Experiential Workshop for Students: Cyber Gymkhana

Workshop Title: Cyber Gymkhana

Workshop Objective: The aim of the workshop is to introduce the term of Cyberbullying and its most common forms, causes, preventive measures and short term response actions, to students from a hands-on perspective. The approach is intended to help them understand the potential online risks and wrong behaviours by using critical thinking techniques to analyse given situations and helping them understand the possible consequences of their choices.

Workshop Duration: Flexible – from 90-120 minutes (i.e. from two to three class periods) depending on the time available.

Workshop Manual Contents

INTRODUCTION

WORKSHOP INSTRUCTIONS

Part 1: Hands-on introduction to cyberbullying (45 minutes)

Part 2: Cyber Gymkhana (Flexible, from 15 to 45 minutes depending on the cases chosen. 15 minutes per case)

Part 3: Evaluation of the knowledge acquired by playing – Kahoot (30 minutes)

Manual for the Workshop Leader

INTRODUCTION

Cyberbullying is a phenomenon that has become increasingly common due to the use of communication technologies amongst children and presents special difficulties to be addressed from the point of view of the school teams. Cyberbullying requires a specific training for students to provide them with useful tips and tools to prevent, combat it in its early steps or report cyberbullying to an adult, depending on the level of risk of the incident.

This workshop intends to be a first **practical approach** to the concept of cyberbullying and its components: actors involved and devices, technologies, platforms and methods used.

The workshop consists in playing a game in the classroom called Cyber-Gymkhana, divided in three but consecutive **PARTS 1, 2 and 3: Introduction, Gymkhana (activity) and Evaluation**. The activity proposed takes the form of a competition to motivate the active participation and engagement.

PART 1 is aimed at making students reflect on cyberbullying and its components by participating in a set of **debates** carried out by the class as a whole where students are expected to reach definitions as similar as possible to the **Target definitions** proposed at the end of each **STEP. 5 STEPS are proposed to complete this part in order to prepare the participants for PART 2, the activity**.

PART 2, the activity itself, is **composed of 3 different practical cases. Each case introduces a situation related to cyberbullying faced by children or young adults in real life**. **The aim of this practical activity is to raise their awareness and provide them with a set of tips, steps to follow and basic knowledge to deal with this kind of situations**. Children will **work in groups** and have to answer the case questions by analysing the situations proposed and **debating** the **agreements reached. Students will have to answer the questions proposed and will gain points per correct answer**.

Also, the workshop leader has available a list of questions and its **correct answers** to promote a debate that has to be implemented before the communication of results of each case.

PART 3 is aimed at evaluating the knowledge acquired by the students but, in line with philosophy followed in the workshop, an engaging and practical approach is proposed: a free ICT tool called *Kahoot* where students can answer multiple choice questions with videos, images and diagrams enclosed to amplify engagement.

As to a proper development of the activity, the workshop leader, needs to make sure that the groups are formed by children with different profiles and that they are relaxed before starting the activity.

The **work in groups** and the **debates** of the class as a whole need to be **inclusive and participatory**: All children must be involved in the discussions and will be requested to contribute.

The **workshop leader may guide the answers to the questions** in order to allow participants to give detailed answers with arguments and explanations. Try to create a relaxed atmosphere to help children get involved and actively participate.

Last but not least, the workshop leader can feel free to **adjust the time proposed for each part of the workshop** as well as the number of cases to be played and the questions proposed.

The best of luck from the ComBuS Team

WORKSHOP INSTRUCTIONS:

PART 1: Hands-on introduction to cyberbullying (45 minutes)

STEP A. The aim of this starting point of the workshop is that students **create their own definition of Cyberbullying** based on the contributions of the whole class and the guidance of the workshop leader. This introductory debate can begin from a first attempt given by a volunteer that will write down on the class board the suggested ideas of the students and then improving it by erasing or adding selected parts according to comments and feedback received.

Target definition:

- Cyberbullying can be any **deliberate and repeated** action **performed via "information technology" networks** by a person or group with the intention of making another person feel sad, angry, anxious or fearful. Cyberbullying can include communications that intend to **exclude, intimidate, humiliate, control, manipulate, put down, falsely discredit the recipient and damage its reputation, relationships or confidence**.

STEP B. Students need to list the actors involved in a cyberbullying situation while at the same time trying to describe their profiles and responsibilities using the same process described in STEP 1.

Target definition:

- The child **who is Cyber-bullied**: a child who is the target of cyberbullying behaviour by other children during a particular cyberbullying incident.

- The child **who Cyber-bullies**: a child who engages in cyberbullying behaviour towards a peer during a particular cyberbullying incident.

- The child **who Cyber-witnesses**: a child who is present in a particular cyberbullying incident without being directly involved either by engaging in cyberbullying behaviour or by being targeted by it.

