask.fm, 7 cases of suicide due to bullying on the site. Safety guidelines have been introduced on the site to prevent bullying. This will not always stop the bullying from happening but it can help due to the amount of users bullying each other. The use of the anonymous button should be banned as in most cases the bullies use this to hide their identity. Ask.fm is no longer a popular site in Belfast or Lithuania due to the amount of bullying. Anti-bullying week is in place in both countries to raise awareness. In Russia, Facebook is not that popular but there are other two social networks vk.com, more popular between teens, and odnoklassniki.com, more popular between adults. Vk.com had the option until 4 years ago to leave anonymous opinions about other similarly to Ask.fm. 23% of teens are victims of cyberbullying in these social networks. In Lithuania there have been different cases of suicide due to bullying on Facebook. There are few websites about security and safe behaviour on internet (dedicated to teenagers, parents, teachers). In Croatia, according to a research that involved 1489 teens between 11 and 18 years old: 93% has a Facebook profile and 63% has it before 13 years old. 16% had experience of sexting or sex related messages, 21% found offensive messages or comments on their pictures or profiles, 15% found threatening messages or content on their profile".



"In Croatia according to newspapers a girl fell into deep depression after sending a boy a naked picture of her on Snapchat which was then uploaded to Facebook. Snapchat is dangerous because pictures/messages can disappear before you can show to an adult. Teachers see the bullying as low key. According to Belfast Telegraph, explicit images taken with the photo sharing app Snapchat have reportedly via 3rd party app leaked online.

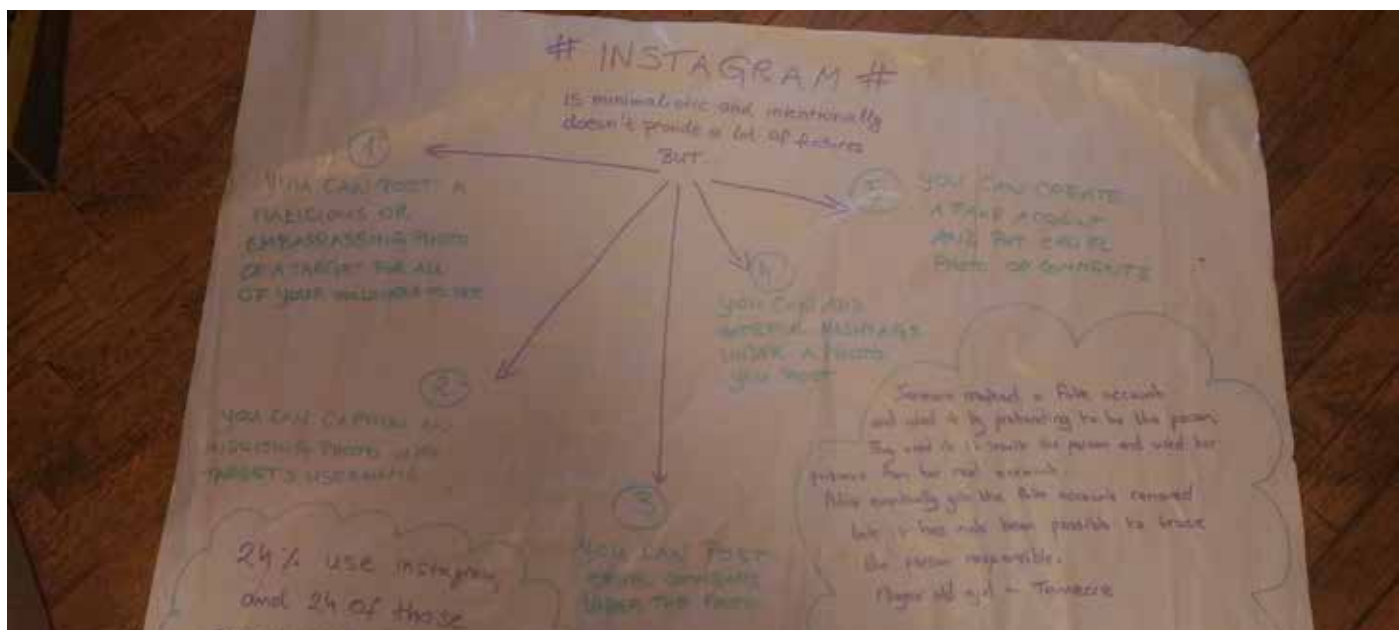
Instant messaging in Italy are more common among pre-adolescents (75% of 9-10 years old use WhatsApp) and it is commonly used for cyberbullying. In instant messaging groups people usually don't know all the member of the group but they share private content anyway, 1 out of 4 share sex contents. It is spreading the phenomenon of blind dates with contacts just known on social media or in instant messaging groups".

