8 Projects in Practice

Recommendations on Method and Didactics – Overview of the Projects

Project	Title	Skills trained	Time in 45-min classes	Methods	Materials	Internet/PC access
1	**Mobbing Situations – Situation that Hurt**	The students recognize and analyze mobbing situations. They become sensitized to the topic of mobbing.	2	silent impulse, videos, guiding questions	videos (1–5 provided, or others you choose), handouts with guiding questions	yes (or download videos onto school server)
2	**The Roles in (Cyber)Mobbing**	Students reflect on roles and dynamic in (cyber)mobbing	1	'lightning round', role description	TV clip *Let's fight it together* or another short video	yes (for video)
3	**Exclusion, Insults, Threats – How Cybermobbing does its Damage**	Using examples from social media, students learn to identify and distinguish the various ways that harm is done through cybermobbing.	1	Overhead puzzle to help categorize, screenshot gallery to form judgements	scissors, copy of puzzle "Forms of Cybermobbing" on overhead foil, overhead projector/ whiteboard, print-outs of screenshots for gallery	no (yes if showing video *Fix You* or *Benjamin Fokken)*
4	**Consequences – What do the Victims Experience?**	On the basis of a fictitious case study, the students reflect on the potential consequences of (cyber)mobbing for the victims.	1	'lightning round', mind map, paper mail	case study	yes (for video and home assignment)
5	**Justice and Law** (for students 14 and older)	The students learn about the legal concepts relevant to (cyber)mobbing and apply them to typical cases.	2	partner-interviews, case analysis	case studies, work sheet for investigating cases, solutions, beamer	no
6	**Living Together on the Basis of Human Rights**	The students learn about human rights and the UN declaration with its 30 articles, and they practice putting feelings into words and judging situations.	3	offline posting (if that option is chosen), case analysis	cards for keywords, marker pens, post-its, work sheets	yes (for video and teaser)

Project	Title	Skills trained	Time in 45-min classes	Methods	Materials	Internet/PC access
7	**Delete – Block – Report: Stop (Cyber)Mobbing!**	The students learn about options for reporting, blocking, and deleting on social networks, and about how to use these options.	2	work at a series of stations	cyber-mobbing first-aid app, cards for the stations with assignments, posters with solutions	yes ▸ computer room (and students' phones: ▸ obtain clearance for use during class)
8	**Digital Self-Assertion and Civil Courage on the Net**	The students can apply techniques of non-violent self-assertion on the net, just as anywhere else, and can show the courage of their conviction.	2	transfer of techniques offline > online, case examples	scissors	no
9	**Avoiding Harm in Class Chats**	The students can reconsider their own behavior, e.g. on WhatsApp, negotiate and discuss rules in a democratic fashion, and work through conflicts.	4	circle of chairs, group discussion	flipchart, slips of paper, writing pad, pen/pencil, work sheet, examples of flipchart sheets	no
10	**Human Rights Observers – Rules for Living Together**	The students learn how to monitor rights violations in the class by appointing human rights observers.	2	circle of chairs, group discussion	slips of paper, writing pad, pen/pencil for voting	no
11	**Coping Strategies**	Using a fictitious case as a starting point, the students devise potential ways out of a (cyber)mobbing situation.	1	case study, scale for evaluation	work sheet	no

At www.klicksafe.de/cyber-mobbing and www.konflikt-kultur.de/cyber-mobbing there are additional materials and project suggestions to be found (in German, but also some in English and other languages).

Description of Project 1: Mobbing Situations – Situations that Hurt

skills	**The students recognize and analyze mobbing situations. They become sensitized to the topic of mobbing.**
time in 45-min classes	2
methods	silent impulse, videos, guiding questions
materials	videos (1–5 that are provided, or others you choose), handouts with guiding questions
internet/PC access	yes (or download videos onto school server); length of the provided videos: 1. *Dare to tell* 01:26, 2. *You can help* 01:35, 3. *Remembrances* 01:33, 4. *Malicious pleasure* 01:24, 5. *Alone* 01:01; 5 PCs/Tablets should be available

Plan for the Sequence

Starting point

Silent impulse: write "Mobbing is …" at the center of the board.
The sentence shouldn't be completed until the end of the lesson. First, the students work on videos that treat mobbing situations from various perspectives. Watching the videos, the students can reflect on the topic of mobbing. It is recommended to view the videos thoroughly yourself, in advance, and to download them onto the school server for exchange, so that the students have ready access.
Videos: **www.klicksafe.de/cyber-mobbing** (*source: part of a mobbing prevention campaign in Finland, produced by the Mannerheim League for Child Welfare and Folkhälsan)*, **www.mll.fi/peersupport**

Development

Assign the individual videos to smaller groups of students for viewing and give them the corresponding handouts with guiding questions. These questions challenge the students to consider how they might react in a similar situation.

Alternative: If time is too short to work through all the videos in groups, then it would also suffice to show the videos to the entire class and then discuss the questions provided in the handout.

Reinforcement

In a presentation session, have the students show the video they worked with and talk about their response. When all the groups have finished, the class can complete the statement on the board, "Mobbing is …". Possible fill-ins: ***spreading rumors and lies behind someone's back; referring to someone with nasty expressions or nicknames; making fun of someone; disparaging glances and gestures; imitating someone; calling them stupid; not letting them say anything; excluding them from the class community; taking away, hiding, or damaging their school things or clothing; making unfounded accusations; blackmail; touching them physically against their will; sexual harassment; shoving; bumping; hitting***
(source: www.saferinternet.at/)

Additional assignment/homework
The characteristics of cybermobbing – mobbing through digital media – can be laid out, for example in a mindmap.

Some characteristics of cybermobbing
24/7: invades a person's private life around the clock, in some cases 24 hours a day, 7 days a week.
Audience and distribution: The audience is inestimably large; content disseminates quickly and is often visibile for a long time.
Anonymity: Offenders can act anonymously.
No f2f contact: Noone perceives directly how the victim is affected, since there is no face-to-face (f2f) contact.
(source: www.klicksafe.de/themen/kommunizieren/cyber-mobbing/cyber-mobbing-was-ist-das)

Guiding Questions on the Videos (1)

Video 1: Dare to tell

Situation in the classroom:

- What is going on in the classroom?
- What is going on among the three girls?
- Are the girls (or were they) friends?
- If the two girls were friends of the one being mobbed, why aren't they any longer?
- How can the girl respond right there in the classroom?
- Does the teacher notice that someone in the class is being mobbed?
- Do the other students know that it is happening?
- If the other students do know about it, what could they do?
- What is probably going to happen next in the classroom?
- Could the same thing happen at our school?

Situation in the living room:

- How does the mother react in the video?
- Is her daughter being mobbed? Or is she mobbing someone else?
- What response would you expect from your parents in this situation?
- Why is that young people often don't tell their parents that they are being mobbed

Tip: Early intervention often prevents mobbing from breaking out!
Studies indicate that students hope an adult will notice what is going on and will intervene.
What do you think about that?
At what point should teachers intervene?

Guiding Questions on the Videos (2)

Video 2: You can help

Situation in the school hallway:

- What happens in the hallway?
- Which roles do you recognize in the video?
- Who is the offender? What about the helpers?
- What is the role of the boy and girl who observe the situation from a bit further away?
- How do they feel?
- What could they do?
- What stops them from intervening?
- Can they inform an adult about the incident
  What stops them from doing so?
- What might the boy who is being mobbed have done before this happened?

Tip: *Mobbing is often a group phenomenon; there are usually a number of persons involved. In your work group, look at the various roles in the situation and discuss mobbing as a process occurring in a group*

Situation in front of the door:

- The boy in the video seeks help from the school social worker. When mobbing takes place, who can you turn to at our school?
- When should one tell an adult about it?
- How do you wish that adults would react?
- How does the boy feel in the hallway?
  How does he feel at the office door?
- Could this happen at our school?

Situation in the store:

- How does the boy feel when he goes into the store?
- What can you do when you don't feel good, and how can you deal with this feeling?
- How can you show solidarity with the mobbing victim?
- How can you show the offender that it's wrong to mob someone?
- How could the situation proceed from here?

Guiding Questions on the Videos (3/4)

Video 3: Remembrances

- What happens in the video?
- How does the man feel after he receives the invitation to the class reunion?
- Has the man spoken to anyone about the mobbing experience he had as a boy?
- How is he doing now?
- The man decides not to go the reunion. What might happen if he did go after all?
- If he doesn't go the the reunion, how might his former classmates feel when they see that he isn't there?
- What memories does the man have of his school days?
- What things are important so that a person can enjoy his time at school?
- Remember how important it is that no one is excluded. Could this be a real situation?

Video 4: Malicious pleasure

- What happens in the video?
- Is it allowed to film other people?
- What could Tina do when she notices that she is being filmed?
- How could the teacher react?
- How could the other students react?
- Why do the girls want to post the video online, and for whom?
- What could one of the girls do when she notices that it's not a good idea to upload the video?
- Have you ever encountered cybermobbing?
- What makes it different from other forms of mobbing at school?
- Are cybermobbing offenders the same persons who mob others at school?
- Are these girls breaking the law?
- Is it possible to delete the video?
- Could this be a real-life situation?

Guiding Questions on the Videos (5)

Video 5: Alone

- What is going on in the video?
- How does the boy feel, sitting all by himself?
- Is there anything he could do?
- What does the other boy notice?
- Are there students at our school who sit alone In the hallways or the cafeteria?
- How could you approach them and start a Conversation; what could you talk about?
- Would you be afraid to start a conversation with a student you don't know who is alone?
- How can one start up new friendships?
- What steps can be taken during lessons and breaks so that no students feel lonely?

Source: Stills from the videos 1–5 produced and published by the Mannerheim League for Child Welfare and Folkhälsan, Finland: www.folkhalsan.fi, www.mll.fi/peersupport

Description of Project 2: The Roles in (Cyber)Mobbing

skills	**Students reflect on roles and dynamic in (cyber)mobbing.**
time in 45-min classes	1
methods	'lightning round', role description
materials	TV clip *Let's fight it together* or another short video
internet/PC access	yes (for short video)

Plan for the Sequence

Starting point

Show the class the short video *Let's fight it together* – or another clip that illustrates the roles in (cyber)mobbing – either using a beamer or having the students watch the film on a PC or on their own equipment. The clip *Let's fight it together* can be found at
www.klicksafe.de/cyber-mobbing.
Spontaneous impressions can be voiced in a 'lightning round' directly after viewing.

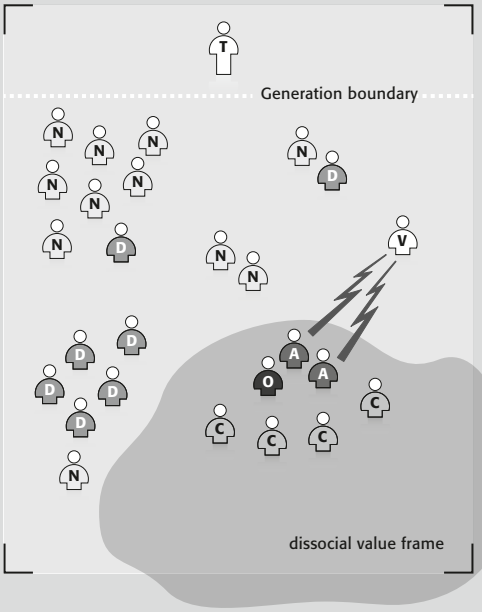
Development

The roles assumed and the dynamic of (cyber)mobbing can be examined more closely using the chart in the following work sheet.

Tip: In the system of mobbing, where the victim is pushed out of the value framework of the class collective, there are many indidivuals who participate.

= group members
= offenders
= victim
= assistants
= claqueurs
= (potential) defenders
= non-participants

With older students, it's worth discussing this illustration from Chapter 2.2.4. The students can draw a similar image indicating the roles of all the participants.



Reinforcement

In discussing the outcomes, make sure to ask the individual students how they would have reacted if in the position of the person(s) they have been describing.

Tip: In the klicksafe publication "Click E for Ethics", the second module is entitled "Harmful online behaviour". You can download an English, Polish, or German version from the page **https://www.klicksafe.de/themen/medienethik/verletzendes-online-verhalten/**
This brochure approaches human rights issues and (cyber)mobbing from an ethical point of view. It also contains suggestions on how you can respond when you are affected or when you see that someone else is being targeted.

