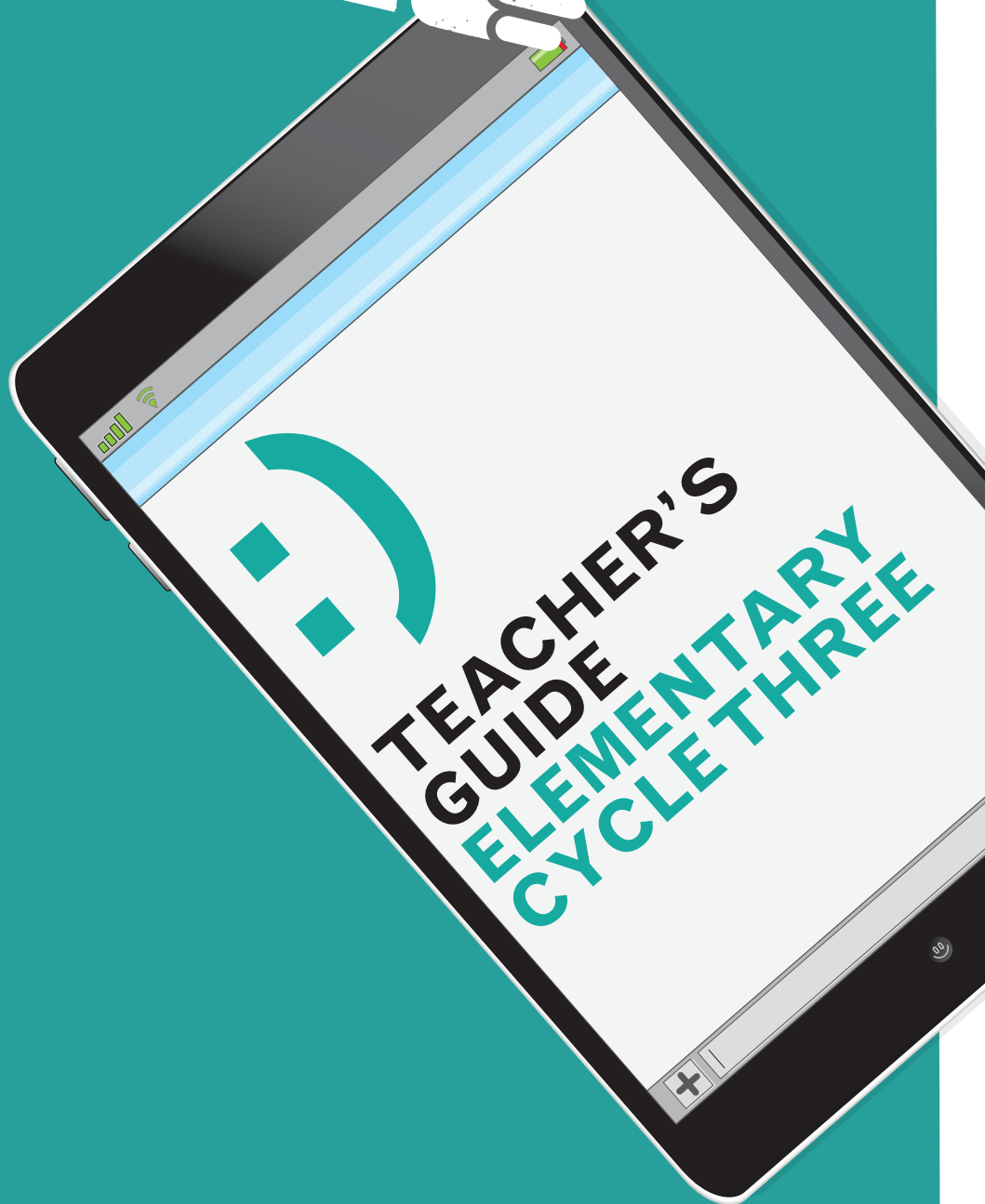


# BE CYBER COOL



UN  
**QUÉBEC**  
POUR TOUS

 **ENSEMBLE**  
pour le respect de la diversité

 **FONDATION**  
**Jasmin Roy**

 **Institut**  
**Pacifique**  
Centre Mariebourg | Résolution de conflits | Médiation sociale

texto: 514-600-1002  
**TEL-JEUNES.com**

**Québec** 

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# BE CYBER COOL: LOG IN TO THE POSITIVE TEACHER'S GUIDE

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ENSEMBLE *pour le respect de la diversité* is a non-profit organization whose mission is to work with young people to build a society free from discrimination and bullying.