"In Croatia Youtube is used by the government to spread campaigns against cyberbullying. In 2013 there have been 1577 cases of bullying, 1039 in primary school and 538 in high school. 15-20% of the kids have been bullied, 1/3 children got pictures with images not adequate to their ages through internet chats. In Youtube children edit their own videos while they are bullying someone else in classrooms, toilets at school etc...Girls model High school did an antibullying showcase for Facebook in 2014 to support many people that were bullied in the past and divide their stories.



"A teenager from Dublin lost 3,5 stone (22 kg) due to a cyberbullying incident. A stranger took a group picture from a nightclub with a boy and all his friends on the background. Obviously this teen found offensive this caption which was sent to an embarrassing teen photo page. All his friends were texting and facebooking him asking was it him. His name was Coner Doyle, you can find this video on youtube called "Dublin teenager sheds 3,5 stone due to cyberbullying incident." It was very unfair for a stranger to make fun of this boy's weight just because he was what people would call overweight even if he was happy in the way he was. In my opinion no one deserves to be treated like that because no one would like it done on them."

"UTV news did a report on cyberbullying saying about a safe way to use social avoiding cyberbullying but there is always a way to it just using phones, laptops or anything with internet access. In Russia there are a lot of short videos with fights between teachers and pupils with rude comments. In Youtube you can find some educational videos about cyberbullying: "How to protect your kid...". In Lithuania Youtube is used for social advertising against bullying. Everyone can find playlist where you can watch short films about bullying"



"Instagram is minimalistic and intentionally doesn't provide a lot of features but: you can post a malicious or embarrassing photo of a target for all your followers to see. You can caption an insulting photo with target's username. You can post cruel comments under the photos. You can add hateful hashtag under a photo you post. You can create a fake account and put cruel photos or comments. 24% of teenagers use Instagram and 24% of them experienced cyberbullying inside this social network, according to the survey EU kids online 02/2013. Someone can create a fake account and use it by pretending to be that person. They used it to insult the person and usually they use real pictures from real accounts. Police eventually got the fake account removed but it has not been possible to trace the person responsible, it happened in Tennessee to a 13 years old girl".

WEB TOOLS TO BE USED WITH ADOLESCENTS

Some examples of positive and creative use of the web

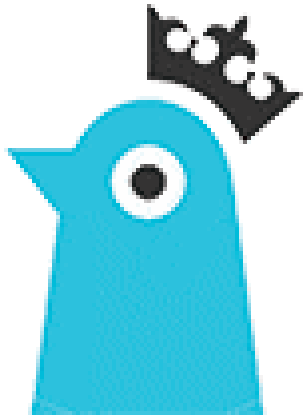


www.canva.com

Canva is a graphic online platform through which it is possible to create different graphic elements compatible with the main social network and more than this it can create traditional presentations, flyers, web documents and ebooks. To be able to create memes, cover images or posts on Facebook, Twitter and Tumblr is fundamental to develop viral campaigns.



This is an example of a funny meme made by youth workers during the workshop on web tools :-) !!!!!



