



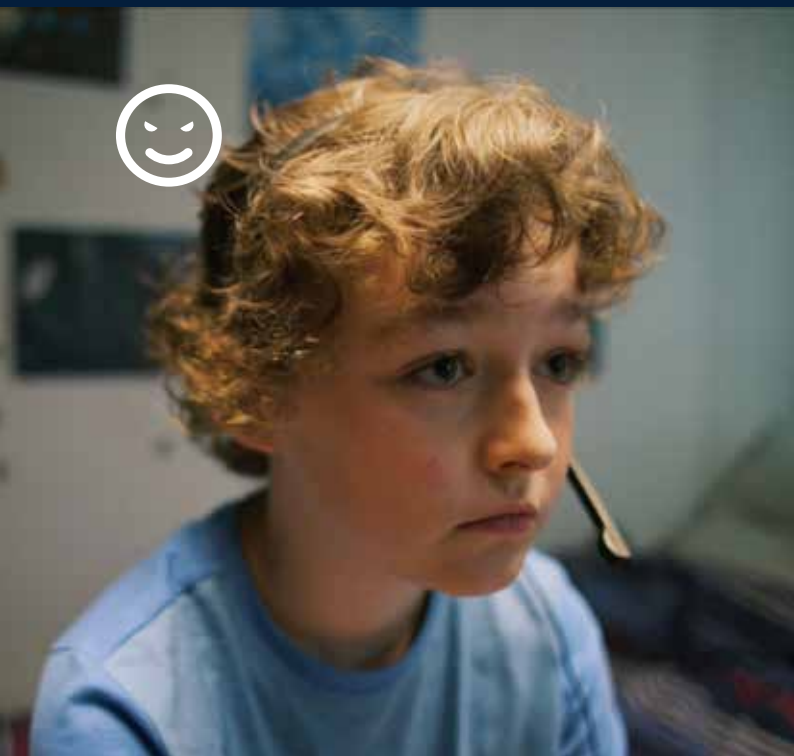
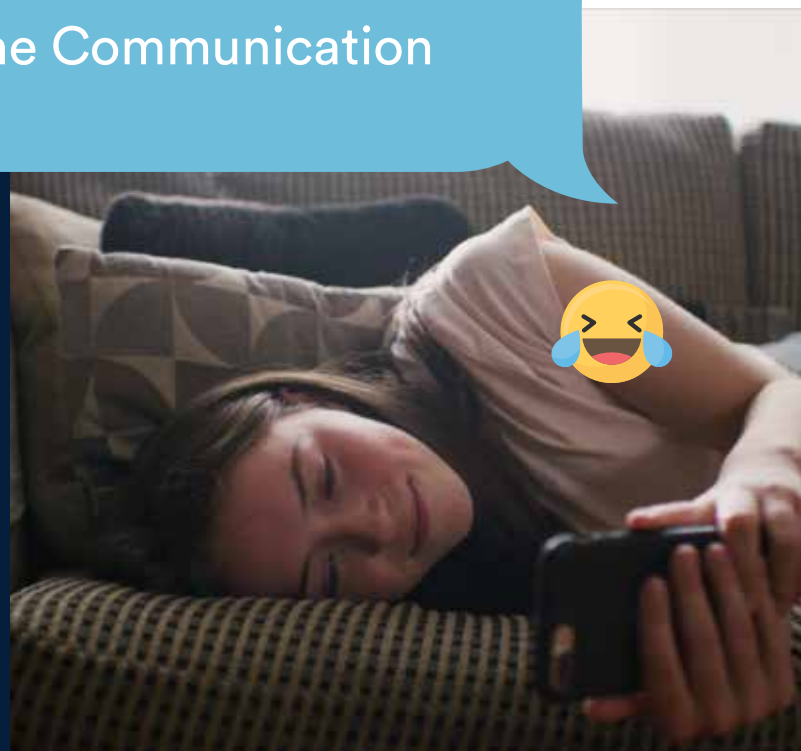
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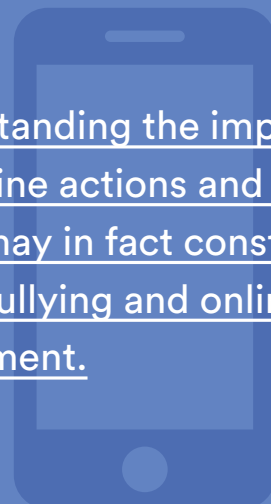
# Connect with Respect

Respectful Online Communication

Garda Post Primary Schools' Programme



Understanding the impact of our online actions and that these may in fact constitute cyberbullying and online harassment.



## The Garda Post Primary Schools' Programme

The Garda Post Primary Schools Programme (formally the Garda Secondary Schools Programme) is a continuation of the relationships built at primary school level. Gardaí will aim to visit each class once in every academic year. The topics delivered in the post primary programme are; personal safety, substance use, diversity/human rights, consequences of antisocial behaviour and assaults, sexual offences and internet safety.

### Connect with Respect Pack

Connect with Respect, developed in partnership with Webwise addresses the topic of cyberbullying, and aims to try to prevent this behaviour from happening and to empower pupils to respond effectively if cyberbullying and harassment does occur. The lesson is designed to help students at the Junior end of post-primary, between the ages of 12-14, to understand the impact of their actions and that it may in fact constitute cyberbullying and online harassment. It aims to help students recognise that online harassment and cyberbullying is not acceptable and in some cases is a criminal offence.

### Be in Ctrl

The Garda Post Primary Schools' Programme is supported by an additional lesson addressing online sexual coercion and extortion; Be In Ctrl. Be in Ctrl, developed in partnership with Webwise is a Junior Cycle SPHE resource addressing the issue of online sexual coercion and extortion of young people. It aims to inform students of this crime, raise awareness of safe online behaviour and empower young people to seek help and report incidents to the Gardaí.

This lesson will give students an opportunity to recognise that online sexual coercion and extortion of children is a crime, to raise awareness of safe online communication and promote help-seeking and reporting.

The resource can be accessed for free here: [webwise.ie/beinctrl](http://webwise.ie/beinctrl)

## Webwise

Webwise is the Irish Internet Safety Awareness Centre which is co-funded by the Department of Education and Skills and is co-financed by the European Union's Connecting Europe Facility.

Webwise promotes the autonomous, effective, and safer use of the internet by young people through a sustained information and awareness strategy targeting parents, teachers, and children themselves with consistent and relevant messages.

Webwise develop and disseminate resources that help teachers integrate internet safety into teaching and learning in their schools. We also provide information, advice, and tools to parents to support their engagement in their children's online lives.

Webwise is part of the PDST Technology in Education, which promotes and supports the integration of digital technologies in teaching and learning in first and second level schools. The PDST Technology in Education is a section of the Professional Development Service for Teachers (PDST). The PDST is a support service of Teacher Education Section, Department of Education and Skills and is hosted by Dublin West Education Centre.

Visit [webwise.ie](http://webwise.ie) for more information and free resources.