ENSEMBLE *pour le respect de la diversité* is a leader in the field of education, reaching nearly 25 000 students every year in French-speaking and English-speaking public and private elementary and secondary schools throughout Québec.

We specialize in interactive workshops and follow-up programs in schools, in which we consult young people and ask them to talk about their personal situation.

Our telephone number is 514-842-4848, and our Web site is <http://www.ensemble-rd.com/en>.



### FONDATION JASMIN ROY

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The mission of the Fondation Jasmin Roy is to fight bullying, violence and discrimination against children in elementary and secondary schools. Its goal is to provide a safe and healthy environment for students, by supporting and organizing interventions for victims and aggressors. One of the Foundation's aims is to help identify lasting solutions to the problem of bullying in schools, by working closely with other stakeholders, including the Ministère de l'Éducation, du Loisir et du Sport, the education community and society in general. A further aim is to help prevent students from dropping out of school as a result of bullying, and to raise public awareness of the problem.



## INSTITUT PACIFIQUE

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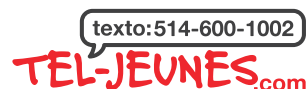
The Institut Pacifique is a non-profit organization devoted to the development, application and promotion of expertise in the areas of conflict resolution and prevention of psychosocial problems. The organization has been an integral part of the community for more than 36 years, with the mission of building an environment free from violence and helping children, teens and adults to achieve their full psychosocial potential. Thanks to its expertise in the field of conflict resolution, the organization now reaches more than 105 000 students every year, and its activities extend throughout Québec.



## TEL-JEUNES

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For the last 20 years, Tel-jeunes has offered free, anonymous and confidential advice and intervention services, day and night, to young people in Québec between the ages of 8 and 20. A team of professional counsellors is available 24 hours a day by telephone, text, e-mail and Ch@t, or on the organization's forums. Since 1991, we have given direct assistance to more than 1 600 000 young people. Telephone: 1-800-263-2266. Text: 514-600-1002. <http://en.teljeunes.com/home>.



## MINISTÈRE DE L'ÉDUCATION, DU LOISIR ET DU SPORT

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Preventing and stopping violence and bullying are priorities for the government, as is the safety of students and school staff. School boards and schools, by enforcing the *Act to prevent and stop bullying and violence in schools*, play an important role in achieving these goals. The Ministère de l'Éducation, du Loisir et du Sport supports and assists the school system with this task, by providing funding, expertise, resource people and documentation.



## SOME STATISTICS

- **70%** of young people say they have been bullied on the Internet, and **44%** say they have bullied someone at least once (see <http://definetheline.ca/dtl/>, 2007).
- At least **60%** of young people born in the digital era find it hard to distinguish harmless jokes from threats, invasions of privacy or persistent harassment (see SSHRC, Shariff, 2009-2011).
- **One in five children** aged 11 and 12 have received e-mails that frightened or upset them. Only **20%** told an adult (see Réseau Éducation Médias, 2001).
- **Girls seem more likely to be victims** of cyberbullying than boys. Nearly three quarters of the respondents (teachers) reported instances of cyberbullying against girls, compared with just **40%** who reported instances against boys (see Centrale des syndicats du Québec, 2011).
- Contrary to popular belief, teachers think that **80%** of victims know who is responsible for bullying them on the Internet (see Centrale des syndicats du Québec, 2011).
- **28%** of young people say they have witnessed instances of cyberbullying (see Cyberbullying Survey, June 2009, University of Toronto).