The Roles in (Cyber)Mobbing

"Let's fight it together" – that's the name of a short film that was produced in Great Britain together with school students. You can view it at ***www.klicksafe.de/cyber-mobbing*** *or at* ***www.youtube.com/watch?v=2qn6VcvejEk.*** *Only in a good community, where everyone feels at ease, is it possible to live well together. For that reason, conflicts in a system such as a school class should be approached and dealt with together. If a conflict is already very serious, it is wise to have systemic counseling to comprehend the roles of all those involved. The various roles people can take on in (cyber)mobbing are shown in the chart below.*

Work Assignments:

1. In the film, a variety of individual persons come into play. Your task now is to understand these characters and their roles. Fill out the following chart:

persons	victim	offender(s)	assistants + claqueurs (French for audience animators)	non-participants	parents	teacher
how? (does this person act)						
why? (possible reasons for their behavior)						
and what about us? (how we would have behaved)						

2. First think about this question on your own, then discuss it with the person next to you: How would you have behaved in the position of the persons in the film?

3. Agree with you discussion partner on a possible course of action in the situation, and write that down in the chart ("and what about us?"). With the rest of the class, talk about your chart entries.

Description of Project 3:
Exclusion, Insults, Threats – How Cybermobbing Does its Damage

skills	**Using examples from social media, students learn to identify and distinguish the various ways that harm is done through cybermobbing.**
time in 45-min classes	1
methods	overhead puzzle to help categorize, screenshot gallery to form judgements
materials	scissors, copy of puzzle "Forms of Cybermobbing" can be transferred to overhead foil and cut up, overhead projector/whiteboard, print-outs of screenshots for gallery
internet/PC access	no (yes if showing video after the exercise)

Plan for the Sequence

Starting point

What kinds of injuries are inflicted through cybermobbing? Lay the puzzle pieces (cut-up foil copy of chart on the next page) onto an overhead projector. Have students volunteer to try to match up the *TYPES* of injury with the correct *DESCRIPTIONS* and explain them in their own words. In this way, the students learn to recognize various forms of cybermobbing (source: Nancy E. Willard, Cyberbullying and Cyberthreats, 2007).

Development

Gallery: While walking around and looking at print-outs from various popular services, such as WhatsApp or Snapchat, students speak to the group about their judgements on the harm being done: what kind of injury – from exclusion to threat – is involved? To prepare this, you can display the screenshot examples from WhatsApp, Facebook, Snapchat, YouTube, and PlayStation Network (PSN) around the classroom walls. And for reference, leave the puzzle pieces visible on the overhead or beamer.

Reinforcement

Suggestions on categories for the examples provided: WhatsApp = insult, exclusion; Facebook = spreading rumors, insult; Snapchat = publishing private material, fraud, harassment; YouTube = insult, slander; PSN = exclusion, insult, threat
Points for discussion: *What form of injury would be the worst for you yourself? Tell us why.*
How do think the victims in these examples must feel?
What kind of thoughts are they probably having?
Think about whether you have ever been in that kind of a situation.

At the end of the lesson, you can show the Australian music video *Fix You*
https://www.youtube.com/watch?v=EA5C-1N_r1w provided by the Anti-Bullying Learning and Teaching Resource (ALTER) of the Catholic Education Office in Wollongong, New South Wales.

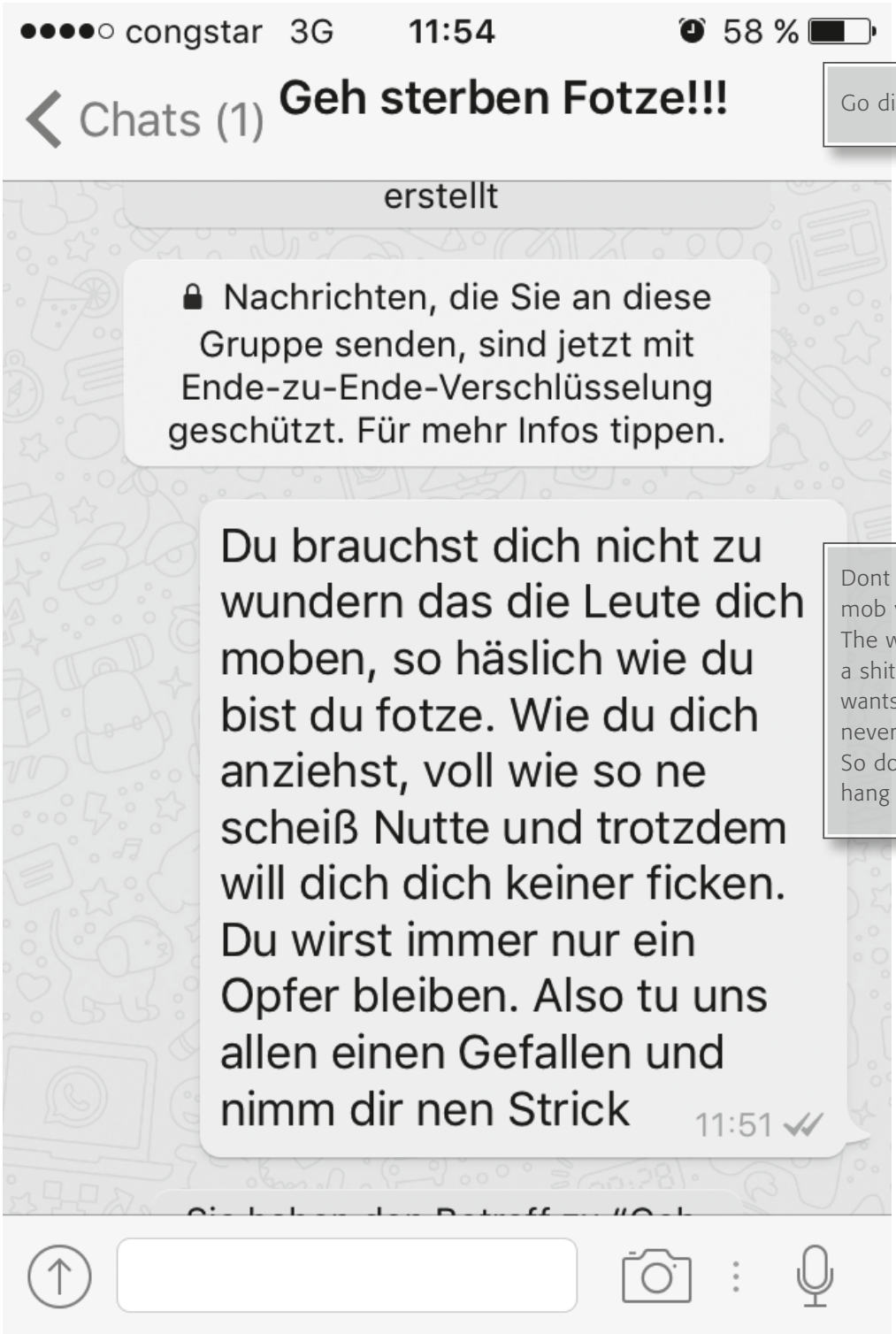
Additional assignment/homework:
From Arguing to Cybermobbing – Conflicts Seen from a Teenage Perspektive
From a young person's point of view, not every action that adults would classify as cyber-mobbing is necessarily cybermobbing. Teenagers make distinctions between *arguing for fun – differences of opinion – fighting – mobbing.* Write these concepts on the board. For each type of conflict, the students have the assignment of finding an example. Discuss with the students the differences between these conflicts (rising levels of escalation). Point out to them that when a conflict escalates or mobbing occurs, it's extremely important to seek help.

Exclusion, Insults, Threats – How Cybermobbing Does its Damage

Handout/puzzle pieces on "Exclusion, Insults, Threats – How Cybermobbing Does its Damage" (derived from Willard 2007)

Type of damage	Description
spreading rumors	slander by way of posting or mailing rumors/lies with the result that friendships are destroyed or a person's reputation is ruined
exclusion	deliberate isolation of certain persons, e.g. by excluding them from a chat group, a community, or an online game
insult	sending cruel or nasty messages, posting hurtful comments and taunts
harassment	repeatedly sending cruel, nasty, insulting messages, postings on bulletin boards, photos or videos
assuming a false identity	making believe you are someone else and doing things online, in the name of that person, that are going to cause him or her trouble (e.g. by stealing the person's password or taking advantage when they haven't logged out)
publication of private material	distributing information about private habits or intimate secrets, against the will or without the knowledge of the person affected (e.g. via text, video or photo – such as pictures taken in the locker room)
fraud	eliciting intimate details, secrets, or embarrassing pictures from someone, and then circulating them
threat	directly or indirectly announcing to do physical or emotional damage to someone, instigating others to acts of violence

WhatsApp

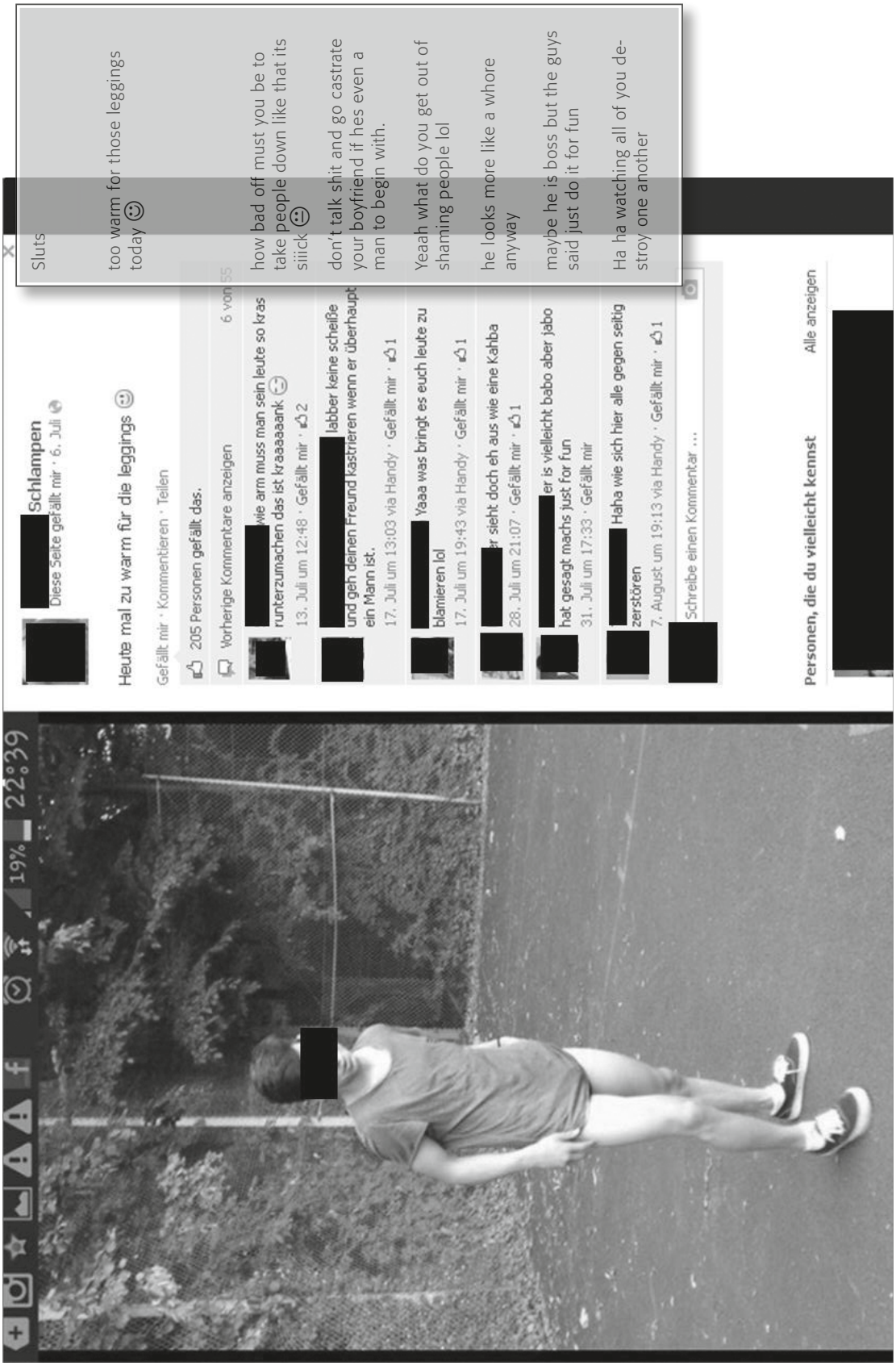


Go die cunt!!!

Dont be surprised that people mob you, ugly like you are. The way you look, just like a shitty slut and still nobody wants to fuck you you. You will never be anything but a victim. So do us all a favor and go hang yourself.