<https://storybird.com/>

Storybird is an online graphic platform of storytelling that links the power of storytelling to the power of images but reversing the traditional way how picture books are made. The fundamental idea is to help the fantasy of the writer starting from images and reaching the text. The platform gives the free access to hundreds of images made by professional illustrators. Young people, teenagers and even kids can choose images and develop poetry, short stories and even novels with different chapters and share them on social networks. Storybird is also a community, it means that every story can be voted or commented by other users. Educators and youth workers can choose images from which kids should start their story or they can leave free choice to the youngest creativity, meanwhile it is possible to create a group folder and group tasks.

PIXTON[®]

<https://www.pixton.com>

Also Pixton is an instrument of visual storytelling but differently from storybird.com is only focused on comics. It is really simple to use, there are different settings and characters that can be modified with hundreds of options and possibilities according to the story. It is possible to create a comic with just one cartoon or long stories with many strip. Comics can be published on web and shared through links on social networks.



www.rethinkwords.com

ReThink is a non-intrusive, innovative, patent-pending software product that stops Cyberbullying before the damage is done. When an adolescent tries to post an offensive message on social media, ReThink uses its context sensitive filtering technology to determine whether or not it's offensive and gives the adolescent a second chance to reconsider their decision. Research shows that when adolescents are alerted to ReThink their decision, they change their minds 93% of the time. In this internationally acclaimed study, using ReThink, the overall willingness of the average adolescent to post an offensive message reduced from 71% to 4%. Current solutions that social media have implemented are ineffective, following a STOP, BLOCK, TELL mechanism. Victims are asked to stop what they are doing, block the cyberbully, and tell a parent or guardian. Unfortunately, this approach doesn't stop the damage before it's done, places the burden on the victim to stop the cyberbullying, and research has found that 9 out of 10 victims don't tell anyone that they are being targeted. They suffer in silence. ReThink provides an important opportunity to adolescents, helping them become good digital citizens. With ReThink allowing adolescents to pause, review, and reconsider their decisions on social media, adolescents learn to make better choices on and off of the internet.



Training is, according to our goal and objectives, a space of sharing between youth worker, here we have other two suggestion from our participant Alyona!

<https://piktochart.com/>

Piktochar is a free software to create infographics. This web platform gives the possibility to create textual graphics, online presentations and reports, allowing you to aggregate data within graphics. Piktochart allows us to create text, import images or use the default, create charts, even by importing content directly from the CVS file (for example Microsoft Excel).

Once you have created the infographic, it is possible to decide to share it on Facebook, Twitter or any other social network.

<https://storia.me>

The application “Storia” is, from the visual point of view, very similar to Tumblr app. Practically you can tell your story, create a blog where to post multimedia content. You can publish a text, an image, a quote. People who see the post can comment, like and share it on your pages, as happens on Facebook.

Primarily, it is a “diary”: texts are provided according to data and are present on the web page from the newest message and most of the time they are introduced by a title.



THE IMPORTANCE OF BUILDING A NETWORK WITH THE WHOLE CITY

Cyberbullying is a multidimensional problem, it follows the victim every moment in daily life, in every place and, as we have seen, the problem often needs specific answers. That's the reason why the youth worker must be able to understand what is the special need of the young person and direct him/her to the best person. It can be an organisation working on LGBT rights (they have the skills and knowledge to give answers and explain which are the dynamic of homophobia for example), it can be a public office working on youth wellbeing and offering psychological support, it can be a social worker or police, it can be an informal group of young people etc... Youth worker need to be in contact with a network in the city, to share with other best practices, approaches, contacts, point of views and solutions on the problems. That's what we tried also to show and to share during the training giving the participants to know different realities working from different perspectives on the problem of cyberbullying.



Some participants with Mariagrazia Pellerino, Alderman of educational services of the city of Turin



THANK YOU FOR YOUR ATTENTION...BYE