# 1. BE CYBER COOL: LOG IN TO THE POSITIVE

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## PROJECT DESCRIPTION

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*“Be cyber cool”*: As part of Anti-Bullying and Violence Awareness Week in Schools, which takes place every year during the first week of October, *ENSEMBLE pour le respect de la diversité*, the *Fondation Jasmin Roy*, the *Institut Pacifique*, *Tel-jeunes* and the *Ministère de l'Éducation, du Loisir et du Sport (MELS)* have joined forces to launch the theme of this year's campaign: *“Be cyber cool,”* with its slogan *“Log in to the positive.”*

The *“Be cyber cool”* project is designed to raise awareness among Québec's elementary and secondary school students of the importance of responsible social media use.

It is part of a structured, concerted effort by the school team to implement the preventive measures in the school's anti-bullying and anti-violence plan.

### The goals:

- To create a social movement that will not only prevent and stop **cyberbullying**, but will also make people aware of how to use the social networks in a more responsible way in Québec society
- To send a message to the effect that the artistic, political, education, sports and other communities will work with students to stop violence and bullying, and acknowledge the actions taken by young people
- To provide positive education

### General objectives:

- To develop a positive, preventive approach to the use of cyberspace
- To encourage students who use social networks to develop social skills related directly to the prevention of violence and bullying, such as empathy, conflict resolution and effective communication skills
- To promote students' awareness of the impact of the texts they write and the personal videos and photographs they post on social networks

### Objective of the pedagogical component:

- To provide students with tools that will help prevent cyberbullying

## 2. AND WHAT ABOUT “BEING CYBER COOL”?

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### WHAT EXACTLY DOES “BEING CYBER COOL” MEAN?

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“Being cyber cool” refers to **any type of friendly, positive, encouraging behaviour** in cyberspace, and also behaviour aimed at **preventing or reducing** cyberbullying.

### WHY “BE CYBER COOL”?

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- We are convinced that **every individual** who is present in cyberspace has the power to take a stand against cyberbullying.
- Young people need to develop the **knowledge and social skills** that will allow them to behave properly in cyberspace.
- Young people need to be prepared to **respond constructively** to the situations they encounter in cyberspace.
- “Being cyber cool” is a practical way **to prevent** cyberbullying.
- Young people can and should demonstrate **leadership** by acting in a constructive way in cyberspace, despite the influence of certain adults who may sometimes behave badly.

### HOW DO WE LEARN TO “BE CYBER COOL”?

---

Young people will be encouraged to:

- develop their ability to **analyze** the situations they encounter in cyberspace
- become aware of the importance of certain **social skills** in behaving properly on the Internet
- understand the impact of empathy, self-esteem, anger management and good communication skills on their cyber behaviour

- understand the importance of **reporting or taking action** to prevent bullying from escalating

**WE HOPE “BEING CYBER COOL” WILL HAVE A REAL IMPACT ON YOUNG PEOPLE’S EXPERIENCE IN CYBERSPACE.**

### **3. CYBERBULLYING: SOME GENERAL INFORMATION\***

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#### **WHAT IS CYBERBULLYING?**

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Cyberbullying is a term that refers to the use of the Internet to bully or harass someone. There are two main forms of Internet-based bullying (see <http://en.teljeunes.com/home>):

- Threats or insults sent directly by e-mail or chat
- Rumours and/or photographs circulated or posted on the Internet that damage another person’s reputation

#### **Some examples:**

- Sending cruel or threatening e-mails, text messages or instant messages
- Posting embarrassing photographs
- Creating an Internet site to mock someone
- Posting insults on someone’s page
- Creating false user accounts on social network Web sites to ridicule someone
- Giving scores to people in online surveys
- Disclosing secrets or spreading rumours about someone
- Harassing other players in online video games

#### **SPECIFIC FEATURES**

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- Cyberbullies do not see their victims’ non-verbal reactions, meaning that it is harder for them to feel empathy and therefore easier to behave in a hurtful way.
- Messages can be sent instantly, in unlimited quantities, and be seen by dozens, hundreds or even thousands of people.

\*Content adapted from <http://en.teljeunes.com/home>.