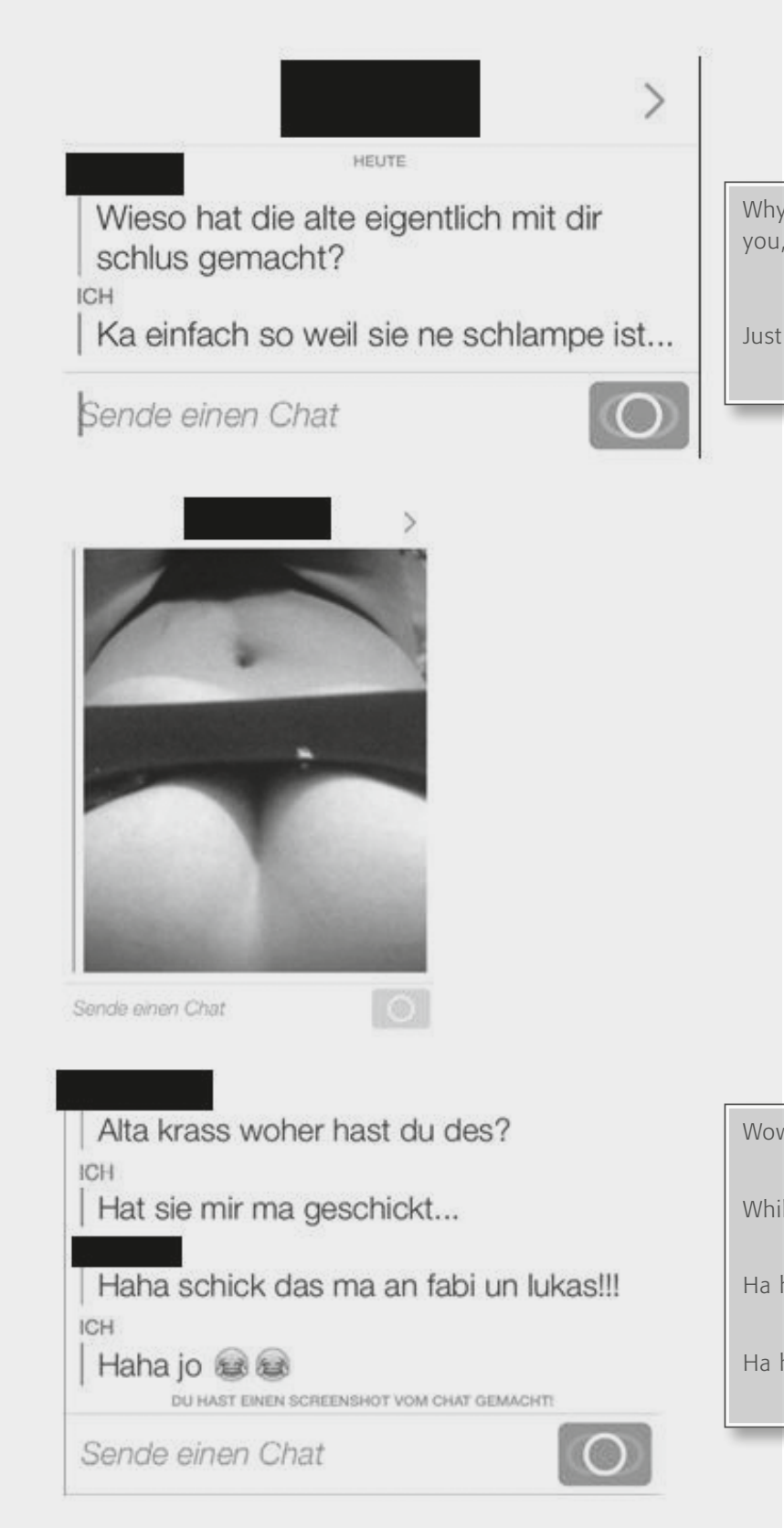
Source: fictitious example WhatsApp message, klicksafe

Facebook



Source: https://de-de.facebook.com/ (retrieved Sept. 24, 2014)

Snapchat



Why did the hag break up with you, anyway?

Just because shes a slut…

Wow where dya get that?

While ago she sent it to me…

Ha ha pass that on to Fabi n Lukas

Ha ha yeah

Source: fictitious example of Snapchat, klicksafe

YouTube

Mobbing victims often feel lonely and isolated

Benjamin Drews Anti Mobbing Video

[redacted] Abonnieren 57

3.051

Hinzufügen Teilen Mehr

125 6

Veröffentlicht am 25.02.2015

Kategorie Menschen & Blogs

Lizenz Standard-YouTube-Lizenz

ALLE KOMMENTARE (14)

Kommentar hinzufügen

Top-Kommentare

[redacted] vor 2 Wochen

Amanda Todd style. Willst du ein bisschen Bleichmittel zu deinem Bi[redacted]

Antworten · 1

Alle 4 Antworten anzeigen

[redacted] vor 1 Woche

Ist doch so. Amanda Todd Style. Der Fettsack hat es verdient gemobbt zu werden.

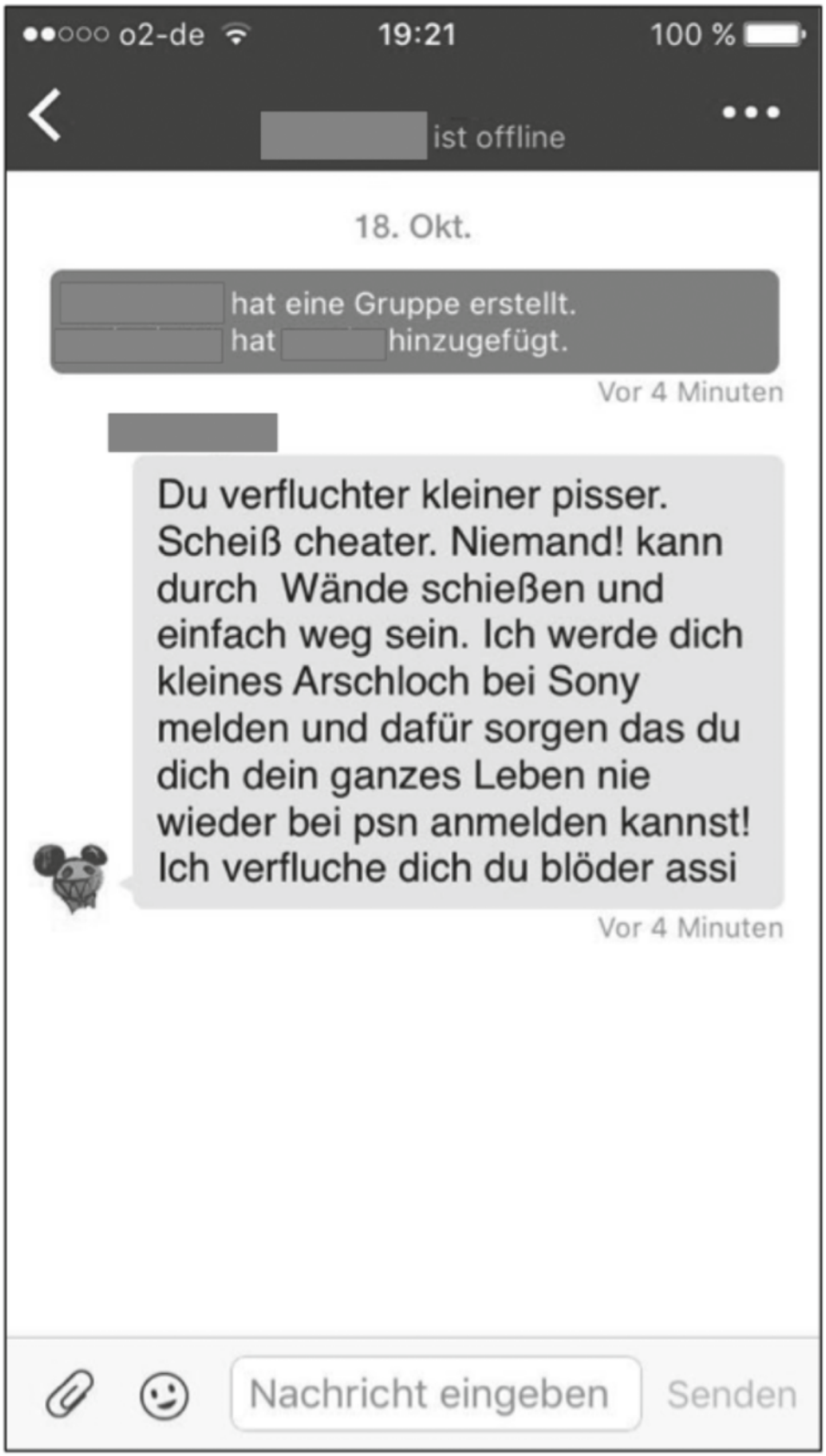
Antworten ·

Amanda Todd style. Want some bleach to go with your BigMac, Fatty?

U got it. Amanda Todd style. That fatbag deserves to be mobbed.

Source: www.youtube.com/watch?v=HNe4UPdLN31 (retrieved Aug. 10, 2015); full video viewed March 13, 2019 at www.youtube.com/watch?v=jBSIVmNBYyA

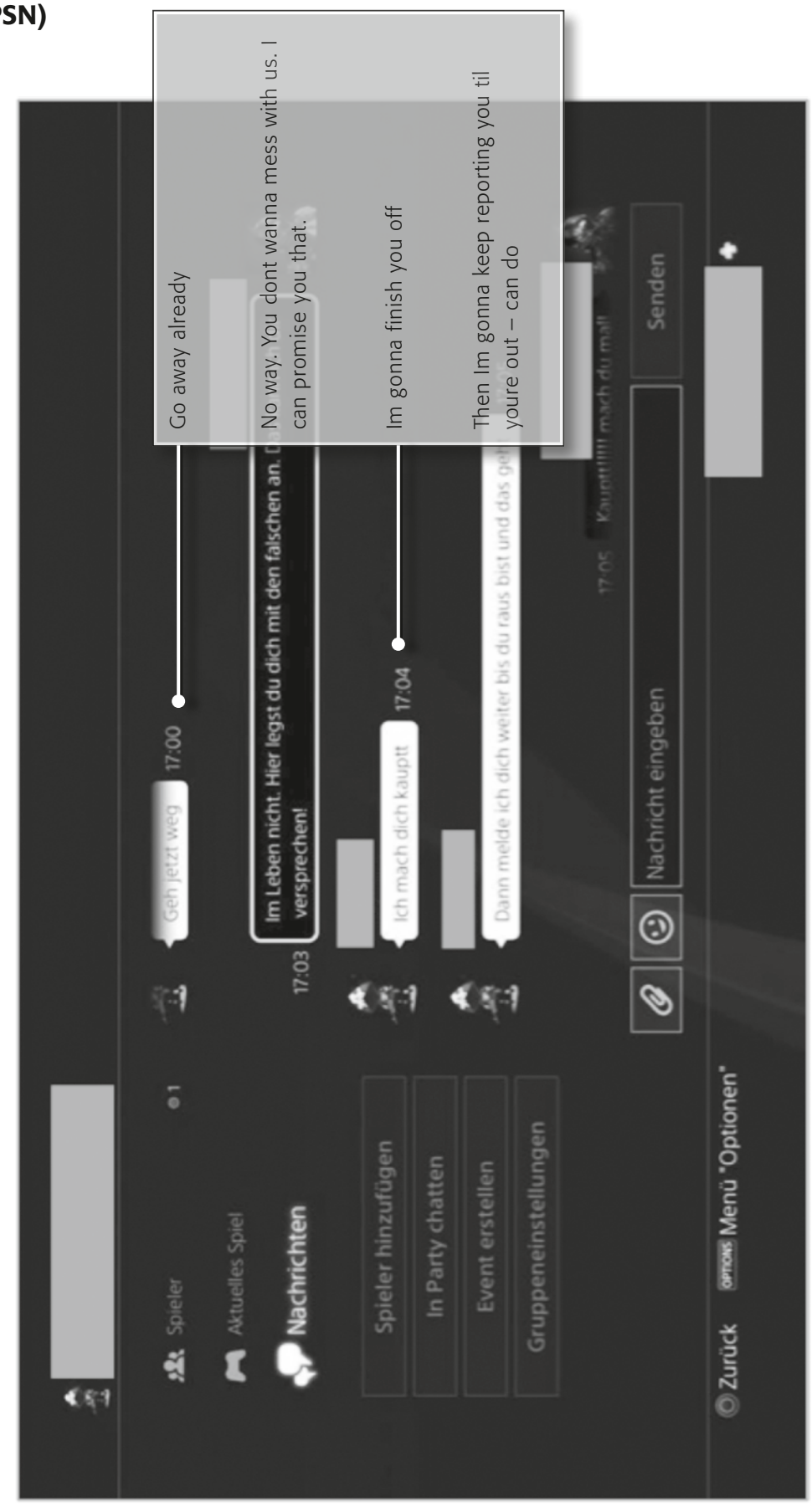
Playstation Network (PSN)



You damn little pisser. Shitty cheater. Nobody! can shoot thru walls and just vanish. I will report you little asshole to Sony and make sure you cant get back onto psn for the rest of your life! A curse on you, you stupid outcast!

