Methodology for adults training

Cyberbullying

Activity title:	What is Cyberbullying?
Overview	This activity is designed to facilitate the access of adults to structured information about Cyberbullying.
Objectives:	🗐 developing adults' abilities to explore the defining elements of Cyberbullying
Materials:	🗐 developing adults' abilities to harness Cyberbullying in everyday life, to a reasonable extent.
Time:	70 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

1.   **Brainstorming/definition of Cyberbullying** -10 minute
The trainer invites adults to a brainstorming exercise, starting from the following questions: What does the term '**Cyberbullying**' mean to you? Can you define it?

2.   **Individual activity (definition of Cyberbullying)** – 10 minute
After discussing and recording all the ideas stated by the adults participating in the training session, without criticizing and omitting details, at least 4 definitions of Cyberbullying are designed and presented (from the specialized literature, from specialized sites). The trainer asks the participants in the course to reflect on the content of the 4 definitions of Cyberbullying, then individually to contradict a personal definition of Cyberbullying and to write it down on a worksheet.

3.   Group activity (definition of Cyberbullying) – 10 minute
The participants are grouped by 4, by counting (from 1 to 4). The requirement is to discuss and analyse the 4 personal definitions, to identify the similarities and differences, to harmonize the elements considered essential for the definition of Cyberbullying, and finally to construct a more complete and clarifying definition of Cyberbullying. Definitions are written on a large flipchart sheet, then displayed in the classroom.

4.   Gallery walk -5 minute
The 5 groups are invited to a gallery walk (each group passes and visualizes the definitions built by colleagues). Participants in the course are invited at the end of the gallery tour to complete / improve their definitions of Cyberbullying. Afterwards they are again exposed to be viewed throughout the day.

5.   **Power point presentation, theoretical aspects- Cyberbullying** - 10 minutes

6.   **Video** - **What is Cyberbullying?**- 5 minutes
https://www.youtube.com/watch?v=4-X8tEPQ9KI
https://www.youtube.com/watch?v=A9Op2KZCb88

Individual activity – 10 minutes
Have you ever experienced Cyberbullying? How did you feel?

Reconsider your own earlier definition of Cyberbullying. Is there anything you would add? How do you believe other adults would respond if you asked them about specific times when they experienced Cyberbullying?

7.   **Individual activity -** 10 minutes

Watch the movie and reflect! Should we be afraid of Cyberbullying?
https://www.youtube.com/watch?v=MV5v0m6pEMs&t=10s

Debriefing and evaluation

How did you feel about this activity? What was the most applicable part? What did you learn about Cyberbullying?

Tips for trainers

Encourage participants to reflect on how to avoid Cyberbullying in everyday life.

Encourage participants to be honest in presenting situations in which they have experienced Cyberbullying.

Explain to the participants of the course the importance of preventing Cyberbullying.

Suggestions for follow-up activities

Consider how you are going to use the information about Cyberbullying in your day to day life. Remember the idea that Cyberbullying harm others!

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Activity title:	**Faces of Cyberbullying**
Overview	This activity is designed to put adults in a position to decide how they will act to identify and prevent cyberbullying
Objectives:	📖 developing adults' abilities to explore the defining elements of Cyberbullying 📖 developing adults' abilities to apply the best methods to identify and prevent Cyberbullying
Materials:	Flipchart sheets, writing instruments
Time:	60 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

Review by rotation - 30 minutes

The participants are divided into groups of four (by dividing coloured cards). On the walls of the room there are 5 flipchart sheets with one question. Each group goes by each sheet and answers the question**.**

Questions on flipchart sheets:

1.   Do you think adults understand Cyberbullying? (Today's adults will live side by side with Cyberbullying?)
2.   What do you think about the idea: "One of the biggest things that people of online communities tend to overlook is the fact that words do hurt."?
3.   How should I respond to cyberbullying?
4.   Do you have any predictions about evolution of Cyberbullying?
5.   Do you think that being a witness or a victim of cyberbullying have the same effects?

After the rotation is over, the answers given are discussed, arguing the intervention methods for learning the elements related to Cyberbullying.

Pair activity – 20 minutes

Discuss in pairs and decide how you act! Write down the strategies chosen!

- How do we act when, as adults, we don't know anything about Cyberbullying?
- Where do we find the right resources to get started in the field of Cyberbullying?

Communicate to the group the strategies that were written down. The ways of initiation in the field of Cyberbullying are discussed in plenary. The ideas are written down by the trainer, as the conclusions of the debate are drawn.

Debriefing and evaluation

How do you act to learn about Cyberbullying?

How do you collect your Cyberbullying information? From what sources?

How do you intend to prevent Cyberbullying?

How do you intend to prevent the short term and long term effects of Cyberbullying?

Tips for trainers

Encourage learners to discuss and analyse the effects of Cyberbullying. Make adults responsible to prevent and to have properly intervention to combat Cyberbullying.

Activity title:	**End game**
Overview	This activity is designed to provide a synthesis of all of the content elements in the session about Cyberbullying. The activity puts each participant in the training session in a position to reflect on what he/she has understood on the subject of the training, on what was useful and interesting for him/her, as an adult, but also about the future plans regarding effective ways to intervene / prevent the development of negative consequences of Cyberbullying.
Objectives:	▤ developing the skills to reflect on the causes and consequences of Cyberbullying. ▤ Developing skills to reflect on effective ways to prevent the development of consequences of Cyberbullying and to act accordingly.
Materials:	Antistress ball
Time:	30 minutes
Group size:	20-30 participants

Instructions for trainers

1. The trainer will briefly present the main elements of the training on consequences of Cyberbullying (definition, characteristics, causes, strategies to prevent / intervene to diminish the consequences of Cyberbullying etc).

2. The trainer invites all participants to sit in the circle. The trainer begins an affirmation, followed by each participant completing the statement without being interrupted. No other additions and comments are accepted. An antistress ball is passed from hand to hand and kept by the participant during the exhibition.

The trainer sets out at least 4 statements grouped into the categories I know / what I intend to do. Each participant completes all statements made by the trainer.

Debriefing and evaluation

The activity starts with the presentation of the content elements in the training session, presentation made by the trainer (the content items can be viewed).

This brief presentation will be exposed throughout the work to support the trainees in expressing their ideas about what they know, what they found interesting, useful, beneficial to Cyberbullying; but also about what you propose to do to prevent / intervene in the situations of cyberbullying.

Tips for trainers

Examples of statements:

- The most beneficial part of the training session was ... and the least beneficial was ....
- I learned about cyberbullying... and I would like to learn more about ...
- What I most appreciated at this training session was ...
- At this point I want to ... and I hope ...
- I understand ... and I would like ...
- The information that surprised me in this training session was ...
- I'm more confident I'll ...

Suggestions for follow-up activities

Think of a concrete situation when you were exposed to cyberbullying. Reflect on the way you were involved in the situation. How could you design this sequence so as to reduce the level of negative consequences of cyberbullying ?