# CONTENTS

<b>Background information</b>	<b>4</b>
Garda Checklist	4
How to Use this Resource	5
Getting started: Preparing for your visit	5
Guidance on delivering the Connect with Respect lesson	7
<b>Connect with Respect lesson</b>	<b>9</b>
Worksheet 1: Connected	14
Worksheet 2: The Law, the internet and me Quiz	15
Worksheet 2.A: Answer sheet	16
Worksheet 3: Crossing the line scenarios	17
<b>Appendices</b>	<b>19</b>
Appendix 1: Checklist: Use of Programmes and/or External Facilitators	19
Appendix 2: Sample Ground Rules	20
Appendix 3: Different Type of Online Harassment	20
Appendix 4: How do we connect?	21
Appendix 5: Frequently asked questions	24
Appendix 6: Post-Primary Anti-Bullying and Online Safety Resources	29

The contents of this booklet are the sole responsibility of the Professional Development service for Teachers and do not necessarily reflect the opinion of the European Union.



# GARDA CHECKLIST

## Before visiting the school ensure that the following issues have been addressed.

- ✓ Preparation is required ahead of delivering the lesson. Please read all guidance materials provided in this pack.
- ✓ Arrange a meeting with the school/class teacher to discuss and agree format for delivery of the Connect with Respect Talk (see guidance and discussion points on p.5-6).
- ✓ Familiarise yourself with the schools Acceptable Use policy, Code of Behaviour and Child Safeguarding Statements. Follow the Child Protection Procedures in cases where pupils make a disclosure.
- ✓ Familiarise yourself with the visit guidelines (see Appendix 1).
- ✓ Confirm in advance that the school will provide you with a computer, internet access and speakers.
- ✓ The talk is supported by a video and scripted presentation available at: [webwise.ie/connect-with-respect](http://webwise.ie/connect-with-respect) or [garda.ie](http://garda.ie).
- ✓ A copy of the lesson and activities (including the pre and post visit activities) should be supplied to the teacher in advance of the lessons.
- ✓ Talk to your colleagues in the station and see if they are aware of any local issues or recent incidents which might be relevant (Review recent pulse incidents).
- ✓ Talk to your colleagues in the station and see if they are aware of any local issues or recent incidents which might be relevant, (Review recent pulse incidents).
- ✓ Familiarise yourself with most recent Cyber Policies and Child Protection Procedures within An Garda Síochána.
- ✓ Do not forget to fill out a return form and send to [schoolsprogramme@garda.ie](mailto:schoolsprogramme@garda.ie) within 1 week of completing the lesson (always cc your supervisor when sending).



# How to use this resource

**Welcome to Connect with Respect. This resource aims to help students at the Junior end of post-primary, between the ages of 12-14, to understand the impact of their actions and that it may in fact constitute cyberbullying and online harassment.**

It aims to help students recognise that online harassment and cyberbullying is not acceptable and in some cases is a criminal offence. The objective in delivering this talk is to try to prevent this behaviour from happening and to empower pupils to respond effectively if cyberbullying and harassment does occur. The Connect with Respect lesson is designed to complement and support the school SPHE Programme of work.

This booklet contains information on preparing for the school visit, provides support materials to help deliver the talk and directs you where to find appropriate follow up information.

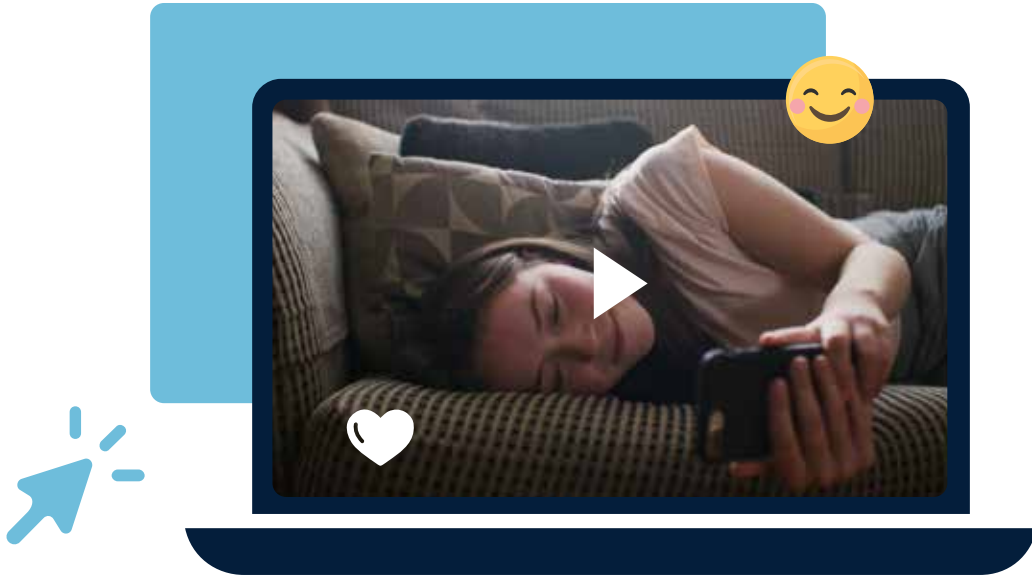


## Getting Started – Preparing for your visit

Preparation is required ahead of delivering the talk. Before beginning the programme read the background information supplied in this guide.

Arrange a pre and post visit meeting with the SPHE Coordinator to discuss and plan for delivery of the lessons. The following should be discussed and agreed with the school in advance:

- Check the schools Acceptable Use Policy, Code of Behaviour and Child Safeguarding Statement. These are important documents for helping the school deal with any issues that arise. Request they be sent to you in advance of delivering the session.
- Consideration should be given to the possible vulnerabilities of students and the minimising of any potential negative impact of the programme. Speak to the class teacher or year head and see if there are any ongoing issues with cyberbullying in the class / year. In larger schools, it may also be helpful to speak to the guidance counsellor.
- To ensure this lesson is accessible to all students, consult with the teacher on the lesson content beforehand. The teacher may provide advice pertaining to differentiating the activities for students with Special Education Needs (SEN) in order to better enable them to achieve the learning outcomes of this resource. **Special consideration for students with SEN is essential as they can be particularly vulnerable when navigating the online environment.**
- The school may have already engaged with students on the topic of bullying. This should be discussed with the school beforehand to ensure the lesson complements the SPHE Programme.



- Provide a copy of the lesson/programme to the SPHE Teacher/Coordinator in advance of the lesson.
  - Agree in advance of the lesson with the class teacher which activities are best suited to the age profile and engagement level of the students.
  - Information on a follow up lesson for classroom teachers is outlined in Appendix 6 along with additional online safety resources, supply them with a copy of the resources list in advance of the lesson.
  - Confirm in advance that the school will provide you with a computer, internet access and speakers.
  - Check with the teacher that the classroom layout is suitable for the lesson content and activities.
  - The Department of Education Visit Guidelines states, “**External facilitators always work under the guidance and supervision of the relevant classroom teacher who remains in the classroom with the students at all times and retains a central role in the delivery of the subject matter**”.<sup>1</sup> This should be agreed with the classroom teacher ahead of the visit. Familiarise yourself with the Department of Education and Skills Visit Guidelines (see Appendix 1).
  - This lesson might touch on sensitive issues for some of the students you are addressing. In order to protect the privacy and wellbeing of all students it is important that they are aware of the limits of confidentiality and are not permitted to discuss personal stories. It is essential to be clear on the school’s Child Safeguarding Statement and follow the Child Protection Procedures in cases where a disclosure is made as there is a legal obligation to report disclosures made by a child. The mandated teacher should be present during the lesson and is required to report any disclosures. **Important:** Gardaí have a responsibility to deal with disclosures where a child is at an immediate risk of harm.
  - Ensure that the principal and parents are aware of the programme and when it will be taught in school.
  - In the lesson, students are asked if they know who the school’s Designated Liaison Person (DLP) is. Confirm this in advance with the teacher.
- In addition to meeting with the school:**
- Talk to your colleagues in the station and see if they are aware of any local issues or recent incidents which might be relevant. (Review recent Pulse incidents).