Source: fictitious example of PSN Messenger, klicksafe

Playstation Network (PSN)



Source: fictitious example of PSN Messenger, klicksafe

Description of Project 4: Consequences – What do the Victims Experience?

skills	**On the basis of a fictitious case study, the students reflect on the potential consequences of (cyber)mobbing for the victims.**
time in 45-min classes	1
methods	'lightning round', mind map, paper e-mail
materials	case study
internet/PC access	yes (for video and home assignment)

Plan for the Sequence

Starting point

Show the video *Create No Hate* by the teenager Luke Culhane, which gives a vivid impression of how damaging (cyber)mobbing is. Emotional blows are illustrated metaphorically through bodily injuries. **https://www.youtube.com/watch?v=MV5v0m6pEMs** or at **www.klicksafe.de/cyber-mobbing** (with German subtitles)

Development

With the support of a fictitious – but realisitic – case study, the students can learn about and be sensitized to the serious physical, emotional, and social consequences that mobbing can have for those affected. Hand out the work sheet to the students and have them read, silently, the text on "Lilli15". After they have read about Lilli and another girl, Samantha, ask the students to develop and discuss a mind map on the long-term effects of (cyber)mobbing. The potential consequences may include psychosomatic illnesses, depression, thoughts of suicide or revenge. Then have each of them write down a short message (as if answering an e-mail, but on paper) with suggestions on what could be done first to support the victims.

Reinforcement

Several of these 'paper e-mails' can be read aloud and discussed.

Tip: There is a worksheet called "Coping Strategies" at the very end of this chapter (Project 11) that encourages students to think about strategies for responding to (cyber)mobbing incidents.

Additional assignment/homework:
In most countries, there's a website young people can visit to get help. **www.juuuport.de** is one in Germany providing peer-to-peer support; comprehensive services are also linked through the portal **https://jugend.support/**.
Your task: surf out the go-to addresses in your country that offer help in overcoming mobbing. There are also telephone hotlines offering assistance. Get details on one of them and put together a smallk poster for your classmates about the services. Sometimes there are teenagers responding on the other end – with counselors who train them and back them up.
(see example on page after next)

Work Sheet for Project 4: Consequences – What do the Victims Experience?

What you might find in an internet forum – posted by Lilli15:

Hello, for starters!
I'm not sure whether what I'm writing really belongs here, but I am completely wiped out, so I'm giving it a try. It all began about a year ago, all of a sudden these strange WhatsApp messages and e-mails started coming in, really rotten stuff. "You stupid cow", they said, or "Watch out, we're gonna get you." At first I didn't care, but after a while it did get on my nerves. Couple of weeks later, a girl in my class said I mustn't be right in the head to be writing things like that in internet forums, and I didn't know what she was talking about. Then she showed it to me: some idiots had posted gross stuff under my name – first they had me praising Hitler, then hating all the teachers, sleeping with all the boys who got in touch, and plenty more … of course, all this together with my name, address, and telephone number. On Tellonym there was a fake profile under my name.
I was almost too scared to go to school, and I had a stomach ache all the time. After a while my parents brought up the topic of my bad moods and my problems, and we wrote to all the providers that they should delete this junk. But it kept coming up somewhere else. Then I was in really bad shape, couldn't sleep at night, shivering all the time and breaking into tears at the drop of a hat. Hardly anybody at school wanted anything to do with me.

For about two months now, there have been pictures circulating around school on WhatsApp that are supposedly nude shots of me. The whole school has seen them, and wherever I go, I hear people whispering "porn queen" behind my back. But I am absolutely sure that there are no nude photos of me, at least I was never aware of being photographed – in the nude, I mean.
I am so embarrassed, I mean, mortified – although I'm sure that these cannot possibly be pictures of me. After all, there's software for faking things like that. But as soon as I get to school, the whispering starts up. It's come to the point that I hide in the toilet during recess – that is, if I even go to school in the first place, I have these whammo panic attacks in the morning. What I would like to do is just leave everything behind, I've even thought of going all the way.
Why do these fools do things like this? I don't even know who's behind it all – although I do have an inkling. My parents sent me to a psychologist, and now I'm taking medication to cope with the anxiety.
She advised them to transfer me to a different school, but hey: just run away? On the other hand, it can't go on like this. I feel so miserable. Need I mention that my grades have gone down the drain? All I want is to be left alone!!!!!!!!!!!!!!

The suffering of victims lasts for a long time, as a student named Samantha related in a TV feature:

> It is not over yet. "It keeps happening that I have panic attacks and feel like the ground is being pulled out from under my feet," Samantha relates. For a year now, her psychotherapist Gisela Geist has been helping her to work through this experience and overcome being so deeply traumatized. These talks are what help her most to regain her sense of self. "I wasn't worth anything any more, and the first thing I had to learn was to like myself again. Only if you love yourself can you love anyone else again," was her way of putting it.

Source: Film report "Target of Ridicule" on German TV (ZDF) show "37 Grad", broadcast June 12, 2007

Assignments:

1. Read the texts quietly.

2. What consequences can mobbing have for the victims? Think about the fact that it can not only affect a person's health, but also their emotions and social interaction. First write down your own keywords, then arrange them into a mind map together with your classmates (refer to the examples).

3. What tips would you offer to Lilli15? Write her an e-mail (on paper) with some friendly advice. In the group, read some of these messages aloud and talk about them!

Dear Lilli 15,

Additional assignment / homework
Homework's done! My poster

Description of Project 5: Justice and Law (for students 14 and older)

skills	**The students learn about the legal concepts relevant to (cyber)mobbing and apply them to typical cases.**
time in 45-min classes	2
methods	partner interview, case analysis
materials	case examples, work sheet for investigation cases, solutions, beamer
internet/PC access	no

Plan for the Sequence

Starting point

Ask your students: *What do you think – is there a law in our country against (cyber)mobbing?* The students will probably not be sure. The legal situation is different in every country. We will use the example of German law to show that even where (cyber)mobbing is not specifically mentioned in the penal code, there are quite a few criminal offenses for which (cyber)mobbers can be prosecuted. You will need to compare the codes and terminology with those in your country, but to begin thinking about how civil and personality rights are protected, let's dive in and take a good look at this particular legal framework. Hand out the work sheet with the penal codes (3 pages).

The Austria penal code now includes a law (§107c) forbidding "continued harassment by means of telecommunication or a computer system". Information (in German) is available at **https://www.saferinternet.at/faq/was-sagt-das-gesetz-zu-cyber-mobbing/**

Development

First, the students read the legal texts quietly. You may further simplify the language, since some concepts are unaccustomed. At this first reading, clarify terms if necessary and begin writing key words such as "stalking" on the board, with their explanation. By conducting partner interviews, the students reiterate and confirm what they have read.
The students form 6 work groups. Distribute the 6 case examples to them, along with the 'investigative' work sheet. Working together, the students form a judgement on their particular case, relating the events to the legal concepts they have been introduced to.
(You can also give the same case to two groups or only address selected cases.)

You may want to write the number of laws applying to each case on the board.
That motivates the students to examine the cases very closely, e.g. Lisa: 6, Tim: 3 …

Reinforcement

Evaluation and discussion of the cases on the basis of the work sheets and the solutions (which can be projected via beamer). Have the students read each case example aloud for all to hear.

The following Project 6, "Living Together on the Basis of Human Rights" will expand the legal insight of the students into the realm of universally acknowledged human rights.

Additional assignment/homework:
The students can draft a law against (cyber)mobbing in their own words.
Alternative: Discuss whether your country should have a law like the one in Austria.

Copyright violations and non-adherence to user agreements of online services
In some of the case examples, copyright and intellectual property rights are also violated, for example when a photo is publicly re-posted without the permission of its rightholder, the photographer. Legally, this is a separate issue unrelated to the personality rights of the person shown in the photo. Yet another issue would be whether – in cases of insult, defamation, or publication of pictures without permission – there is a violation of the user agreement applying to the host service where the mobbing is taking place.

Justice and Law (1/2)

The internet not a legal vacuum, and (cyber)mobbing can be prosecuted as a criminal offense! Like many other countries, Germany has no specific law that forbids (cyber)mobbing. However, the German penal code – abbreviated StGB – contains a number of laws that apply to it. And your country certainly has similar laws. Let's find out how these systems work.

Assignments:

1. To begin, read the legal texts quietly on your own. Then go over them again by conducting `partner interviews´ with the person sitting next to you.

2. In the case examples of (cyber)mobbing from around the world, what violations of the penal code can you identify? Investigate together with your work group, using the work sheet that lists criminal offenses.

The method: 'partner interviews'
Two persons, partner A and partner B. Each of them reads the legal texts carefully. Then, partner A summarizes the most important points, and partner B repeats them, starting by saying, "Did I get you right? You're explaining that …"
Then the partners switch roles and the second interview begins – but watch out and listen carefully! Each partner is allowed to smuggle in two mistakes that the other person has to find!

Additional assignment/homework
In your opinion and your own words, what could or should a law against (cyber)mobbing say? Try to formulate a text that takes the specific characteristics of (cyber)mobbing into account.

§

My law against (cyber)mobbing

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Demeaning Statements on the Internet:

Insult
(§ 185 Penal Code)
Whoever degrades, demeans, or through other statements or actions damages the honor of another person or humiliates that person, is liable to prosecution.

Slander and calumny
(§§ 186 & 187 Penal Code)
Whoever (e.g., in forums, social networks, or blogs) voices statements or insults that serve to damage another person's reputation or disseminates untruths about that person or is liable to prosecution.

Coercion
(§ 240 Penal Codev)
Whoever uses force or threat of serious damage to induce another person to fulfill his will by performing, enduring, or omitting an act, is liable to prosecution.

Blackmail
(§ 253 Penal Code)
Whoever uses force or threat of serious harm to a person or his property in order to attain benefit for himself or a third person is liable to prosecution.

Stalking
(§ 238 Penal Code)
The concept of 'stalking' means 'to sneak up' on someone, to insist on seeking his proximity against that person's will, using communication media to establish contact or in other ways to infringe on the person's life style. Whoever terrorizes another person in this manner is liable to prosecution.

You can find the complete text of your country's laws on the internet. Once you are on the legal pages, you can search with keywords, such as: 'privacy, personality rights, integrity, discretion, permission, honor' or 'harassment, defamation, libel, recording, violation, detrimental, eavesdropping'.

Dissemination of Photos, Videos, or Audio Recordings Containing Comprising Content:

Control over one's own image (§§ 22 & 23 Artistic Copyright Act)
Photos and videos may only be distributed and published if the person portrayed has granted consent. Every person has the fundamental right to determine whether and in which context portrayals of him/her are made public. Violations of this right can be penalized under §33 Artistic Copyright Act.

§ 23 Artistic Copyright Act stipulates, however, that consent is not required when "the persons shown are incidental to the depiction of a landscape or other location", when prominent persons are displayed, or in "pictures of gatherings, public processions, and similar activities such as public events in which the persons depicted have taken part", e.g. a school festival. Prosecution under this law is only possible where none of these exceptions applies.

Violation of the integrity of the spoken word (§ 201 Penal Code)
Whoever makes, without consent, an audio recording of the spoken words of another (e.g. of a statement intended for a particular, limited group of persons – like a school class) is liable to prosecution. This violation is particularly grave when the recording is made available to third parties, or is published. Even the posting of such recorded speech in online chats (not accessible to the general public) can be subject to prosecution.

Violation of the intimate sphere by taking photographs (§ 201a Penal Code)
Whoever secretly creates photos or films of another person in their living quarters or another space especially protected from view (e.g. a shower, a toilet, or a locker room) is liable to prosecution. The offense is more serious when such images are transmitted or made available to others. Whoever creates without permission or transmits images depicting another person as helpless, and in doing so violates the intimate privacy of that person, is also liable to prosecution.

In this context of visual images, a classroom would not be considered a protected space, but a locker room or toilet would be.