- Abusive messages remain online even when the bullying has stopped, meaning that the negative impact for the victim will persist.
- Cyberspace is in constant evolution and the legislation governing it can be complex. Young people therefore know very little about the potential legal consequences of their actions. The fact is, however, that much of the unpleasant behaviour that takes place in cyberspace is punishable under Canada's *Criminal Code*.

## **WHY DO YOUNG PEOPLE BECOME CYBERBULLIES?**

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- Because they think it will benefit them, for example in terms of their social status, power, popularity or recognition
- Because they believe violence is an effective way to obtain revenge or to defend or assert themselves

## **4. BE CYBER COOL: LOG IN TO THE POSITIVE**

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### **INSTRUCTIONS**

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#### **WHAT IS IT? (A downloadable educational kit)**

- Five simulation exercises to be presented to the students in workshops of varying lengths. The class reacts to the exercises, and may choose whether or not to use the suggested technological media.
- Teacher's guide:
  - one introductory activity
  - one workshop to identify good cyber behaviour
  - educational questions and answers to encourage reflection after the simulation exercises have been presented
  - theoretical content on the social skills required for responsible cyber behaviour
  - a list of resources
  - a lexicon



## FOR WHOM?

- The simulation exercises are intended for students in Elementary Cycle Three.
- The exercises can be led by homeroom teachers, non-teaching professionals or other adults from the school.

## WHEN?

- It is suggested that **one workshop per day** be offered throughout the week of **September 30 to October 4, 2013**: Anti-Bullying and Violence Awareness Week in Schools.
- Workshops may also be presented throughout the school year.

## HOW?

- Using the educational kit, available on the partners' Web sites:

Ministère de l'Éducation, du Loisir et du Sport du Québec:

[www.mels.gouv.qc.ca/en/log-in-to-the-positive/ \(teachers' section\)](http://www.mels.gouv.qc.ca/en/log-in-to-the-positive/(teachers%20section))

ENSEMBLE pour le respect de la diversité: <http://www.ensemble-rd.com/en>

Fondation Jasmin Roy: [www.fondationjasminroy.com](http://www.fondationjasminroy.com) (French only)

Institut Pacifique: [www.institutpacifique.com](http://www.institutpacifique.com) (French only)

The workshops should take place in the classroom, with or without the proposed technological media (platform, computers, interactive whiteboard).

## WITHOUT TECHNOLOGICAL MEDIA

Print the educational material and follow the structure presented in Section 5 of this guide.

## WITH TECHNOLOGICAL MEDIA

- A “Be cyber cool” platform is available from **September 30 to October 30, 2013**, to encourage interaction in class and between classes.
- The school principal can register your school at [inscription@cyberappreciation.com](mailto:inscription@cyberappreciation.com) and obtain a school code that can be used to create the school page.
- Follow the structure presented in Section 5 of this guide.

## 5. PROPOSED STRUCTURE FOR PRESENTING SIMULATION EXERCISES IN THE CLASSROOM

### WITHOUT THE WEB PLATFORM

1. Briefly **introduce** the project to the students, reminding them of its goals (see the introductory workshop, page 8).
2. Give printed copies of the **simulation exercise** to the students and read the exercise together.
3. Using the Teacher's Guide (starting at Section 6, with the introductory activity and first simulation exercise *SOS SMS*), encourage the students to **think about** the exercise by asking the proposed **questions** and presenting the related theory. Note that some of the exercises are divided into two parts.
4. The students are asked a question to see if they would like to **take part** in the simulation exercise. Work on a response together, taking into account what they have learned in the simulation exercise.

### WITH THE WEB PLATFORM ("Be cyber cool")

1. Access the **Web platform** using the school's access code.
2. Briefly **introduce** the project to the students, reminding them of its goals (see the introductory workshop, page 8).
3. Present the **simulation exercise** Web platform to the students and look through it.
4. Using the Teacher's Guide (starting at Section 6, with the introductory activity and first simulation exercise *SOS SMS*), encourage the students to **think about** the exercise by asking the proposed **questions** and presenting the related theory. Note that some of the exercises are divided into two parts.
5. The students are asked a question to see if they would like to **take part** in the simulation exercise. Work on a response together, and **share your response with other students at the school via the Web platform**. When your response has been posted, your school's other classes can comment on it.
6. If other classes have already posted their responses, ask the students to identify the positive or constructive aspects of the responses, and post constructive comments on the platform.