<sup>1</sup> Department of Education and Skills Circular No. 0043/2018 issued to all Secondary Schools: <https://www.gov.ie/en/circular/88ca5c44bb1d45e09c2ac3152ea5bcb0/>



- Familiarise yourself with most recent Cyber Policies and Child Protection Procedures within An Garda Síochána.

## Guidance on delivering the Connect with Respect Lesson

This talk is designed to be delivered by Gardaí to one class group, ideally 30 students max. **The class teacher is required to be present for the duration of the talk.** Depending on the time allocated by the school, all or a selection of the activities in this booklet can be delivered.

The suggested activities outlined in this lesson can sometimes run on and take longer than indicated. Please ensure you leave time to process the learning at the end of the session by leaving enough time to debrief. If necessary feel free to alter and omit activities if you feel that there is insufficient time. Use the scripts and PowerPoint presentations provided.

Having a clear set of ground rules is important to manage classroom behaviour and participation before addressing the issues raised in this lesson. This should be outlined at the start of the session so it is fresh in the minds of the students. Check with the teacher if a set of rules has already been agreed, alternatively see Appendix 2 for suggested ground rules.

When discussing bullying / cyberbullying in the classroom, encourage the students **to talk in general terms** and not to name or identify other individuals e.g. using words like:

“Someone might ... and this could cause a person to feel ...”

“Sometimes a person could ...”

To help promote inclusive and respectful discussion consider:

- Using open-ended questions – ask for clarification, examples and definitions.
  - Balance student voices by using a token system to encourage all students to contribute – for example use a ball to select responses.
- Model curiosity to help provoke discussion for example – I am curious why you think this?
  - Bring discussions to a close by wrapping up with two or three key points.
  - Class discussion should be supported by the teacher present, sensitive questions should be handled by the SPHE Teacher.
  - Research findings indicate that the following teaching approaches have limited effect and are counterproductive to the effective implementation of SPHE. In light of this, schools are advised to avoid the following approaches:

### Scare tactics

Information that induces fear, and exaggerates negative consequences, is inappropriate and counterproductive.

### Sensationalist interventions

Interventions that glamorise or portray risky behaviour in an exciting way are inappropriate and can encourage inappropriate risk taking.

### Testimonials

Stories focused on previous dangerous lifestyles can encourage the behaviour they were designed to prevent by creating heroes/heroines of individuals who give testimony.

### Information only interventions

Programmes which are based on information alone are very limited in the learning outcomes they can achieve and can in fact be counter productive in influencing values, attitudes and behaviour.

### Information that is not age appropriate

Giving information to students about behaviours they are unlikely to engage in can be counterproductive in influencing values, attitudes and behaviour.

### Once off/short term interventions

Short-term interventions, whether planned or in reaction to a crisis, are ineffective.



### Normalising young people’s risky behaviour

Giving the impression to young people, directly or indirectly, that all their peers will engage/are engaging in risky behaviours could put pressure on them to do things they would not otherwise do.

### Didactic approach

Didactic approaches which are solely directive in nature are ineffective in the successful implementation of SPHE/RSE.

## Connected

A key component of the talk is the **Connected** film. Based on real life experiences, Connected is a short film exploring how young people communicate and connect online. The film encourages young people to reflect on why their actions matter and the impact it can have on others. In order to use this effectively during your talk the computer you are using must have functioning speakers attached. The film is embedded in the powerpoint presentation and is also available online at [www.webwise.ie/connect-with-respect](http://www.webwise.ie/connect-with-respect).

## Supports for Parents

Parents are the primary educators of their children and teenagers are spending an increasing amount of time online at home. It is vital to educate and support parents around this in order to reinforce appropriate behaviour online. Encourage schools to draw parent’s attention to the supports available to them on [webwise.ie/parents](http://webwise.ie/parents) by placing a link on their school’s website or circulating the Parents Guide to a Better Internet booklet available from [webwise.ie/parents](http://webwise.ie/parents) to the parent’s association.

## Following up with the school

A follow up session with the SPHE teacher is recommended after delivering the session to debrief and note any child welfare concerns that arose.

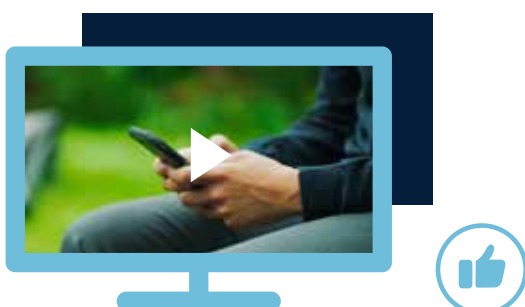
On completion of the school talk, encourage the school to continue lessons using the Webwise resources (Appendix 6), these free resources are available to schools to engage in ongoing online safety lessons. A specific follow up lesson has been developed for the Connect with Respect Talk. Details of the lesson are outlined in Appendix 6 and also be accessed via [www.webwise.ie/connect-with-respect](http://www.webwise.ie/connect-with-respect).

**Remind schools about the Webwise Parents Hub, offering free advice and resources for parents on a range of online safety topics and issues available at [Webwise.ie/parents](http://Webwise.ie/parents).**

## Be In Ctrl

The Connect with Respect lesson can be followed on using the Be in Ctrl Garda Schools talk. Be in Ctrl developed in partnership with Webwise is a Junior Cycle SPHE resource addressing the issue of online sexual coercion and extortion of young people. It aims to inform students of this crime, raise awareness of safe online behaviour and empower young people to seek help and report incidents to the Gardaí. This lesson will give students an opportunity to recognise that online sexual coercion and extortion of children is a crime, to raise awareness of safe online communication and promote help seeking and reporting.

The Be In Ctrl Garda Schools pack can be accessed here: [www.webwise.ie/beinctrl/](http://www.webwise.ie/beinctrl/)





# Connect with Respect Lesson

## Respectful Online Communication



### Learning Outcomes:

Students will be able to recognise what online harassment and cyberbullying looks like and understand that it is not acceptable. Students will explore the impact of cyberbullying and online harassment on young people. They will be able to identify ways of responding effectively if they are affected by online harassment and cyberbullying.

### Indicators of Wellbeing:

- Aware
- Connected
- Responsible
- Resilient
- Respected

### Curriculum links:

Social Personal and Health Education.

Junior Cycle Specification: Strand 2: Minding myself and others.

#### Anti-bullying

- 2.10 Describe appropriate responses to incidents of bullying
- 2.11 Appraise the roles of participants and bystanders in incidents of bullying.


#### Respectful Communication

- 2.8 Use the skills of actively listening and responding appropriately in a variety of contexts
- 2.9 Use good communication skills to respond to criticism and conflict.