Violation of the integrity of the written word / Data espionage (§§ 202 & 202a Penal Code)
Although § 202 forbids opening or reading sealed letters and documents intended for another person; this does not apply to reading e-mails, meaning that online communication is exempt from this restriction. In this context, however, § 202a on "Data Espionage" can be called upon – provided that the data were, in advance, "especially protected against unauthorized access". This implies that persons are liable to prosecution who, without authorization, read encrypted e-mails or unlawfully gain possession of the log-in password of another person.

Circulation of child pornography (§ 184b Penal Code)
Whoever stores, acquires, or disseminates photos or video clips of persons less than 14 years of age, in which their genitals are suggestively presented or sexual acts are depicted, is liable to prosecution. This crime is, in Germany, a so-called "Offizialdelikt", meaning that when police receive notice of it, they are required to take up an investigation – whether or not the person depicted in the photo or video clip submits a complaint of their own.

Circulation of juvenile pornography (§ 184c Penal Code)
Whoever possesses, acquires, or transmits photos or video clips of persons between the age of 14 and 18, in which their genitals are suggestively presented or sexual acts are depicted, is liable to prosecution.

Failure to provide assistance (§ 323c Penal Code)
Whoever fails to provide assistance during accidents or in a dangerous situation or emergency, although it is necessary and can be expected under the circumstances, and particularly if he/she would not be significantly endangered or forced to neglect other major responsibilities, is liable to prosecution.

Case Examples (2/2)

The Case of Lisa

Lisa is 12 years old, and she often chats with a stranger on the internet. After some time, he asks her to send him, on Snapchat, a sexy photo of her naked chest. Once she has sent him the picture, he circulates it on the net without asking her. He then demands more nude pictures and threatens that if she doesn't send them, he'll send the first picture to her schoolmates – for he now knows where she goes to school, since she has revealed on the chat, along with other very personal things. Lisa doesn't send him any more pictures, with the result that the first photo is soon circulating at her school. Her schoolmates tease her about it. Lisa doesn't feel at ease at her school any more, and she actually moves to another city with her family. But at her new school, the photo makes the rounds again, this time it's even in a Facebook profile under her name. The mobbing attacks get worse. Lisa is not only insulted by her schoolmates, but also beaten by them, with someone filming it all.

The Case of Tim

Tim has always been someone who has few friends, and he often feels left out. In primary school he is already teased a lot, but he doesn't tell anyone about it. Starting university, he's still usually alone and at 20, he doesn't have a girlfriend. So a girl from his town starts to hassle him, and before long he is being insulted and mobbed on the internet. The anonymous attackers are calling him "loser" and "homo". They also claim that he strikes up conversations with young boys at the playground and tries to get them to go with him. In front of his house, a group of worried townspeople holds a demonstration about pedophiles and threatens with brute violence to run him out of town.

The Case of Aila

Aila is 13 years old and in love with a boy she met on Facebook. "Jonas" had contacted her there; they have a lot in common and talk about all kinds of things. Aila also tells her mother about her internet friendship. Her mother makes sure that Jonas is not sending indecent messages or asking Aila for intimate photos. After a while, though, Jonas becomes dismissive and starts to reproach and insult Aila. He accuses her of not being nice enough to her friends and says she's deceitful. Insulting comments also come in from other Facebook users, probably instigated by Jonas, calling her a "slut" and badmouthing her profile photo. Aila is very disappointed and hurt. Some time later, it emerges that another girl, a former friend of Aila's, had goaded Jonas to behave that way by telling him that Aila was saying nasty things about him to their other friends.

The Case of Karim

Karim is a student who shares a dormitory room with another guy. One evening, Karim is alone in the room with his boyfriend. Karim has no idea that his roommate is secretly filming everything that happens, using the webcam and a hidden microphone on his computer. The video showing Karim and his friend kissing gets posted on the internet by the roommate, along with cruel comments like "queer pig" and "cock-sucker". On Twitter, the roommate announces that he's going to film and upload the next rendezvous as well.

The Case of Laura

Laura is 15 years old, and an acquaintance sends her a video in which he is masturbating. She doesn't know him personally, only on the net. He asks Laura to send him a video, too, and promises not to forward it to anyone. Laura makes a video of herself masturbating and sends it to him on WhatsApp. Within two weeks, the video has spread around her school. Her schoolmates are dissing her, bumping into her, taking her picture without permission, and they open a WhatsApp group where they badmouth her ("Laura sleeps with all the boys", "the class mattress"). Laura tells her mother about it, and the topic is now brought up at school. Laura receives messages from other people she doesn't know, demanding that she show more videos and pictures of herself, otherwise they'll post the masturbation video on YouTube. Laura feels really pressured and, on Skype, shows one of the boys her breasts. He also circulates the video. He says he'll send it to her parents if she doesn't give him 100 Euros. When the case is made public at school again, Laura's mother puts a ban on her using the computer or smartphone for some time. In addition, she gets a new mobile number and transfers to a different class at school.

The Case of Josefine

Josefine came out a year ago and is now trying to find a girlfriend via Tinder. There, she "matches" with Melanie. Melanie tells her that she recently came out, too, and that she often feels misunderstood. Josefine soon trusts Melanie enough to flirt with her and reveal a few intimate secrets on their Tinder chat. A few days later, Josefine discovers screenshots of the Tinder chat on Facebook. Now, the whole school knows about her coming-out, and many classmates start calling her "bull dyke". It later emerges that a classmate had spied on her and stolen her password during a class break while she was logging in. As he explained it himself, it was his revenge on Josefine because she didn't want to go out with him.

Work Sheet for Investigating the Cases:

Possible criminal offenses in (cyber)mobbing		Does this law apply? Check the box!	How was the law broken? Reasons to prosecute …
Criminal offense	**Relevant law (Germany)**		
Insult	§ 185 penal code		
Slander Calumny	§ 186 penal code § 187 penal code		
Coercion	§ 240 penal code		
Blackmail	§ 253 penal code		
Stalking	§ 238 penal code		
Control over one's own image	§ 22 artistic copyright law		
Violation of the integrity of the spoken word	§ 201 penal code		
Violation of the intimate sphere by taking photographs	§§ 201a penal code		
Violation of the integrity of the written word / Data espionage	§ 202 & 202a penal code		
Circulation of juvenile pornography	§ 184c penal code		
Circulation of child pornography	§ 184b penal code		
Failure to provide assistance	§ 323c penal code		

Solutions

The Case of Lisa	
Law that was broken	**How it was broken**
Insult (§ 185 penal code)	mobbing attacks of the students
Coercion (§ 240 penal code)	using the threat of circulating the photo at school as a means to get more nude photos
Control over one's own image (§ 22 Art.Copyright)	picture distributed without Laura's permission
Failure to provide assistance (§ 323c penal code)	failure of students to intervene in the beating (others filmed the incident – meaning they were present and could have provided help)
Circulation of child pornography (§ 184b penal code)	dissemination of the nude photo on the internet (the photo is categorized as child pornography)
Violation of the intimate sphere by taking photographs (§ 201a penal code)	beating scene is filmed (Lisa's helplessness was put on exhibit)

The Case of Tim	
Law that was broken	**How it was broken**
Insult (§ 185 penal code)	name-calling ("loser" and "homo")
Slander and calumny §§ 186 & 187 penal code)	rumors are spread about Tim and young boys
Coercion (§ 240 penal code)	"worried" townspeople want to force Tim to leave town, threatening him with violence

The Case of Aila	
Law that was broken	**How it was broken**
Insult (§ 185 penal code)	calling her a "slut" on Facebook
Slander and calumny (§§ 186 & 187 penal code)	calling her a "slut" on Facebook

The Case of Josefine	
Law that was broken	**How it was broken**
Insult (§ 185 penal code)	calling her "bull dyke"
Data espionage (§ 202a penal code)	hacking Josefine's account and publishing the chat without her permission

Solutions

The Case of Karim	
Law that was broken	**How it was broken**
Insult (§ 185 penal code)	insulting comments posted under the video on Facebook: "queer pig" and "cock-sucker"
Slander and calumny (§§ 186 & 187 penal code)	insulting comments posted under the video on Facebook: "queer pig" and "cock-sucker"
Control over one's own image (§ 22 Artistic Copyright)	the video of Karim and his friend is video-recorded and circulated without their permission
Violation of the integrity of the spoken word (§ 201 penal code)	Karim is recorded, without his permission, while flirting with his boyfriend. The encounter was illegally recorded and circulated.
Violation of the intimate sphere by taking photographs (§ 201a penal code)	Karim's room is considered a particularly intimate place, where no video or audio recordings can be made and distributed without his explicit permission.

The Case of Laura	
Law that was broken	**How it was broken**
Insult (§ 185 penal code)	the WhatsApp group, in which cruel things were written about Laura; calling her "the class mattress"
Coercion (§ 240 penal code)	anonymous persons demand that she show "even more", otherwise they will circulate the masturbation video
Slander and calumny (§§ 186 & 187 penal code)	the WhatsApp group, in which cruel things were written about Laura; rumor that she sleeps with all the boys in the class
Blackmail (§ 253 penal code)	threat that the video will be sent to her parents if Laura does pay
Control over one's own image (§ 22 Art.Copyright)	circulating the video without Laura's permission
Violation of the intimate sphere by taking photographs (§ 201a penal code)	posting the video filmed in Laura's private space
Circulation of juvenile pornography (§ 184b penal code)	distribution of the masturbation video at school (the video is considered juvenile pornography)

Description of Project 6: Living Together on the Basis of Human Rights

skills	**The students learn about human rights and the UN declaration with its 30 articles, and they practice putting feelings into words and judging situations.**
time in 45-min classes	3
methods	offline posting (if that option is chosen), case analysis
materials	cards for keywords, marker pens, post-its, work sheets
internet/PC access	yes (for video and teaser)

Plan for the Sequence

Starting point

Show the video *Kids read mean tweets* (background information is given in attachment at end of this unit). **https://www.youtube.com/watch?v=5JIucvK_Z8g**
Discuss what is shown in the film. Possible questions would be:
- *What did you observe?*
- *What is the issue here?*
- *What are the students reading aloud?*
- *Which of the tweets did you find particularly nasty, and why?*

Alternative requiring no internet access: "offline posting""
Distribute post-its to the students, who are sitting in a circle. Each student writes something positive or appreciative about the person sitting to their right and 'posts' it on the person (in analogy to posting it online). All the comments are read aloud.
Questions that can be asked in the ensuing discussion: *How do you think ..nn… felt while his/her post-it was being read to the group? What made you feel really good? Who felt the same way? What do the others think?* If the class is not practiced at answering such questions, you should begin by placing the first question to students whom you consider socially competent and most able to express themselves. Some school classes don't get any further than just saying "OK" or "cool". Use the opportunity to have the class think about what makes people feel good: community, friendship, recognition, success, fun, and so on.