## NOTES FOR THE TEACHER

At the end of this Guide, you will find **definitions** of some of the terms used, along with a **lexicon** of words, expressions, emoticons and abbreviations used by young people in cyberspace.

The Guide also contains some possible **answers** to the questions on the simulation exercises. These answers are suggestions only, and we recommend that you encourage and maintain the discussion using the students' own answers. The Guide also contains **some information** on social skills.

If you are not comfortable presenting or discussing some of the simulation exercises but nevertheless feel they would be relevant for the class, we suggest you **ask your school's student services professionals** to moderate the workshops.

### PLEASE NOTE

Actions in cyberspace are not limited to instant messages and written comments in social media. There are a host of other possibilities too. When we refer to young peoples' **actions and behaviours** in cyberspace, we mean:

- written comments, regardless of the platform used
- the use of specific platform functions that allow for indirect communication (e.g. *Facebook's Like* function)
- posting of or references to videos and photographs using specific platform functions (e.g. identifying someone on an *Instagram* photograph)
- an action taken by an online gaming character
- any other action that sends a direct or indirect message in cyberspace

## 6. INTRODUCTORY ACTIVITY AND FIRST SIMULATION EXERCISE: SOS SMS

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### OBJECTIVES

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- To introduce the students to the project *"Be Cyber Cool: Log in to the Positive"*
- To present the activities that will be organized for Anti-Bullying and Violence Awareness Week in Schools

### MATERIALS

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- Teacher's Guide
- Cardboard mini-tablet: *"The do's and don'ts of cyberspace"* and *"Be cyber cool: Log in to the positive"*
- *SOS SMS* simulation exercise (Web version or printed copy for all students)

### WHAT TO DO

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- Present the cardboard mini-tablet *"The do's and don'ts of cyberspace"* and *"Be cyber cool: Log in to the positive."*
- Read the activity out loud with them.
- Explain to the students that this is an introduction to the activities that will take place during Anti-Bullying and Violence Awareness Week in Schools.
- Remind the students of the week's objectives:
  - To develop a positive, preventive approach to the use of cyberspace
  - To encourage students who use social networks to develop social skills related directly to the prevention of violence and bullying, such as empathy, conflict resolution and effective communication skills
  - To promote students' awareness of the impact of the texts they write and the personal videos and photographs they post on the social networks
  - To create a social movement and generate collective awareness of how to use the social networks responsibly in Québec



- Explain to the students that, during the week, they will be asked to analyze simulation exercises that take place in cyberspace and will have an opportunity to take part if they wish. The purpose of this is to learn about the impact of what we do in cyberspace, and how to behave properly.
- Present the simulation exercise *SOS SMS* to the students, and invite them to answer the questions (see Section 5: *Proposed Structure for Presenting Simulation Exercises in the Classroom*).

## 7. POSSIBLE ANSWERS: SOS SMS

QUESTIONS	POSSIBLE ANSWERS
Why does Kim stop responding to Sabrina's texts?	Students' suggestions
What do you think about the situation?	Students' answers
How does Sabrina react? How does she feel?	She insults Kim; she uses sarcasm and irony. She is angry, disappointed, etc.
What would you suggest that Sabrina do?	Apologize; learn to express herself properly, etc. For example: "I was very angry, Kim, when you didn't answer my texts and didn't want to be with me. I'm sorry I reacted that way."
What attitude did Kim take to help resolve the conflict?	She validated her perception, went to talk to Sabrina in person, etc.
What are the advantages <b>(A)</b> and disadvantages <b>(D)</b> : a. of text messages?	<b>A</b> : Quick, can be written while you do something else. <b>D</b> : Non-verbal reactions are not apparent, easy to misinterpret a message or intention.
b. of telephone conversations?	<b>A</b> : Verbal reactions are apparent; emotions and intentions are apparent. <b>D</b> : Require time and effort.