### Resources needed:

- PowerPoint presentation with Connected video (available at [www.webwise.ie/connect-with-respect](http://www.webwise.ie/connect-with-respect)).
- A set of pre-printed and cut out App matching cards (Appendix 4).
- Copies of worksheets 1, 2 and 3.

### Embedding Digital Technologies

Schools with access to digital devices (e.g. tablets, laptops, phones etc) can integrate these into the activities. These options are marked with the symbol 

### Methodologies

Pair matching activity, quiz, video analysis, group work.

### Things to consider:

- It is advisable to read the guidelines and meet with the school before delivering this lesson. Before leading any of the activities included in this resource, it is important that you have established clear ground rules with the class and that students see the SPHE class as an open and caring environment.
- Take the time to outline the supports available to students (both inside and outside of school), should they be affected by any of the issues discussed in the class and need to talk to someone.
- Highlight the fact that if there are any disclosures indicating abuse or underage sexual activity, you are obliged to report the incident.
- Avoid discussing cases familiar to the students, focus discussions on the story presented in the lessons.

# Garda/Teacher Presentation and Activity Script

## Slide 1: Introduction

Today I've been invited in by your teacher to help cover the topic of online harassment and cyberbullying. This can cause confusion for some people as the internet doesn't enable us to see people's reactions the way we do in real life and so sometimes we can cross the line without realising it. The impact of our online actions can be much bigger than we realise. Sometimes we see things online and aren't quite sure what to do about it.

Today this lesson will focus on helping identify incidents of harassment and bullying, thereby making it clearer for us what is and is not over the line. Hopefully this will prevent any of us becoming caught up in something serious. The internet can be a wonderful way of connecting with others, we want to make sure it is a safe and respectful place too.

## Slide 2: Ground Rules

One way of staying safe and being respectful is having a clear set of rules to help us. Before we get started, let's remind ourselves of some key ground rules for class discussion. Go through the points on the slide.

Please ensure you explain the second last one clearly:

**What is shared in class stays in class ... but there is a limit to this if a teacher is concerned. It might be appropriate here to point out that the school is required by law to seek advice and support from TUSLA if they are concerned you are in danger. Ask them if they know who the DLP Designated Liaison Person in the school is and the Deputy Designated Liaison person is.**

At any point during the presentation if someone breaks one of the rules gently point it out to them by saying something like "oh hang on, I think you are forgetting the ground rules your class came up with, remember the one about...").

## Slide 3: How do we Connect?

Young people have lots of ways of connecting with others online. We are going to do a matching activity now to see if we can identify all the different ways we create online connections. (Either at this point or as they have entered the room get the teacher to help you distribute one card to each student – See Appendix 4). Ten people in the room have symbols, ten people have descriptions and ten people have the names of these methods of communication. When I say so you are going to stand up and try to find your corresponding group. When you have found your group, raise your hand. (Give them time to do this, it will probably be loud but that's ok!)

## Slide 4: The Positives and Negatives.

We know that there are lots of positive aspects of being online, but we also know that there can be negative aspects to life online as well. In your groups of 3 can you identify one good thing and one bad thing about your group's 'way of connecting'? (Give the students a few minutes to discuss this and then take feedback from each group. Try not to comment on their feedback unless they break one of the ground rules established at the start of the activity). Are there similarities between the groups in terms of positives and negatives?





### Slide 5: Cyberbullying

The focus for today's talk is respectful communication. It is important to acknowledge with students the importance and benefits of communicating online and that while the internet is a brilliant resource that you can use to do lots of different things we are going to look at what happens when communication is not respectful, or in some cases turns into harassment and how to deal with that. Go through with students the definition of bullying and cyberbullying with students.

It is also important to give them an understanding of the different types of online harassment (see Appendix 3).

#### What is bullying?

Bullying is defined as unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time.

#### What is cyberbullying?

Cyberbullying is defined as "placing a once-off offensive or hurtful public message, image or statement on a social network site or another public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour" (Anti-Bullying Procedures, Department of Education and Skills, 2013)

### Slide 6: Connected video

This video I'm about to show you is based on young people's real-life experiences of communicating and connecting online. As you watch it I want you to think about the actions of those involved and the impact they have had on others. Connected film is available here: [webwise.ie/connect-with-respect](http://webwise.ie/connect-with-respect) or at [garda.ie](http://garda.ie).

### Slide 7: How would you feel?

Distribute a copy of worksheet 1 to each group. Go through the worksheet with students. As a group discuss the characters we have seen in the video. Put yourself in their shoes, imagine you had that experience. How would you feel and why?

Play the Connected video again for students before asking them to discuss and write their answers.

Give the students time to properly discuss this and write their answers. Get the teacher to help you circulate the room and chat to the students as they do it, prompting them to add more detail and to keep them on track. This should take no more than 5 minutes. Take feedback from the groups, try and get one emotion at least from all ten groups. Explain that by definition cyberbullying and online harassment takes place online, but that it's important to remember that it impacts the offline world too. The consequences can sometimes be felt in the student's school or local community.

Explain that not every person experiences the same emotions or reacts the same way. There is no right or wrong way to feel as a result of online bullying or harassment. What is important here is how we as a community both in and outside of school support someone who may be going through this.


### Slide 8: Quiz time – How does my school and the law protect me?

Keeping the students in their preexisting groups, distribute the quiz questions. This activity should take ten minutes to complete.





This is designed to be an informative quiz, not a competitive one. When students are finished the quiz provides feedback on the correct answers. The answer sheet in Worksheet 2.A will help with this. There are also FAQs in Appendix 5 if the students ask questions that are very detailed.

 It is also possible to do this as an online quiz if the school has digital devices that the students can use or if they are permitted to use their phones. It is recommended the activity be done as a group quiz to allow the students to consult on the answers. It is available on kahoot and called: The Law, the internet and me. The quiz can be accessed here: [Webwise.ie/connect-with-respect](http://Webwise.ie/connect-with-respect).

It is important to point out here that all of these are ways we are protected and not designed solely to punish us but more to ensure we know the limits of our rights so we don't disturb or impact on someone else's rights. They mark the line of acceptable behaviour in our school community and our society as a whole. Emphasise that even though the law gives us some boundaries, any behaviour which is unwanted is unacceptable, regardless of whether it breaks the law or not.

**Slide 9: Crossing the line**

This slide is a placeholder for you to explain the instructions for the next activity. If you jump ahead to the scenarios the students will miss out on the instructions and not complete the activity well.

Not all nasty messages constitute bullying. A lot of cyberbullying occurs when we lose sight of the consequences of our actions. Some people don't think sending messages which they see as "just messing" or "joking" is bullying, and don't understand how it can hurt someone. Internet anonymity empowers bullies and leaves them feeling like they cannot be traced. This is where we all need to play a role in protecting each other. In the next activity I will

present some scenarios and, in your groups, you will decide if the actions involved have crossed the line. Be prepared to explain your answer!

**Slide 10 and 11: Crossing the line scenarios**

Keeping students still in their preexisting groups allocate one scenario per group. Ask the teacher for guidance in selecting relevant scenarios for the group. Distribute copies of Worksheet 3: Crossing the Line Scenarios to each group. Give the students time to read and discuss their scenario. Instruct students that they are to read through their scenario and answer the following:

- Whether they believed it to be over the line aka unacceptable behaviour or not?
- Suggest advice or a coping skill to the young person in this scenario for how to deal with this form of online harassment.