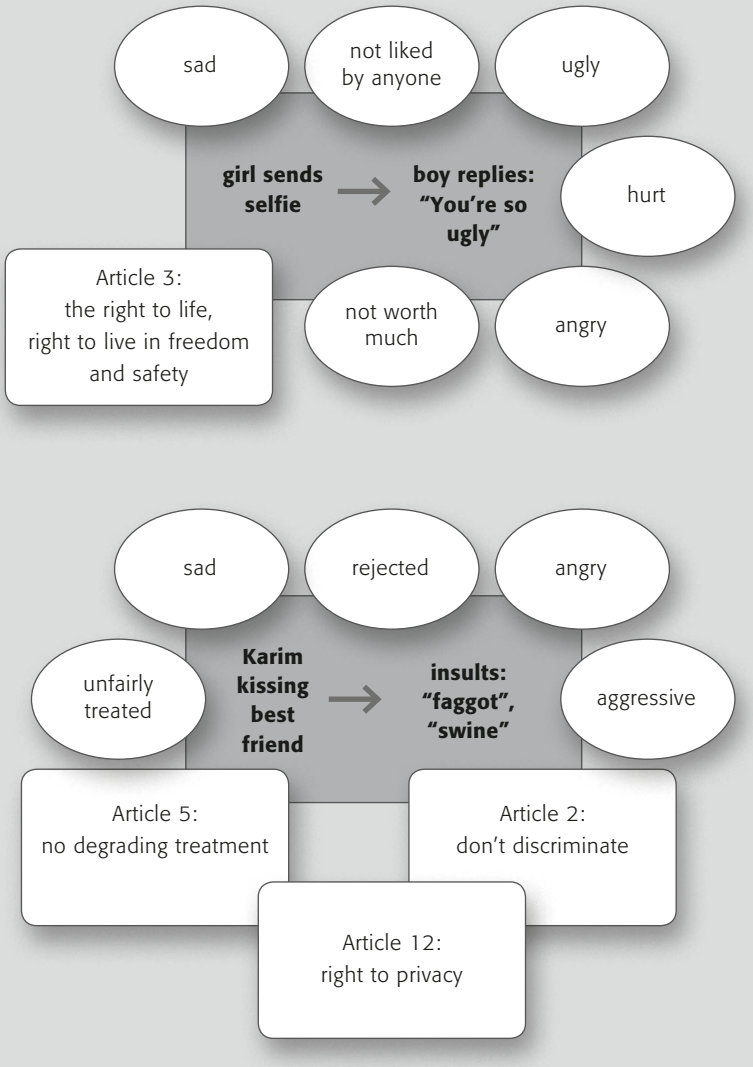
Development

Offline and online, a great number of human rights violations occurs every day. Together with the students, collect their impressions of situations they have experienced online or offline, in which they have observed violations taking place (if they are not able to give examples, you can use those give in Project 5). Make note of the situations by writing keywords on cards and posting them up on the board for all to see.
Every time a situation is described, ask the class: What do you think, how might the person affected have felt? Write the feeling that students express onto cards, as well, and post them on the board where the situation has been set up.
The aim is to make it clear that human beings are sensitive to being hurt – on the net and in real life. Every person forms an opinion of their own about what might be hurtful to others and how serious the damage might be.
This judgement is something each person has to make on their own; it can't be dictated by anyone else. Together with the students, develop the topic of human rights. You can do this by presenting the following questions:
- *What are human rights?*
- *Where have they been formulated in declarations and laws?*
- *Which is the first and most important among the fundamental principles of human rights?*

Show the students the websit **http://www.recht-auf-menschenrecht.de/** and watch the opening teaser together. It is in German, but it will nonetheless be obvious that well-known personalities (actors, musicians, soccer players, etc.) are stepping up and calling attention to fundamental rights. The voice-over tells about the individual rights – to dignity, respect, and education, for example.
Using the situations that the group has made note of and the feelings associated with them, the students should now try to locate the relevant articles in the UN Universal Declaration of Human Rights (or, if you have prepared the Bill of Rights from your own country, the corresponding articles there). *Which articles are being violated in these situations?* Write that on cards and post them on the board, as shown on the next page.

Plan for the Sequence

Development



Reinforcement

Have the students fill out the work sheet "Human Rights Violations".

Additional assignment/homework:
Discuss with the class (or assign an essay on) the significance of freedom of speech in relation to the possibility of hurting or doing damage to another person. Where do the limits of free speech lie, where does the violation of another person's rights begin? The topic can also be treated in the context of current political debate.

Creative assignment:
On the website **http://www.recht-auf-menschenrecht.de/** described above, popular personalities appear in a video teaser (German) to support human rights.
They each make a cardboard poster with an article they find important, and flash it for the camera – all in black-and-white. With your students, create a class photo or collage along the same lines.

Handout for Project 6: Fundamental Human Rights

United Nations - Universal Declaration of Human Rights
in a simplified version for young people.

https://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html

https://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-16-30.html

If availalbe, the Bill of Rights of your own country can be used instead.

The Thirty Articles of the Declaration

1. We Are All Born Free & Equal.
We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.

2. Don't Discriminate.
These rights belong to everybody, whatever our differences.

3. The Right to Life.
We all have the right to life, and to live in freedom and safety.

4. No Slavery.
Nobody has any right to make us a slave. We cannot make anyone our slave.

5. No Torture.
Nobody has any right to hurt us or to torture us.

6. You Have Rights No Matter Where You Go.
I am a person just like you!

7. We're All Equal Before the Law.
The law is the same for everyone. It must treat us all fairly.

8. Your Human Rights Are Protected by Law.
We can all ask for the law to help us when we are not treated fairly.

9. No Unfair Detainment.
Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.

10. The Right to Trial.
If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.

11. We're Always Innocent Till Proven Guilty.
Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.

12. The Right to Privacy.
Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.

13. Freedom to Move.
We all have the right to go where we want in our own country and to travel as we wish.

14. The Right to Seek a Safe Place to Live.
If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.

15. Right to a Nationality.
We all have the right to belong to a country.

16. Marriage and Family.
Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.

17. The Right to Your Own Things.
Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.

18. Freedom of Thought.
We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.

19. Freedom of Expression.
We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.

20. The Right to Public Assembly.
We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.

21. The Right to Democracy.
We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.

22. Social Security.
We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old.

23. Workers' Rights.
Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.

24. The Right to Play.
We all have the right to rest from work and to relax.

25. Food and Shelter for All.
We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.

26. The Right to Education.
Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.

27. Copyright.
Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.

28. A Fair and Free World.
There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.

29. Responsibility.
We have a duty to other people, and we should protect their rights and freedoms.

30. No One Can Take Away Your Human Rights.

Source: This simplified version of the 30 Articles of the **Universal Declaration of Human Rights** has been created especially for young people and published by the non-profit organization Youth for Human Rights International (YHRI).
https://www.youthforhumanrights.org/
This organization also offers videos and other interesting material on the topic of human rights, including a free online course about the 30 Articles.

The preamble and full text of the **Universal Declaration of Human Rights** can be found and downloaded at
http://www.un.org/en/universal-declaration-human-rights/

Every country has incorporated these fundamental principles into its own constitution in some way, usually at the very beginning of the document in a **Bill of Rights.** It provides the basis for other laws of the country, such as penal codes.

Human Rights Violations

Assignment:

1. In the chart, make notes on the all the situations, feelings and relevant human rights principles that you have been discussing together.

situation	feelings	human rights

About the Video Suggested as a Starting Point

Background information on the video *Kids read mean tweets*

Jimmy Kimmel, the presenter of a late-night TV show in the USA, started a kind of trend. On camera, he had prominent guests reading aloud some of the insults sent to them via Twitter. Usually, the guests make a joke of it and the audience laughs, but almost everyone seems to notice at some point that this is not truly funny.

The initiative "Canadian Safe School Network" then built up a campaign against cyberbullying and produced a video. In it, teenagers read cruel tweets that were posted. At first, one can hear an audience applauding and howling in the background, but that dies down after a few minutes – so that the insulting words and the body language of the young people really begin to hit home. The video ends with the statement, "Cyberbullying is no joke."

https://www.youtube.com/watch?v=5JIucvK_Z8g

Similar videos have been posted since then by others, including a group of teenage students who are building the website bullying.org.

Their video *Teens read mean tweets* can be found at

https://www.youtube.com/watch?v=vkKEYsizz6Y

Description of Project 7: Delete – Block – Report: Stop (Cyber)Mobbing!

skills	**The students learn about options for reporting, blocking, and deleting on social networks, and about how to use these options.**
time in 45-min classes	2
methods	work at a series of stations
materials	cybermobbing first-aid app, cards for the stations with assignments, posters with solutions
internet/PC access	Yes ▷ computer room (and students' phones ▷ obtain clearance for use during class)

Plan for the Sequence

Starting point

Ask the class: *Have any of you ever reported, blocked, or deleted anyone/anything on a social network? What is your experience with this? Did it help to solve a problem? Do you know how to do it on all the platforms that you use?*

Development

Rotating through a series of stations, the students learn how to handle problems on various platforms with the help of technical options for reporting, blocking, and deleting. You can either set up all the stations, or only those relevant for the class (having asked in advance which services they use most). Set up the stations by printing out the work sheets and the posters with solutions, and make sure that each station has the proper equipment and access to the corresponding platform.
The required set-up for the stations Facebook, e-Mail, YouTube, and Twitch (live-streaming video portal) would be a PC or a tablet.
For the other stations – Snapchat, Handy, WhatsApp, and Instagram – the students' smartphones will suffice. The posters with solutions can also be distributed as handouts. Students change stations every ten minutes. Posters (in English versions) can be downloaded at:
www.klicksafe.de/cyber-mobbing

Tip: At the site Social Media Guides **https://www.saferinternet.org.uk/advice-centre/social-media-guides** you can find out more about the safety features available on popular social networks.

Reinforcement

To assess and review the tour of work stations, ask: *Which station helped you the most? What can you do if you find a reporting option on a platform?* (e.g. write to the person responsible for the protection of minors on the portal – their contact address should be in the site notice).
At the end of the lesson, you can present the klicksafe cybermobbing first-aid app, which is available in English.
www.klicksafe.de/service/aktuelles/klicksafe-apps.

Cybermobbing first-aid app
The klicksafe (Youth Panel), made up of students ages 12 through 16, has developed a first-aid app to help combat (cyber)mobbing.
They even wrote the code themselves. The app is available in English.
It also contains tutorial material on making a screenshot and using it to report insults and other violations occurring on online platforms.

Homework:
The students practice making screenshots on the smartphone, tablet, and PC, using the tutorial contained in the app.

Handout for Work Stations

Station Facebook

Assignment:
In a social network such as Facebook, it can happen that someone insults you or posts pictures of you that you want to have deleted.

*On Facebook, how can you report a **photo/video,** a **message**, a **user**, or a **post on a pinboard?** Find out!*

Station YouTube

Assignment:
YouTube offers the option of entering comments below a video.
They are not always very nice.

*On YouTube, how can you report **hateful comments** or entire **videos** and **channels?** Is it possible to block another user? Find out!*

Station E-Mail

Assignment:
Sometimes insulting messages also come in via e-mail.

*How can you ensure that, in the future, undesired e-mails land in the **spam file** and not in your in-box? Find out!*

Station WhatsApp

Assignment:
It sometimes happens that one gets insulted or harassed on WhatsApp. No one has to put up with that.

*On WhatsApp, how do you go about **reporting** or **blocking** another **user?** Are there differences between Android, Apple, or Windows devices? Find out!*

Station Snapchat

Assignment:
On Snapchat, you can upload your own Snapchat story, but you can also exchange private snaps with other users.

*But how can you **block** a **user** if you have received a snap with inappropriate or insulting content? Find out!*

Station Twitch

Assignment:
The streaming platform Twitch offers the option, in a live chat, of commenting on videos and livestreams coming in off computers and game consoles ('Let's Play' or LP). However, especially on LP there are any number of viewers that attack those playing because of their supposedly inferior skills (so-called 'flamers').

*On Twitch, how can you **report** and **block** these **users?** Find out!*

Station smartphone

Assignment:
It's not just the internet: you can also be harassed over the phone or via texting.

*How can you **block callers** or maybe even get your phone number **changed** or **deactivated?** Find out!*

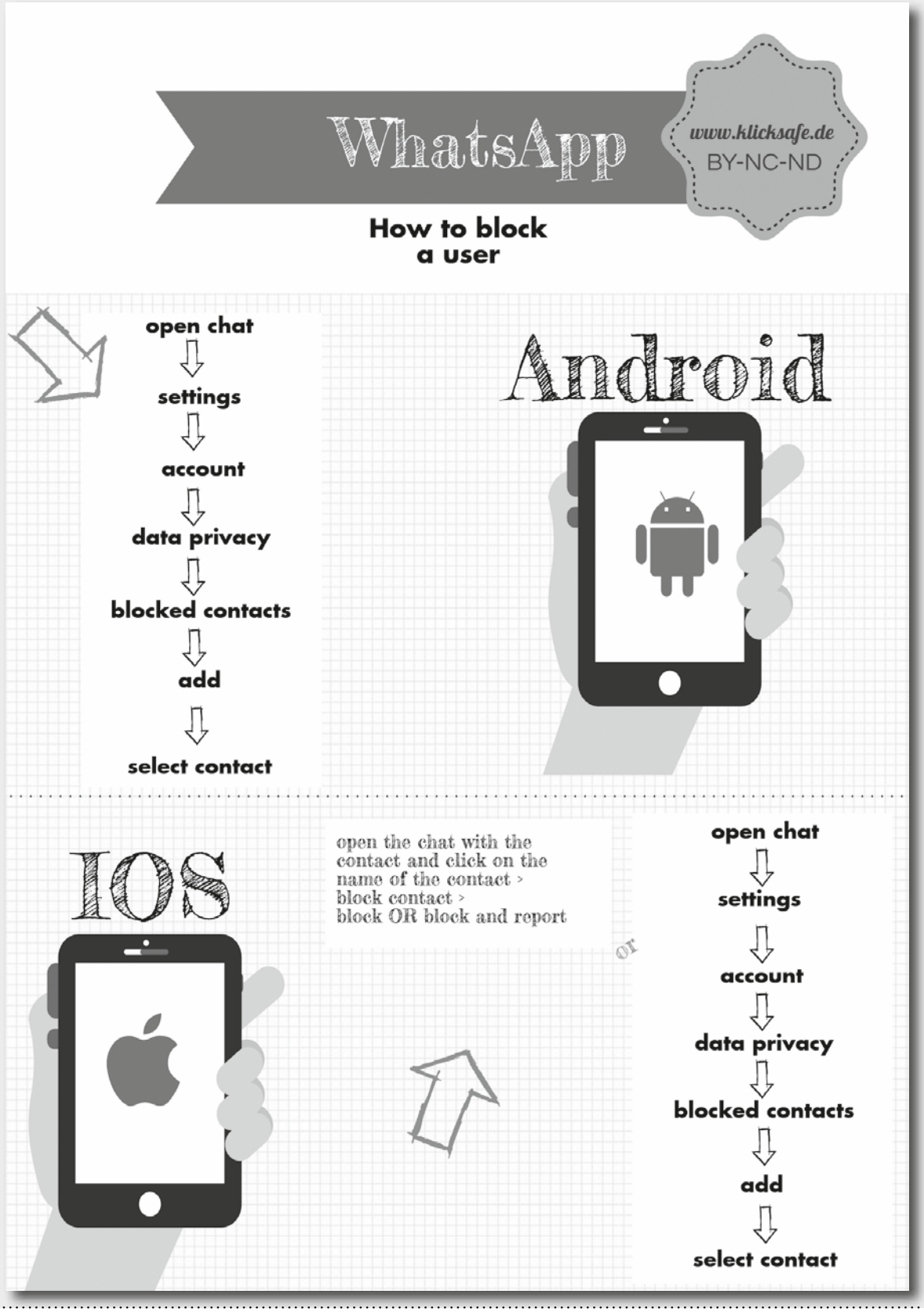
Station Instagram

Assignment:
On Instagram, you can share and comment on photos and videos.