We will distinguish between **3 types of Cyber-witnessing**:

- o Cyber-witnessing actively by **encouraging** the cyberbullying behaviour (e.g. spreading the rumour about the child who is being cyber-bullied);

- o Cyber-witnessing actively by **discouraging** the cyberbullying behaviour (e.g. asking the child who bullies to stop, or by comforting the child who is being bullied);

- o Cyber-witnessing **passively**, i.e. neither actively encouraging the cyberbullying behaviour, nor actively protesting against it.

- The **authority figure**: a person or team who is responsible for ensuring the safety of the children in the cyber-environment in which a cyberbullying incident takes place (e.g. webmaster, forum administrator, teacher, counsellor, other school staff, parent, police, etc.)

STEP C. Following the process already described, students will **mention the different devices, technologies, platforms and social networks where cyberbullying may take place**.

Possible answers:

- **Communication Devices**: Fixed or portable communication devices like desktop computers, laptops, notebooks, tablets, PDAs, Smartphones, video game consoles, etc.

- **Technologies**: Internet and mobile phones

- **Platforms and social networks**: Social media sites (Facebook, Instagram, Twitter, Snap Chat, etc.), Instant messages apps (Whatsapp, Telegram, Line, etc.), online games (PC games and home video game consoles), audiovisual content platforms (YouTube, Netflix, Vimeo, DailyMotion, etc.), search engines (Google, Yahoo, Bing, etc.), chat, e-mail, SMS, MMS, etc.

STEP D. Students should **identify the main differences between Bullying and Cyberbullying** trying to answer the following basic questions:

Possible answers:

	BULLYING	CYBERBULLYING
How it happen?	Face to face	No direct contact needed, even anonymously
Where it happen?	Physical space (School)	Virtual space (At school AND at home)
When it happen?	School time	All day, every day (24/7)
Who is the **audience**?	Smaller audience	Larger, unwanted and/or uncontrollable audience
What are the **consequences?**	Physical and psychological consequences	Mainly psychological consequences (but sometimes deeper and more difficult to overcome)

STEP E. Ask for one or two volunteers to come up with one or two cyberbullying incidents which can be based on real/personal experiences. **It is absolutely prohibited to mention real names**. Once the incident has been clearly explained, encourage students to identify the roles played by the actors involved in and the devices, technologies and platforms, social media or apps used.

Part 2: Cyber Gymkhana (Flexible, from 15 to 45 minutes depending on the cases chosen. 15 minutes per case)

Rules of the game:

- The classroom will be divided in groups of 4-6 students

- A printed copy of each case worksheet will be delivered to each group. The worksheets may include a description of the case and a space where to write down the group answers.

- Students will read the case description out loud (one paragraph or statement per student) case

- Groups will have 3-4 minutes to agree on a common motivated answer to the proposed case questions. The answers and motivations will be presented to the classroom by the spokesperson of the group and written down on the classroom board.

- The workshop leader, before giving the right answers, will open a debate period where students can express their view. The leader will be provided with a list of questions to promote the discussion.

- The workshop leader will assign **1 point per correct answer to the case questions** and **0,5 point to the most active team in each of the discussions.** The team with more points at the end of the cases played wins the **Cyber Gymkhana!**

PRACTICAL CASES:

- **"A NEW ACCOUNT IN TWISTAFACE":**

  i. Case Description:

  *My name is Charles and I am a cool boy who is always trendy. I want to create an account in "**Twistaface**", the hot spot social media, because all my friends use it and are always talking about it, what they like of it, what they share there, they are simply lovin' it! I can't pass up this catch! Let's get down to work; it should be finished in a sec. Let's see... umm... They ask me to give my "**Full name**"... oook, my "**Date of birth**"... ook, "**Address**"... okay? "**School**"? "**Hobbies**"?... and what is this? "**Profile: Public**", "**Everybody can contact me**"... I want all my friends to be able to find me here but...*

  ii. Case questions

  - Should Charles complete each detail requested of the profile?
  - Should Charles activate options like *"Profile: Public"* or *"Everybody can contact me"*?

  iii. Workshop leader questions for debate

  - Is it necessary to give all my personal data in order to create an account in a social media?
  - Is it safe?
  - Does everybody who wants contact you in such a platform have the intention to become your friend?
  - Are there other ways to allow friends to find your profile?
  - What can be the potential consequences of a careless behaviour in a social media?

iv. Right answers to case questions

- Do not provide personal information and keep it as private as possible so that bullies can't use it against you. The more information someone has about you, the more easily they can bully you.

- Restrict access to contact information like email, phone number or address , not every "friend" or "follower" can be trusted.

- Disable search options on social media to prevent anyone from looking for your profile or contact you. It is good to control **who** can interact with you.