c. of face-to-face discussions?	<b>A:</b> Verbal reactions are apparent; emotions and intentions are apparent; easy to adjust to cues from the other person. <b>D:</b> Require time and effort, and appropriate timing.
Now that you have listed the advantages and disadvantages of each type of communication, please explain which you feel is the most effective, the clearest and the most likely to avoid misunderstandings:	
a. If you want to leave your boyfriend or girlfriend	Face-to-face discussion
b. If you want to organize an activity	Text messages or telephone conversation
c. If you want to ask your parents for permission	Face-to-face discussion or telephone conversation

Now, in the classroom or using the “Be cyber cool” platform, write down what you have learned from the simulation exercise and share your thoughts with other students at the school.

## 8. POSSIBLE ANSWERS: TO TELL OR NOT TO TELL? THAT IS THE QUESTION!

QUESTIONS	POSSIBLE ANSWERS
What do you think happened?	Students' answers
How and why did Mackenzie access Charles' profile?	Mackenzie had Charles' password. He was angry, he wanted to damage Charles' reputation, etc.
What consequences might Charles suffer as a result of what was posted?	Some people may see him in a different light – positive or negative; some people might like him more, or not like him at all, etc.

How do you think Charles will feel when he sees what has happened?	Angry, disappointed, betrayed, sad, etc.
Do you think Mackenzie would have started the rumour at school if he couldn't have done it behind Charles' back? Why?	Probably not. It's easier to do unpleasant things when you're hidden behind a screen. Mackenzie would have been more embarrassed or aware of the impact the rumour would have on his friend, etc.
What could Mackenzie have done that evening, when he was sitting in front of his computer, to avoid putting his plan into action?	Take some time to think and to calm down, or do something else to take his mind off things; walk away from the computer; talk to Charles; etc.
If Livia knew what Mackenzie had done to Charles, what would she think of him?	Students' answers
What do you think happened next?	Students' answers
What are the consequences of creating an account using false information (false name and age)?	See the "Be in the Know!" box.
What might the consequences be for Mackenzie?	Suspension; the other students may like him more, or not like him at all; he may lose his friend Charles, etc.
Following his conversation with his friends, do you think Mackenzie feels more empathy for Charles? Why?	Yes, he sees another side of things; becomes aware of the potential impact of what he has done to Charles; etc.

Now, in the classroom or using the "Be cyber cool" platform, share what you would like to write on Charles' wall.

## 9. POSSIBLE ANSWERS: THE UNWILLING SUPERSTAR

QUESTIONS	POSSIBLE ANSWERS
What might Simon's intention have been when he posted Anthony's video on <i>YouTube</i> ?	Students' answers; emphasize the fact that Simon's intentions were good.
Do you think Anthony would have agreed to the video being posted on <i>YouTube</i> if Simon had asked him first? Why?	No, because he wasn't satisfied with his performance; he wanted to practise more, etc.
From a legal standpoint, did Simon have the right to post Anthony's video on <i>YouTube</i> without Anthony's permission? Why?	Read the "BE IN THE KNOW!" box to the students.
What are the potential consequences for Simon?	Simon could lose Anthony as a friend; he might be required to compensate Anthony for the consequences of what he has done.
What do you think happened next? What are the potential consequences for Anthony?	Students' answers; Anthony may be angry; people may make positive or negative comments on his performance; people may like him more, or less; etc.
If you were in Anthony's shoes, how would you react to the comments?	Students' answers
What attitude might Anthony take toward the negative comments of other YouTube users and people from his school?	Students' answers; emphasize positive, peaceful self-assertion.
How do you think Anthony reacted when he found out that it was his friend Simon who posted the video?	He may have felt betrayed, disappointed, angry, sad, humiliated, etc.

Now, in the classroom or using the "Be cyber cool" platform, write down what you would do to resolve the situation, if you were Simon, and share your answers with other students at the school.