*How can you report **undesirable photos** or **videos** directly to Instagram? How can you **block** or **report** a **user** on Instagram? Find out!*

An Example of a Poster with Solutions

"Solution" posters (in English) for other platforms are available for download at www.klicksafe.de/cyber-mobbing



Description of Project 8: Digital Self-Assertion and Civil Courage on the Net

skills	**The students can apply techniques of non-violent self-assertion on the net, just as anywhere else, and can show the courage of their conviction.**
time in 45-min classes	2
methods	transfer of techniques offline > online, case examples
materials	scissors
internet/PC access	no

Plan for the Sequence

Starting point

In social networks such as WhatsApp, one can get into painful situations where self-assurance is important. *What kind of situations could those be?* Together with your students, gather some impressions of such situations. *Has anyone among you experienced this type of situation? What does it feel like to be the person affected? Has anyone among you been witness to this type of situation, without being the target of it? What feelings can one experience as a bystander, or as the person who is targeted?*

Development

Individually, the students go through the first assignment on the work sheet. The goal is to apply techniques for self-assertion, translating them into actions one can take on the internet.
At the outset, explain the concepts "de-escalation" and "confrontation".

Tip: It is recommended, in advance of this project, to do an exercise or unit on non-violent self-assertion. Material in most languages in available on the internet.

Potential solutions for the first assignment are given here. They should be discussed with the whole class. Blocking a person on the internet can be interpreted in more than one way: it could be confrontational, or also de-escalating.

self-assertion offline	self-assertion online
de-escalation – walk away, evade it – ignore it – "let off!" – "please …" – speak off to the side, don't turn towards the person	– close the service – leave the platform/app – ignore it – block the person
confrontation – posture (upright) – glance (serious) – voice (firm) – "quit it!", "that's enough!", "stop it!"	– don't be insulting – "Please stop doing this, writing these things here, that's going too far." – "Stop it!" – block the person – take up direct contact: "it hurts me that …"
getting help – if possible, say what you're going to do – "If you don't stop right away, I'm going to the teacher / … going to get help."	– "If you don't stop, I'm going to turn to someone / … get help." – report the person / turn to the admin – take advantage of support options online (helplines, counseling, peer scouts) – seek help from friends, family, teachers

For the second assignment, divide the students into small groups and give each group one or more of the 14 case examples provided. The students should read the case described and discuss options for self-assertion on the basis of the charts they have developed.

Reinforcement

When the small groups have completed the work sheet, they present their case to the class first, then the solutions they are suggesting. As an example, the case of "Stefan":

Stefan is invited by a classmate to be in an "anti-Michael group". In the group, everyone disses Michael, and they share photos and videos that make Michael look like a fool.

A possible short presentation on this case could sound like this:
"Our example is about Stefan, who gets invited into an "anti-Michael" group. In the group, everyone disses Michael, and they share photos and videos that make Michael look like a fool. We would suggest that Stefan either take steps to de-escalate – by leaving the group and therefore being able to ignore it. That doesn't help Michael, but at least it means Stefan is not a participant. Of course it would be better if Stefan could confront the members of the group by telling them that what they are doing is not OK and that it violates fundamental human rights. He could appeal to the others to delete the group. If there is content that is threatening to Michael, Stefan should seek help from an adult right away to prevent something even worse from happening."

For reflection at the end of the lesson, these questions can serve as a guide:
–What path of action to you think is particularly good, and why?
–What path of action would you consider ineffective, and why?

Template for Cut-outs: Examples of Digitally Overstepped Boundaries

Susanne takes a selfie and posts it as her new profile pic on Facebook. Two minutes later Jan, a boy from her class, writes underneath it, "You are so ugly."	In the class group on WhatsApp, Daniel relates that he has been to an amusement park with his family over the weekend. Florian then writes, "Nobody wants to hear about that", and Ines confirms Florian's comment with a 'thumbs-up' emoji 👍.
Somebody secretly takes pictures of Jakob in the locker room of the gym. A boy in his class sends a picture to several other classmates via WhatsApp.	Just by accident, Marie notices that on her school's guest book, there are entries made under her real name. One of them says, "I'm the biggest slut in the school."
Over the weekend, Anna went to a party, had too much to drink, and was badmouthing one of the teachers. Franziska secretly recorded the conversation on her smartphone and now posts in on the class chat.	In a Facebook group, Leon reads several entries about Kerim, whose parents come from Turkey. They include expressions like "garlic dago", "mu-slime" or "mohamedan".
Janina and Olli have been dating for two years. Olli asks Janina to send him a nude photo, as proof of her trust in him. After she does so, the relationship breaks up and Olli re-sends the photo to his friends.	In the class group on WhatsApp, Simon asks what homework the class has. No one answers.
Stefan is invited by a classmate to be in an "anti-Michael group". In the group, everyone disses Michael, and they share photos and videos that make Michael look like a fool.	In a forum, Anke has been following a discussion about unemployed people. Some of the forum members make derogatory comments, insult the unemployed, and spread untrue statements.
Through the class group on WhatsApp, Malina receives a video of a fat lady, who is naked, falling into the mud. Most of the classmates think the video is funny and share it with other friends.	Someone sent Henry a video showing a boy who is masturbating.
For two weeks now, Irene has been getting text messages sent from an unknown phone number. In the messages there are insults such as "fucking mistake" and "slut".	Johannes uploads a picture of his little brother onto Facebook with the comment, "best brother in the world". Shortly, he sees that others have added comments like "gay", "sexy", and "another one of those meatfaces".

Work Sheet – Self-Assertion

Perhaps you may someday be in a situation where you need to defend yourself – on the street, in the school courtyard, or on the internet. If that should happen, you'll be well prepared. How to assert yourself well – even in the digital realm – you can find out here.

Assignments:

1. *Read through the tips on how to defend oneself – for example if someone gives you a hard time on the street. Then translate that know-how into a digital situation: analogously, how could you defend yourself on the internet? Write down your ideas in the column "self-assertion online".*

self-assertion offline	self-assertion online
de-escalation – walk away, evade it – ignore it – "let off!" – "please …" – speak off to the side, don't turn towards the person	
confrontation – posture (upright) – glance (serious) – voice (firm) – "quit it!", "that's enough!", "stop it!"	
getting help – if possible, say what you're going to do – "If you don't stop right away, I'm going to the teacher / … going to get help."	

2. *In your small work group, think about options for self-assertion in the case example(s) you have been given, and present them to the class.*

Our solution:

.....

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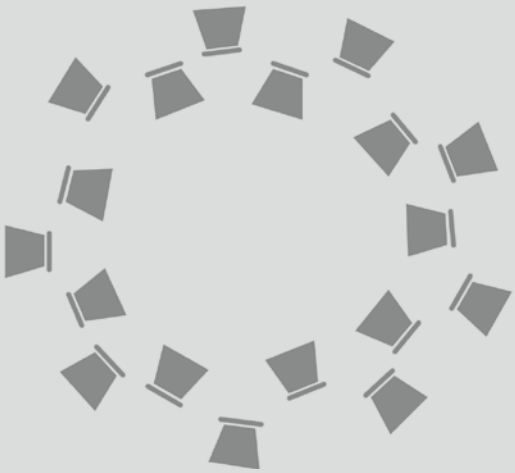
Description of Project 9: Avoiding Harm in Class Chats

skills	**The students can re-consider their own behavior, e.g. on WhatsApp, negotiate and discuss rules in a democratic fashion, and work through conflicts.**
time in 45-min classes	4
methods	circle of chairs, group discussion
materials	flipchart, slips of paper/writing pad, pen/pencil, worksheet, template for flipchart sheets
internet/PC access	no

Plan for the Sequence

Starting point

Where does the community life of the class take place? With the class, count up all the locations that potentially have an influence on the class community. These could be: *the classroom, the school courtyard, the locker rooms, the way home, the country hostel on the school trip, etc., WhatsApp* and other digital spaces.
Explain that what happens in the class group on WhatsApp definitely has a direct effect on everyone in the class and how they are feeling. Therefore, what goes on there is not just a private matter, but rather something that the school and the students' parents also share responsibility for.
The following seating arrangement will help your students to work without disturbances during the first step of this project: form a circle of chairs in which every second chair is turn outwards and moved out into an outside circle, so that the students are essentially sitting back to back.



Development

Each of the students writes down on a piece of paper what bothers him or her about the classmates' behavior on WhatsApp – what gets on his/her nerves, what is annoying. This is not about writing down names: instead the topic is ways of behaving. The more precise the description, the clearer it will be exactly what type of behavior or statement is experienced as disturbing. Each student should work alone, with no talking during the exercise.
If, after some time, the students say they need support, you can relate that students in other classes have made note of things like:
- *too many messages every day*
- *voice messages that are unnecessarily long*
- *messages in the middle of the night*
- *having to share homework just because you've done it*
- *two people calling all the shots for the whole group*
- *anti-groups*
- …

Reinforcement

When that is completed, restore the circle of chairs to its normal shape and collect all of the papers. Begin reading the notes aloud and writing the items onto three large flipchart sheets, gradually working through all of them. Mentally sort the items according to these three aspects:

On the first sheet, write all the forms of behavior that are clearly associated with danger. Among these would be: material (videos, pictures, texts) with juvenile pornographic content, attempts made by strangers to get in touch, etc.

On the second sheet, write all the aspects relating to violations of human rights, that is, involving emotional or physical harm, or damage to property. This would include, for example: excluding members of the group, insults, threats, secretly taking photos of others and posting them in der group, etc.

On the third sheet, write all the aspects of behavior that can be negotiated and regulated by the class itself. Here, it might say: to many messages, unnecessary messages, messages all night long, copying homework, chain letters, and so on.

If a complaint is repeated, add a mark to the existing entry. Not until all the items have been made note of and the students have seen them all, do you actually add in at the top the titles of the categories: Dangers, Human Rights Violations, and Class Topics. Examples of such flipchart sheets are attached at the end of this project description.

Discussing dangers
Make it clear that the students are exposed to certain dangers when using WhatsApp. Using the chart, discuss with the students the points they have brought up and possible options for action towards protection again them.

Example:

danger	option for action
material with content damaging to minors	• do not re-send • discuss with homeroom teacher/parents • assess content (together with adults) • report content to police (e.g., in cases involving child pornography or propaganda) • delete content
strangers trying to make contact	• do not reply • block phone number
chain letters	• what is a chain letter? • check credibility of chain letters, for example through an internet search to establish its origin and verity • do not re-send • if unsure of yourself, speak to parents/friends/advisors
phony profile photos	• do not use phony photos yourself • what to do if you get a warning letter? • knowledge on copyright and personality rights

Reinforcement

Discussing human rights violations
Now proceed to the topic of human rights violations. Again, group the offenses into three mental categories that do not yet have titles or a theme immediately apparent to the class:
1. harm done to the mind / heart / feelings
2. physical harm (not much space required, since only indirect bodily damage is done via digital media and this is usually not mentioned by students)
3. damage to property

Together with the students, formulate the titles of these three categories. Then take up the topic of "human rights", perhaps beginning with the questions, "What is the most important law in the country?" and "What does the first and most important article of law say?" Make it clear to the students that the law applies to everyone living in the country. And it also applies to behavior on the internet and over smartphone.
By taking reference to the corresponding paragraphs of the penal code, you can emphasize how serious the violations are. In every country, the penal code spells out the boundaries between acceptable behavior and criminal acts that violate the fundamental rights of others.