- Do not accept friend requests from people you don't know, ignore it or block it.

- **"THE INCOMING E-MAIL":**

i. Case Description:

*My name is Anna and I am a friendly girl that is always in touch with my friends. I have lots of them and I am sure that the best way to keep myself posted about all the school issues is to give my **e-mail address** to as many schoolmates as possible. Ohh! I told you! I just received a new e-mail but... whose is this e-mail address? I have no idea... it is so strange...OMG! This is not nice at all!!!!!:*

"Dear Anna, we do not pretend to be your friends because we hate the way you dress, so unfashionable. Watch your steps next day in the way to school because we are going to dirty your dress and you will need to go back home to change your clothes, LOL! - The anti-posh girls team"

*I can´t believe it! I am so **angry** that I need to reply, **they do not know who they are dealing with**...*

*"You are not brave enough to dirty my clothes, I know who you are and I do not fear you, **you bunch of idiots**! - Anna"*
*Wait a second, **am I behaving right if I send this**????... Maybe I should just **erase the e-mail and forget about it**...*

ii. Case questions

- Should Anna answer to that provocative e-mail?
- Should Anna erase the e-mail and forget the incident?

iii. Workshop leader questions for debate

- Getting nervous and react quickly is a good reaction?
- In the case that she finally decides to reply to the provocative e-mail, did she use the correct terms?
- Do you think she should have told the incident to an adult?

iv. Right answers to case questions

- The best way to proceed is **stopping the activity, ignoring the bully and trying to block him/her**.
- **Always save the evidences of cyberbullying incidents**. You may need it to prove what happened.
- **Do not give bullies what they look for**, so it is better to think and do not react promptly.
- If the bully continues annoying, tell him/her to stop. If you tell the bully to stop **do not behave as a bully or make threats** when you do this.
- If the above does not work out, **tell the incident to a trusted adult before it gets out of hand**.

- **"THE WHATSAGRAM GROUP":**

  i.   Case Description:

  *My name is **Rebecca** and I have just created a new group in **Whatsagram**, the instant messages app, because next week is the birthday of my friend Anna and I think we can make a big present all together. She is very popular so I have added a lot of contacts, almost 20! Some of them do not know each other very well. I have asked for ideas for the present but something is not running properly. When Dawn proposed to buy a different pet, a Vietnamese pig, **Charles** answered, "It is not necessary, if she is your friend she already has one". It is not rare seeing Charles teasing Dawn. Then, **Kim** sent a lot of smiling faces while the rest did not say anything. I know Dawn but she is not a close friend of mine even though I don't like how Charles treated her anyway, even more when I have created the group. I am going to intervene... (Rebecca is writing...) "hey Charles, leave her alone and give a better idea if you can", or maybe I can support Rebecca's proposal ... (Rebecca is deleting..., Rebecca is writing...) "that's an awesome idea Dawn, do not listen to Charles" but what if Charles reacts making jokes on me now?... (Rebecca is deleting)... in fact, this is not my business...*

  ii. Case questions

  - Should Rebecca take part by reproving Charles's behaviour?
  - Should Rebecca take part by supporting Dawn's proposal?

  iii. Workshop leader questions for debate

  - Do you thing the issue between Dawn and Charles is a private matter?

- Who do you think is behaving better, Kim by sending smiling faces or the rest of members of the group saying nothing?
- Rebecca is the administrator of the group, should she throw Charles out from the group?

iv.   Right answers to case questions

- Yes, **bystanders** can help the victim by **telling the bully to stop** and alerting him/her that such behaviour can hurt the victim and him/herself.
- Yes, **posting words of support for the victim** is an appropriate way to take action and may help to **discourage the bullying behaviour (Cyber-witnessing actively)**
- No, **never assume that a cyberbullying incident is a private matter**.
- None, **Kim is cyber-witnessing actively by encouraging the cyberbullying behaviour** while the rest of the members of the group is **cyber-witnessing passively, neither actively encouraging the cyberbullying behaviour, nor actively protesting against it** (but in this case they are indirectly encouraging his harmful behaviour by providing him with an audience).
- A previous option could be to look for cooperation in the rest of members in order to post comments of support for the victim. If all the above does not work, throwing Charles out from the group will **stop the activity** and may help.

Part 3: Evaluation of the knowledge acquired by playing – Kahoot (30 minutes)

- Create a fun online learning game in order to foster social learning and deepen pedagogical impact. It can be accomplished by using the

free platform Kahoot (https://kahoot.it/). The game is based on series of multiple choice questions where we can add videos, images and diagrams to the questions to amplify engagement. Players answer on their own devices (smartphones, tablets or computers), while games are displayed on a shared screen to unite the lesson encouraging players to look up.