Depending on their ability level it should take between 5-8 minutes. When students have completed the task go through each of the scenarios asking for feedback on their responses.

**Note:** We are attempting to make an analogy here, it is our duty to stand up and say something when we see unacceptable behaviour online. Suggested answers may include:

**A:** Keyshia has had her image published without her consent. This is persistent unwanted behaviour and would be considered cyberbullying. Advice may include speaking with Sophie about why she does not want to be tagged in her posts/pictures, report Sophie's posts to the social media app.

**B:** Shane has had his image manipulated and shared without his consent. He has asked for it to stop, it has not. This is persistent unwanted behaviour and would be considered cyberbullying. Advice for Shane may include save the evidence and speak with a trusted teacher about the video clip, offer support and remind Shane that it is not his fault, reporting the clip and requesting it be taken down from the social media platform.



- C:** David is receiving threatening and intimidating repeated behaviour whenever the anonymous player joins the game. It is persistent and results in David receiving threatening and harassing messages and not feeling like he can play the online game he enjoys safely without being harassed. Suggested advice for David includes don't respond to the messages, keep/screenshot the evidence/messages, and report the user to the gaming platform.
- D:** While Laura is not at fault in this scenario she is a member of a messaging group where someone is being talked about unkindly. This is an example of Relational or Social Bullying. Rather than be a bystander to this Laura needs to be an upstander. What could Laura do? This links to the next slide. Advice for Laura includes be an upstander and show friendship and support to the girl and ask the group to stop these nasty comments, save the evidence and confide in a trusted teacher/adult.
- E:** Sarah has created a fake social media profile of Rachel to specifically target and impersonate her and is using social media to tarnish Rachel's good name and reputation by publishing false information. This is a form of cyberbullying. Advice for Rachel includes don't retaliate by doing the same to Sarah, speak with a trusted adult, screenshot the evidence and report it to the social media platform, block Sarah from all social media accounts, protect your social media accounts by setting new, stronger passwords.
- F:** Raj is being harassed, humiliated and body shamed by his classmates. It is intentional and constitutes cyberbullying. Advice for Raj includes speak with a trusted adult and report it to teachers and the social media platform, save the evidence, don't retaliate and know it is not your fault, seek support in trusted friends.

**Remind students: If ever you need us, any of your local Gardaí would be happy to help.**

### Slide 12: Where can you get support and advice?

A lot of the suggestions in the last activity involved talking to someone or asking for help. What I'd like now is for you to think about where you can go for help. Is there someone here at school you can have a word with? What trusted friend would be good to talk to? Is this something you could discuss with your parents or guardians? There are a lot of organisations out there that offer support and help. What ones can we name? Take feedback from the group on organisations they know or people in school they could talk to e.g. guidance counsellor, tutor, year head etc.

If ever you need us, your local Gardaí would be happy to help.

### Slide 13: Questions

Take questions from the floor.

Use the FAQ and the Protocol in appendix 5 to help you.

It's ok to say, hang on and I'll look that one up as I want to be sure I give you the correct answer.

If you don't know the answer to a question, admit it. Don't guess or give false information, say "I haven't come across that question before, I'll have to ask back at the station and find out. When I do I'll email your teacher." Make sure you always get the information back if possible.

**Reminder - An additional lesson is available for teachers to explore the topic in detail.** This lesson is available at: [webwise.ie/connect-with-respect](http://webwise.ie/connect-with-respect). Provide the teacher with a copy of appendix 6 which includes information on the follow-up lesson and additional resources.

The End



# Worksheet 1: Connected



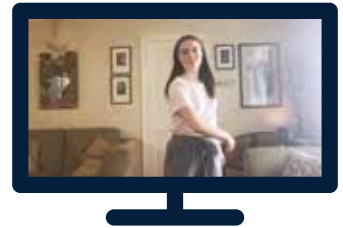
**As a group discuss the characters we have seen in the video. Put yourself in their shoes, imagine you had that experience. How would you feel and why?**

“I think people say things without thinking, not really understanding how it can effect someone”

## Character 1



## Character 2



## Character 3



# Worksheet 2: The Law, the Internet and Me Quiz

**1. I can say whatever I want online because in Ireland we have a right to freedom of speech.**

TRUE

FALSE

**2. Match the correct term with the correct definition:**

<b>A: Criminal Law</b>	1. The set of programmes, practices and procedures that together form the school’s plan for helping students in the school to behave well and learn well.
<b>B: Civil Law</b>	2. An offence or crime so serious that the state can prosecute and punish you including imposing a term of imprisonment and or fines.
<b>C: Code of Behavior</b>	3. A clear outline of how a school prevents and tackles school-based bullying behaviour amongst its pupils
<b>D: Anti Bullying Policy</b>	4. Where you breach another person’s legal right and you may have to pay the person to compensate them for the damage you caused or a court may order some other remedy, for example, an apology.

**3. Harassment is unwanted pattern of behaviour that can leave you feeling intimidated, scared, annoyed and/or humiliated. An example of online harassment is: (tick all that apply)**

Someone threatening to hurt you	Someone setting up a fake profile of you	Someone sending you repeated unwanted text messages	Someone writing things about you online that are untrue.
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**4. Setting up a fake social media profile in order to impersonate someone, publish false information or target another person is an act of cyberbullying**

TRUE

FALSE

## Worksheet 2.A: Answer sheet – The law, the internet and me.



### 1. I can say whatever I want online because in Ireland we have a right to freedom of speech.

**False**

While there is a constitutional right to freedom of speech, that right is not absolute and must be balanced against other people's rights. As outlined above, you could be committing both criminal and civil offences, for example, you cannot incite hatred against a person online or defame them etc. Cyberbullying another person online can lead to criminal charges of harassment.

In addition to this, if your words cause damage to another person, they may take a defamation and/or personal injuries claim against you.

You should also bear in mind that, if you are a student, your school's code of behaviour might apply to statements you make online if they could have a negative impact on the school and the school could take disciplinary action against you. Similarly, if you have a job, your contract of employment might provide that you can be dismissed if you tarnish the good name of the employer, online or otherwise.

### 2. Match the correct term with the correct definition:

**A-2    B-4    C-1    D-3**

It is important to point out here that all of these are ways we are protected and not designed solely to punish us but more to ensure we know the limits of our rights so we don't disturb or impact on someone else's rights. They mark the line of acceptable behaviour.

### 3. Harassment is an unwanted pattern of behaviour that can leave you feeling intimidated, scared, annoyed and/or humiliated. An example of online harassment is: (tick all that apply)

**All of these could constitute Harassment.**

Section 10 of the Non-Fatal Offences Against the Person Act 1997 provides that it is an offence to persistently follow, watch, pester or beset, or otherwise communicate with a person. The Courts have heard harassment cases in which a person who persistently sent unwanted messages and images over social media to another person was deemed to have harassed that other person.

Penalties if convicted are a fine of €1,500 and/or imprisonment for 12 months. Conviction on indictment is fine and/or imprisonment for 7 years.

### 4. Setting up a fake social media profile in order to impersonate someone, publish false information or target another person is an act of cyberbullying

**True**

Setting up a fake profile is a form of bullying commonly referred to as impersonation.