Point out to your students that the list they have produced is a clear indication that human rights violations are actually taking place within the class. At the same time, school is a place to learn. Therefore, the students are given the opportunity to change their behavior. When violations do occur, it is important that they be addressed – by the students themselves, ideally. Then goals can be formulated (practical, realistic agreements) and reparation can be called for. In this context, a distinction the students should be urged to grasp is that between seeking help and tattling (see handbook Chapter 4.4). It is essential that they understand the difference between tattling and seeking help: only then will they be able to turn to an adult when troubles come up.

Example:

Human right	violation	(German) penal code StGB
mind/heart/ feelings	• insult • spreading rumors • threats • blackmail • …	§ 185 StGB § 186 & 187 StGB § 241 StGB § 253 StGB
body	Physical injuries can be inflicted indirectly. If someone is repeatedly targeted by (cyber)mobbing, this can indirectly lead to bodily harm: • stomach pain • headaches • …	
property	• Someone photographs me without permission. • Someone re-sends my photos. • Someone takes video footage. • Someone re-sends the videos. • possession/circulation of child or juvenile pornography • audio or video recording during class (e.g. of the teacher) • …	• control over one's own image § 22 artistic copyright law • distribution, acquisition or possession of child and juvenile pornography § 184b & 184c StGB • violation of the intimate sphere by taking photographs § 201a StGB • violation of the integrity of the spoken word § 201 StGB

Reinforcement

Discussing rules for the class chat
Finally, you look at the third flipchart sheet together. This is about rules, and with your supervision, the students can discuss and negotiate them fairly independently. You can encourage the process of reflection by inquiring about individual points or having the students explain them. Provide time for exchanges.

Example:

content	key questions	rule
too many unnecessary messages	• What do you mean by 'unnecessary'? • What topics are for the whole class? • How many messages is 'too many'? • What kind of messages are most frequent? (greetings, irrelevant conversations, etc.)	I only write messages whose content is relevant for the whole class.
messages at night	• When is it nighttime? • What consequences could sending messages during the night have? • What consequences could it have to leave the smartphone on the night table overnight (without turning on the mute)? (waking up, significance of sleep, radiation from smartphones)	I only send messages to the class group between 7 A.M. and 7 P.M.
two admins have their say about everything	• What does it indicate if there are members of the class who can determine over others? • What is the advantage? What is the disadvantage? • If only two persons from the class were responsible for the chat, what abilities would they need to have?	All the students in the class have admin rights in the group. All of them are entitled to be in the group. OR: There are two (democratically elected) admins who bear responsibility for the group.

The students form groups of 4 or 5 persons. Assign each group one of the themes listed in the last poster, 'rules for the class chat', and give them the work sheet "Group Assignment about WhatsApp". Each group discusses and completes the work sheet, and then presents to the whole class the rule it has created. The class compares the rule with the criteria listed in the work sheet and modifies the rule if necessary. Then the class votes on whether to adopt the rule. An ordinary majority is sufficient (more yesses than nos.)

The students may want to know whether there will be consequences if rules are not observed. This impulse may be understandable, but students often tend to levy rather harsh sanctions. You should therefore take care to see that the consequences are appropriate (something like – performing a task for the class), that they serve to support the sense community and are not tantamount to "exclusion from the group".

Homework:
The completed set of rules can be transferred to a large poster by several of the students, and then signed by everyone.

Avoiding Doing Harm in Class Chats – Group Assignment about WhatsApp

Group (names): .....

Assignment:

1. Create a binding rule on the issue of: .....

Details:

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Our rule reads:

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Tip: The rule should fulfill these criteria:
Effective behavioral rules
– call for behavior that is clearly defined and verifiable,
– contain the word "I",
– are brief, to the point, and binding,
– are unemotional and down-to-earth,
– are in positive wording whenever possible.

Example of Flipchart Sheets Listing Violations/Annoyances

Dangers

- disgusting videos
- embarrassing pictures
- anonymous messages
- chain letters

Human rights violations

Emotional harm:

exclusion from the group
slander/badmouthing III *
spreading rumors I
threats and blackmail
"victim" IIII I
"loser"
"handicapped"
"asshole"

Physical harm:

stomach ache, headache

Violence against property:

taking pictures of others II
secretly filming videos
audio recordings of teachers IIII III

* Every time this keyword is mentioned by another student, another mark is added, in order to indicate its frequency.

Class topics

- too many messages IIII IIII III
- a lot of unnecessary messages
- messages all through the night III
- nobody answers my questions
- passing homework around
- voice messages longer than 20 seconds IIII

Description of Project 10: Human Rights Observers – Rules for Living Together

skills	**The students learn how to monitor rights violations in the class by appointing human rights observers.**
time in 45-min classes	2
methods	circle of chairs, group discussion
materials	slips of paper, writing pad, pen/pencil for voting
internet/PC access	no

Plan for the Sequence

Starting point

You have the option of electing **human rights observers** in the class (see handbook Chapters 4.4 and 5.5.4). The class as a community gives them the mandate to pay close attention to whether any human rights violations take place in the group and, should they occur, to report on them (without naming names) in regularly held talks with the homeroom teacher or a designated school social worker. (The tasks are described in detail in handbook Chapter 4.4.) The students who are elected should be well-informed on issues of human rights (see Project 6), and rules on what is considered 'no go' should be agreed upon by the whole class (see previous Project 9).

The role of the human rights oberservers:
- They are well-informed about human rights.
- They pay careful attention to events in the class.
- They document human rights violations, if any occur.
- They report to the class council on violations they have observed. **(Important:** Their job is not to name names!)
- In serious cases they are witness to, they intervene immediately or get help.

Development

The students should consider what abilities and personal characteristics the human rights observers need to have (see work sheet). Several students can then read their outcomes aloud.

Election of the human rights observers
Distribute slips of paper to the students.

Each student may now nominate 4 classmates (2 girls, 2 boys) who they think would be able to handle the office of human rights observer successfully. The names are then written on the board. Ask the students who are nominated whether they can envision accepting the mandate. Voting then proceeds by ballot, with each student making his or her choices privately. Every student has one vote for a girl and one for a boy. The three boys and three girls with the most votes are elected.

The homeroom teacher counts out the votes discreetly, not openly, then announces the names of those elected. The teacher congratulates them and sets up a schedule for the orientation and feedback sessions to be held on a regular basis.

After a number of weeks, new elections can for human rights observers can be held.

Human Rights Observers

Role description:

1. What tasks are entrusted to the human rights observers?

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2. What character attributes should the human rights observers have?
   Mark all the characteristics that seem important to you.
   Then choose the five that are most important in your eyes, and
   write them down here:

- .....
- .....
- .....
- .....
- .....

Work Sheet for Project 10: Character Attributes

adventuresome	callous	snobbish	derisive
mindful	affected	aggressive	active
silly	adaptable	fear-inspiring	decent
authentic	inspirational	resilient	motherly
modest	protective	concerned	know-it-all
aware	conformist	chaotic	solid character
clever	cool	courageous	defensive
democratic	disinterested	dictatorial	diplomatic
discreet	direct	self-disciplined	thin-skinned
honest	genuine	jealous	selfish
emotional	empathetic	committed	serious
industrious	peaceful	happy	fearless
sensitive	craving recognition	relaxed	congenial
conscientious	dependent on harmony	hectic	condescending
good sense of humor	idealistic	interested	intelligent
calculating	companionable	collegial	communicative
competent	shying away from conflict	vigorous	creative
able to take criticism	moody	lively	nice
focused on solutions	funny	despotic	humane
compassionate	brave	natural	neutral
superficial	objective	forward	perfectionist
finicky	provocative	punctual	radical
opinionated	articulate	respectful	inconsiderate
matter-of-fact	hasty	shy	tactless
team-oriented	loyal	personable	unblinking
impartial	trustworthy	appreciative	reliable

Description of Project 11: Coping Strategies (Excerpt from the German online project 'Ways Out of Cybermobbing')

skills	**Using a fictitious case as a starting point, the students devise potential ways out of a (cyber)mobbing situation.**
time in 45-min classes	1
methods	case study, scale for evaluation
materials	-
internet/PC access	no

Plan for the Sequence

Starting point

What strategies or measures to end mobbing are the students familiar with? Read them the case example of Paul, which is also at the top of the work sheet (next page).
The example is deliberately constructed so vaguely as to leave room for students' hypotheses about what factors or actions might have led to the end of the mobbing.

Development

The students work individually and quietly on the first assignment in the work sheet.
When, in the second step, they read their ideas to the class, a picture emerges of the strategies they already have at hand to deal with mobbing. Some of their wishes and needs in cases of mobbing can also be inferred. Document the strategies they suggest – such as, support for the victim from peers/parents/school, transfer of the victim to another school, punishment of the offender, three-way talk with offender and victim followed by reparation, etc. – on the board, for example in a mind map.

Tip: To organize the concepts, you might use categories such as *human/technical/self-help/other support.*

The students estimate on the scale (in step 3) which of the proposed strategies would be most important or meaningful for them. This can lead to an interesting discussion in the class.

Reinforcement

Point out that mobbing often arises in situations where a victim doesn't have sufficient defenses of his or her own (through gestures, facial expressions, or verbal responses) or when there is little or no support from others. Mobbing in the stage of consolidation or manifestation can be counteracted quite effectively through the intervention of trained professionals.
But it is also possible to provide the wrong kind of support (see handbook Chapter 4.5).

TIP: statements against mobbing.
One digital method of fighting back against mobbing is the video statement, which most students are familiar with. In Project 3, we mentioned an example from Australia (Fix You). But one can work more simply, as Benjamin Fokken demonstrated with his statement (reminiscent of Amanda Todd's style), which triggered an internet hype in 2015. It's in German, and black-and-white, but gets the message across impressively: together, we can do something about this. And it's not just about the author, but rather all kinds of people mobbed merely for being themselves.
Video: **https://www.youtube.com/watch?v=jBSIVmNBYyA** *(retrieved March 14, 2019)*
Perhaps your students have ideas for their own statement against (cyber)mobbing?

Work Sheet – Coping Strategies

Paul is now in the ninth grade. When he was in seventh grade, he had the problem that schoolmates were spreading rumors about him on the internet, and posting really mean pictures. Since he's been in the ninth grade, the cybermobbing has stopped.

Tasks:

1. What do you think happened?
   Describe what might have brought the cybermobbing to an end.

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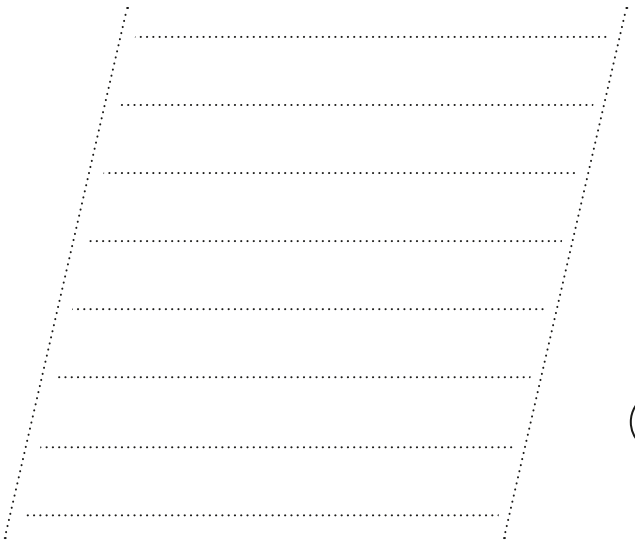
2. Read your ideas aloud to the rest of the class. In a mind map on the board, structure your ideas about what it could have been that made the mobbing stop.

3. What would help you most if you were in a similar situation? List the most helpful thing first, at the top of the ladder.
   Talk about it with the person sitting next to you and, later, explain your opinion to the whole class.



Tip: Don't swallow it, re-post it!
One student took a screenshot of insults sent to him and re-posted that on his own profile. Would you do the same thing? Discuss it with your class.