# Worksheet 3:

## Crossing the Line: Scenarios

### Instructions:

In your groups read through your scenario, discuss and answer the following:

Do you believe the actions in the scenario to be over the line aka unacceptable behaviour or not?

Suggest advice or a coping skill to the young person in this scenario for how to deal with this form of online harassment.



### Scenario A

Sophie loves taking pictures and updating her status wherever she goes. Keyshia has told Sophie she doesn't like being in them or being tagged but Sophie keeps doing it.

### Scenario B

While playing for his club over the weekend Shane missed scoring on an open goal. When he got to school on Monday he discovered that someone had been recording the match and turned his missed shot into a GIF. E

everyone in the school has seen it and people keep laughing. He has asked people to stop forwarding it on but they tell him to relax and calm down, they are just having some fun.



### Scenario C

David loves playing games online, especially since it allows him to link up to and compete with his friends after school. Recently there has been a new player in their group who keeps targeting and killing off David's character off as soon as he begins the game.

The player is also sending him harassing messages. David has tried to block the player but they keep reappearing under a new username killing off his character and sending him threatening messages. David is feeling like he has no other option than to stop playing the game





### Scenario D

Laura and her friends have a messaging group that they chat in while doing their homework. One of the group has taken a dislike to a girl in the class and keeps making snarky comments about her. Laura is uncomfortable with them but doesn't know what to do.



### Scenario E

Sarah and Rachel have been best friends since playschool. Recently though they have had a falling out. Since then, Sarah has decided to create a fake social media account for Rachel posting spreading lots of rumours and gossip under Rachel's name.

It's making Rachel very unpopular in school. Some of the gossip has been about teachers, and, not the Principal has heard that Rachel is behind the gossip, there's sure to be trouble.



### Scenario F

Raj is short and overweight and not as athletic as most of the other boys in his year. He feels awkward and embarrassed when he has to change into his P.E. gear in the boy's changing room at school because this is when the other boys in his class tend to pick on him the most.

One day after P.E. class some of the boys decide to secretly take pictures of Michael without his shirt on while he is getting changed after class. These pictures are then circulated to everyone in their year group on social media. The boys are putting it down to harmless banter but Michael is left upset as he overhears comments, pointing and snickering while he's walking down the corridor.



# Appendices



## Appendix 1:

### Checklist: Use of Programmes and/or External Facilitators

Circular No. 0043/2018: Circular to Management Authorities of all Post Primary Schools: Secondary, Community and Comprehensive and the Chief Executive Officers of the Education and Training Boards

#### Engaging External Facilitators in the School:

1. The facilitators have the necessary training/ qualifications and expertise to deliver the agreed programme or training
2. At least one member of the school team is available to facilitate planning, joint delivery and evaluation of the programme or external input
3. Facilitators are suitably qualified to work with the profile of students in the school
4. Facilitators delivering the programme or input have a written child protection policy and a safeguarding statement
5. The school is satisfied that it has met any vetting obligations that arise under the Vetting Act and in line with Circular 0031/2016, for the external facilitators

#### When Considering a Programme:

6. A need has been identified through the school's Wellbeing Promotion Process that could be addressed by using a specific programme
7. The programme is consistent with the school's whole school approach to wellbeing promotion
8. The Board of Management has approved the delivery of the programme
9. The chosen programme is informed by research and/or evidence
10. The programme uses evidence based/informed methodologies and promotes active learning
11. All relevant staff members have been informed about the proposed programme.
12. The programme is suitable to meet the needs of the targeted cohort of students.
13. In the selection of programmes, the opinions of parents/carers and students have been ascertained
14. An evaluation form will be completed by students and staff
15. The impact of the programme will be monitored
16. The programme delivery is sustainable over time within the school
17. Consideration has been given to the possible vulnerabilities of students and the minimising of any potential negative impact of the programme
18. Supports are available for the students during and after the programme delivery





**Appendix 2:**

**Sample Ground Rules**

1. Show respect to everyone.
2. Give everyone a chance to speak.
3. Listen actively and attentively to everyone.
4. What is shared in class, stays in class.
5. Ask for clarification if you are confused.
6. Do not interrupt one another.
7. Challenge one another, but do so respectfully.
8. Critique ideas, not people.
9. Do not offer opinions without supporting evidence.
10. Avoid put-downs (even humorous ones).
11. Take responsibility for the quality of the discussion.
12. Build on one another's comments; work towards shared understanding.
13. Do not monopolise discussions.
14. Use I statements: I think, I feel, I believe.
15. Don't give examples of your own experience or examples of what has happened to others.
16. Everyone has the freedom to change their opinion based on reflective discussion.
17. If you are offended by anything said during discussion, acknowledge it immediately.



**Appendix 3:**

**Different Types of Online Harassment**

- **Personal Intimidation:**  
This behaviour includes receiving threatening SMS messages, posting abusive and threatening comments on the victim's profile or other websites, or sending threatening messages via instant messaging
- **Impersonation:**  
This behaviour involves setting up fake profiles and web pages that are attributed to the victim and it can also involve gaining access to someone's profile or instant messaging account and using it to contact others while impersonating the account or profile owner
- **Exclusion:**  
This behaviour involves blocking an individual from a popular group or community such as a school or class group in apps such as WhatsApp or SnapChat, deleting them from friendship lists, and/or using 'ignore functions'
- **Personal Humiliation:**  
This behaviour involves posting images or videos intended to embarrass someone, it can involve users sharing and posting images or videos of victims being abused or humiliated offline, or users sharing personal communications such as emails or text messages with a wider audience than was intended by the sender
- **False Reporting:**  
This behaviour involves making false reports to the service provider or reporting other users for a range of behaviours with a view to having the user's account or website deleted



## Descriptions

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An instant messaging application used to share photos, videos, text, and drawings.

A social networking app which allows its users to share pictures and videos with their friends

A social network which allows users, who sign-up for free profiles, to connect with friends, work colleagues or people they don't know, online.

A video sharing service where users can create their own account, watch videos, share videos, like videos, comment on other videos and even upload their own videos.

A free to download messenger app for smartphones. This messenger app uses the internet to send messages, images, audio or video. The service is very similar to text messaging services, however, because this app uses the internet to send messages, the cost of using it is significantly less than texting.

Games are played on the internet via a computer console, mobile device or application. What makes it different from more traditional gaming is the ability to play and communicate with other gamers online. Games can range from task/mission-based activities to sports-themed games and anything in between.

A video-sharing social networking service. It is used to create short lip-sync, comedy, and talent videos.

A method of exchanging messages between people using electronic devices. It operates across computer networks, which today is primarily the Internet

A FREE mobile messaging app used for instant messaging, sharing photos, videos, audio recordings and for group chats. The app which can be connected to your Facebook account or phone number,

A micro-blogging site. People make connections by following other people's feeds. Once you click follow, anything that person or organisation says will appear on your timeline. You can contact a person by putting the @ symbol before their username.



## Names

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**Snapchat**

**Instagram**

**Facebook**

**YouTube**

**Messenger**

**WhatsApp**

**Twitter**

**TikTok**

**Email**

**Online  
Gaming**



**Names**

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**Appendix: 5**  
**Frequently Asked Questions**

**1.1 Is it an offence to publish a video/photo/audio of someone else without their permission?**

It is important to distinguish under Irish law, between an activity which can be a criminal offence, a civil wrong or both.

- A criminal offence, or crime, is a breach so serious that the State can prosecute and punish you, including imposing a term of imprisonment and/or fines.
- A civil wrong is where you breach another person’s legal rights and you may have to pay the person to compensate them for the damage you caused or a Court may order some other remedy, for example, an apology.

Publishing a video/photo/audio of someone else without their permission might constitute an offence depending on the nature of the content.

Examples of the types of criminal offence that could be committed in this way, include:-

- It is a criminal offence under the Interception of Postal Packets and Telecommunications (Regulation) Act 1993 to tape a telephone conversation to which you are not a party.
- Posting certain materials online may constitute the criminal offence of harassment. Please refer to FAQ 1.2 for more information on the criminal offence of harassment.
- If a post contains a threat to damage property, this could be a criminal offence under the Criminal Damage Act 1991.
- The use of a computer to access data could be a criminal offence under the Criminal Damage Act 1991.
- A threat of violence may be an offence under the Non-Fatal Offences Against the Person Act 1997.

With regard to sexually explicit images of another person, please see FAQ 1.11.

Therefore, in all cases you should take great care when sharing content which relates to other people to ensure that you do not commit a criminal offence. In addition, you also need to ensure that you do not commit a civil wrong, as outlined below.

Individuals have a constitutional right to privacy which must be respected and videos/photos/audio files taken of people in a place where they would expect privacy may breach that right and constitute a civil wrong. Individuals also have privacy rights under the European Convention on Human Rights.

In addition, anyone who publishes private content online could also be in breach of the General Data Protection Regulation (“GDPR”) and be required to take the content down/be subject to fines.

Regarding photos taken in a public place, the Office of the Data Protection Commission is of the view that provided you are not harassing anyone, taking photographs of people in public is generally allowed. However, whether you can publish a photograph to a broad-based audience is a different question. In other words, publishing that photo on social media or otherwise without the subject’s permission can become a data protection issue.

If you don’t intend to post or publish the photos anywhere, this type of activity falls under the so-called “household exemption”. This is provided for under Recital 18 of the GDPR which states that the Regulation does not apply when a person processes personal data (for example, a photograph of someone) in the course of a purely personal or household activity, e.g. with no connection to a professional, business, official or commercial activity. Recital 18 further provides that personal or household activities could include social networking.

A common-sense approach is always best and it is good practice to ensure that you have a person’s consent to post his/her photo and to take down a photo of someone if they ask you to.



## 1.2 Is it an offence to impersonate someone/set up a fake profile?

Setting up a fake profile in order to impersonate someone, publish false information or target another person online is an act of cyberbullying and may also constitute a criminal offence.

Impersonating someone online or setting up a fake profile could amount to one of the following criminal offences:

### a) Harassment:

Section 10 of The Non-Fatal Offences Against the Person Act 1997 makes it a criminal offence for any person who, by any means, harasses another person by persistently following, watching, pestering, besetting or communicating with him or her.

This offence can capture some instances of cyberbullying that are carried out persistently.

### b) Incitement to Hatred

Section 2 of the Prohibition of Incitement to Hatred Act 1989 makes it a criminal offence for a person to “publish or distribute written material, words, visual images or sounds, if the written material, words, visual images or sounds, as the case may be, are threatening, abusive or insulting and are intended or, having regard to all the circumstances, are likely to stir up hatred.”

“Hatred” in this context refers to hatred against someone on account of their race, nationality, religion, ethnic or national origins, membership of the travelling community or sexual orientation.

As well as being a potential criminal offence, there is also the possibility that you could be sued for the civil wrong of defamation. Under the Defamation Act 2009, it is illegal to publish a statement about someone that would injure his/her reputation in the eyes of reasonable members of society. An example of a defamatory statement would be to falsely accuse someone of being a criminal or cheating. Publication can be by any means, including posting on social media. A

defamatory statement can therefore be in the form of status updates, tweets, an Instagram story, photos etc.

You don’t have to identify a person by name to defame them. If a person could be identified from any of the material published by the fake profile, they can sue for defamation.

In a 2014 case, the High Court ordered the Dublin-based Twitter International to remove a false profile displaying “grossly defamatory and offensive sexually related pictures and tweets” of a young Abu Dhabi-based Irish school-teacher

## 1.3 Is it an offence to say something about someone online that is untrue?

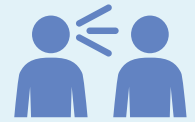
This could potentially be a criminal offence if it was deemed to be harassment.

Additionally, it is a criminal offence under the Post Office (Amendment) Act 1951 (as amended) to send a message (phone call or text) that the sender knows to be false for the purpose of causing annoyance, inconvenience, or needless anxiety to another person.

As also outlined above, saying something untrue about someone online could constitute the civil wrong of defamation if it is likely that the untrue statement would injure the person’s reputation in the eyes of society. The right to a good name is provided for under Article 40.3.2 of the Irish Constitution. If a lie distributed online could have the effect of tarnishing a person’s good name, they may be able to bring an action in defamation.

Furthermore, if what you say about a person online causes them harm, they may be able to bring a personal injury claim against you in the civil courts.





**1.4 Is online harassment/hate speech an offence?**

Yes, harassment and hate speech are two separate offences and can happen online.

a) Harassment

As outlined above, S.10 of the Non-Fatal Offences Against the Person Act 1997 provides that it is an offence to persistently follow, watch, pester or otherwise communicate with a person. The Courts have heard harassment cases in which a person who persistently sent unwanted messages and images over social media to another person was deemed to have harassed that other person.

b) Hate Speech

If you post anything online that is threatening, abusive or insulting and is likely to stir up hatred against someone on account of his/her race, nationality, religion, ethnic or national origins, membership of the travelling community or sexual orientation, you may be found guilty of an offence under the Prohibition of Incitement to Hatred Act 1989. A person found guilty of inciting hatred can be imprisoned for up to 2 years.

As noted above, you can also be charged with a crime under the Post Office (Amendment) Act 1951 (as amended) where you send a message that is grossly offensive, or is indecent, obscene or menacing. You can also be found guilty of an offence where you send a message that you know to be false, or persistently make telephone calls to someone, for the purpose of causing annoyance, inconvenience, or needless anxiety to another person.

**1.5 Do social media/online companies need my permission to share my information with other third parties?**

Yes, GDPR requires that any company which gathers your personal data must get your permission before sharing this information with third parties. You must be given the option to “opt-in” to sharing your personal data with third parties. Any website which tells you that you

need to “opt-out” of data sharing is not GDPR-compliant.

**1.6 If content I upload to a platform or website is used without my permission - do I have any rights?**

This depends on the terms and conditions of the website and you should read these to make sure that any content you upload cannot be used without your permission. In many instances, the terms and conditions provide that the host/service provider owns the content rather than you.

**1.7 Can I use someone’s work without permission (picture / music / video / text)?**

Using somebody else’s work without their permission is a potential copyright infringement and a civil wrong. Copyright law is provided for in Ireland under the Copyright & Related Rights Act, 2000. The Act gives the creator of the work the right to prevent others from copying or distributing the work without the creator’s permission and allows him/her to charge a royalty (fee) for those wishing to reproduce the work. Creators also have the right to be identified as the author of the work and the right to not have the work altered or distorted.

Under the 2000 Act, a person can have copyright to the following materials:-

- Original literary, dramatic, musical or artistic works
- Sound recordings, films, broadcasts or cable programmes
- The typographical arrangements of published editions and
- Original databases.

Should you use another person’s work in your own work, without acknowledging the same, as well as being a breach of copyright, it may also be plagiarism.



### 1.8 Are companies allowed to serve me ads for products they think I might like based on what I look at online?

Yes, companies are allowed to do this on an opt-in basis through the use of “cookies”. Cookies are small text files that a website asks your browser to store on your computer or mobile device. Cookies are widely used to make websites work more efficiently by saving your preferences. They are also used to follow your internet use as you browse, make user profiles and then display targeted online advertising based on your preferences.

Any website wishing to use cookies has to obtain your consent before installing a cookie on your computer or mobile device. A website is not allowed to simply inform you that they use cookies, or explain how you can deactivate them.

Websites should explain how the cookie information will be used. You should also be able to withdraw your consent. If you choose to do so, the website still has to provide some sort of minimum service for you, for example, providing access to a part of the website.

### 1.9 Can I request for information about me to be removed from the internet?

Yes, if your personal data is no longer needed or is being used unlawfully then you can ask for your data to be erased. This is known as “the right to be forgotten”.

These rules also apply to search engines, such as Google, as they are also considered to be data controllers. You can ask for links to web pages including your name to be removed from search engine results, if the information is inaccurate, inadequate, irrelevant or excessive.

If a company has made your personal data available online and you ask for them to be deleted, the company also has to inform any other websites where they have been shared that you’ve asked for your data and links to them to be deleted.

### 1.10 Can I ask a company for a copy of what personal information they have about me?

Yes, you can request access to the personal data a company or organization has about you. Article 15 of the GDPR provides that you have the right to get a copy of your data, free of charge, in an accessible format. This is known as a “Data Access Request”. The company should reply to you within 1 month and they have to give you a copy of your personal data and any relevant information about how the data has been used, or is being used.

### 1.11 Is it illegal to share an intimate image of someone without their permission?

Creating, possessing or sharing explicit content of a child under the age of 18 are considered serious criminal offences under the Child Trafficking and Pornography Act 1998. Explicit content includes any photo, video or audio recording that shows the genitals of a child or a child engaged in sexual activity.

This means that anyone who

- creates an intimate image, or
- shares it online; or
- saves it to their phone/computer



is potentially guilty of a criminal offence. Sanctions for such a criminal offence include imprisonment, fines and being placed on the sex offenders register.

In addition, it is expected that the Government will soon introduce new legislation to provide for the specific offence of distributing an intimate image of someone without their permission, otherwise known as “revenge porn”. (Harmful Communications and Related Offences Bill) As it currently stands, the Bill proposes that a person found guilty of the proposed criminal offence could be imprisoned for a term of up to 7 years and subject to fines. Currently, the Gardaí treat this type of behaviour as harassment under the 1997 Act. Furthermore, if

an image is sent by telephone, the Gardaí may treat it as an indecent/obscene message and press for criminal charges under the Post Office (Amendment) Act 1951.

**1.12 Can I sign up for a social media account?**

The Digital Age of Consent in Ireland is 16 under section 31 of the Data Protection Act 2018. This means that in order to legally process the personal data of a person under the age of 16, a social media company must make reasonable efforts to obtain the consent of that person’s parents, if the company is relying on consent as the legal basis for processing personal data. Additionally, most companies provide that a person under the age of 13 cannot set up an account, even if they have their parent’s consent.

**1.13 Can I say whatever I want online?**

No, while there is a constitutional right to freedom of speech, that right is not absolute and must be balanced against other people’s rights. As outlined above, you could be committing both criminal and civil offences, for example, you cannot incite hatred against a person online or defame them etc. Cyberbullying another person online can lead to criminal charges of harassment.

In addition to this, if your words cause damage to another person, they may take a defamation and/or personal injuries claim against you.

You should also bear in mind that, if you are a student, your school’s code of behaviour might apply to statements you make online if they could have a negative impact on the school and the school could take disciplinary action against you. Similarly, if you have a job, your contract of employment might provide that you can be dismissed if you tarnish the good name of the employer, online or otherwise.



It is also important to bear in mind that employers and other may be able to access posts which were made by you a number of years previously.

**1.14 Is it legal for me to stream my favorite film or song online?**

Streaming can be legal or illegal, depending on where you stream from. Sites like Netflix, Spotify or YouTube make provision for legal streaming services. However, if you choose to stream from illegal sites, you might be guilty of copyright infringement. To date, content providers have tended to sue the illegal streaming websites but it is possible that they will also include the downloaders as well.

In a recent decision of the Commercial Court, the Football Association Premier League Ltd was granted Ireland’s first ever order compelling internet service providers (ISPs) to block live streaming of matches.



## Appendix 6: Post-Primary Anti-Bullying and Online Safety Resources

### Webwise

Webwise is the Irish Internet Safety Awareness Centre which is co-funded by the Department of Education and Skills and is co-financed by the European Union's Connecting Europe Facility.

Webwise develop and disseminate free resources that help teachers integrate internet safety into teaching and learning in their schools.

### Connect with Respect Follow-up Lesson

This SPHE lesson is specifically designed to follow on from the Connect with Respect talk. The lesson examines the roles of the different people involved in bullying and how bystanders can be encouraged to intervene. The lesson aims to enable students to develop responsible decision-making when they witness it taking place.

Available at: [webwise.ie/connect-with-respect](http://webwise.ie/connect-with-respect)

### Connected

Designed to support the Junior Cycle Digital Media literacy Short Course, Connected provides students with an introduction to digital media literacy. Topics addressed include big data, false information, online wellbeing and privacy online. In Module One students will be able to explore the benefits and potential impact of digital technologies on young people's wellbeing. They will reflect on their digital habits and learn how to manage the role of digital media and social media in particular, in their lives through role play scenarios that deal with relationships and online wellbeing.

[webwise.ie/connected](http://webwise.ie/connected)



### Lockers

Lockers is an information and education resource designed to assist schools in coping with and preventing the sharing of explicit self-generated images of minors. This Junior Cycle SPHE resource aims to foster empathy, respect and resilience and to help young people understand the consequences of their actions. Lessons focus specifically on the laws around sexting, on the peer pressure and stereotyping that can contribute to non-consensual sharing and on how students can get help when incidents of non-consensual sharing occur.

[webwise.ie/lockers](http://webwise.ie/lockers)

### #UP2US Anti-Bullying Kit

The #Up2Us Anti-Bullying Kit is a resource for Junior Cycle SPHE teachers and students. The aim of the Kit is to empower post-primary students to address bullying, in particular cyber bullying, in their local communities. The resource includes the #Up2Us Teachers' Handbook which has ten lessons that cover the anti-bullying section of the new Junior Cycle SPHE course.

The lessons attempt to engage students on cyber bullying using active and engaging methodologies and updated, relevant information. Through discussion and small-group activities, this programme promotes positive actions and behaviours which should help students to create an anti-cyber bullying environment on a school-wide level and in the wider world.

### Webwise Parents Hub

Webwise provides a range of supports available for parents including expert advice videos, explainer guides, talking points, free resources and checklists.

[webwise.ie/parents](http://webwise.ie/parents)

## Notes

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