## 10. POSSIBLE ANSWERS: LOVE IS BLIND, BUT OTHER PEOPLE AREN'T!

QUESTIONS	POSSIBLE ANSWERS
Initially, how did Jake feel? How did he express his emotions?	Angry, jealous, surprised, disappointed, betrayed, etc. He wrote a public message on Vanessa's wall, insulting both her and her new boyfriend.
<p>To prevent the situation from deteriorating, what could the following people have done?</p> <p>- Jake?</p> <p>- Vanessa?</p> <p>- Their friends?</p> <p>- Bill?</p>	<p>Calm down and take time out to think; tell Vanessa how he felt, privately or in person; play a sport; call a friend; etc.</p> <p>Calm down and take time out to think; explain the situation in person to Jake; respond publicly to Jake, asserting her position clearly and peacefully; remove Jake's comment; etc.</p> <p>Stay out of the discussion; give an opinion without taking sides; etc.</p> <p>Calm down and take time out to think; do something else to clear his mind; stay out of the discussion; avoid making threats; tell Jake how he feels calmly, in private; etc.</p>
What consequences do you think the post will have for Vanessa? And for Jake?	Some people may see them in a different light – either positive or negative; they may feel supported or slighted by the people who reacted to the comments, etc.

Given that Jake's original message was inappropriate, how could he have expressed himself more respectfully?	E.g. "I have to say I'm hurt, I'm a bit jealous that you're going out with Bill; I'm also surprised because we only broke up quite recently"; etc.
What do you think happened next?	Students' answers
What solutions would you suggest to Jake?	Students' answers; public apology; emphasize the importance of talking about it with a trusted adult, etc.

Now, in the classroom or using the "Be cyber cool" platform, write a message that you think might have a positive impact on the conversation. Share your answers with other students at the school.

## 11. POSSIBLE ANSWERS: INTERNET, INTERNET, WHO'S THE FAIREST OF US ALL?

QUESTIONS	POSSIBLE ANSWERS
Why did Jessica decide to post photos of herself?	To impress Étienne; to show off her new haircut; to get her friends' approval; to get attention; etc.
Why do people write derogatory comments on the Internet about people they don't know?	To feel as though they are in control and have power over other people; to feel they are better; to feel a form of kinship with other people who also make derogatory comments; etc.
Would they do this if they were actually right there with the person? Why?	Probably not, because it's easier to do this kind of thing when you're hidden behind a screen. They'd see other people's non-verbal reactions and would be more aware of the impact their comments had. They wouldn't want other people to know they did this kind of thing; etc.

What consequences might Jessica experience:

- because of the photograph?
- because of the derogatory comments?

It might damage her reputation in some circles; people may get the wrong idea about her; etc.

Impact on her self-esteem; she may feel ashamed to go to school or do her usual activities; etc.

Now, in the classroom or using the “Be cyber cool” platform, write down some solutions that may help Jessica handle the situation, and share your ideas with other students at the school.

## 12. CONCLUSION: THE DO'S AND DON'TS OF CYBERSPACE

### OBJECTIVES

- To raise student awareness of risky behaviour in cyberspace
- To raise student awareness of the social skills they need to forge healthy, constructive relationships in cyberspace

### ACTIVITY 1: DO'S AND DON'TS

1-Present the *Do's and Don'ts* activity to the students, referring to the cardboard mini-tablet “*Be cyber cool: Log in to the positive,*” which they have already been given.

2-Read the following statements out loud, and encourage the students to discuss them. Use the proposed answers:

If I read something that makes me angry, I need to react quickly to get it off my chest.

#### **Don't**

It's important to take time out and calm down, instead of responding spontaneously. I might regret what I say.

Having real friends with real hair and real skin and real eyes can help protect me from the impacts of cyberbullying.

#### **Do**

Having real-world friends can help to prevent cyberbullying. They can provide true support.

If someone sends me a hurtful message, I should respond immediately, to get my revenge.	<b>Don't</b> Taking time out to think about what you're going to say will help you to assert yourself more effectively.
If something makes me uncomfortable, I start by switching off my screen. I could also talk about it with a trusted adult.	<b>Do</b> This is what you should do; you shouldn't hesitate to report things like this.
Before I do anything, I should take a few seconds to think about the impact my action may have for other people and for myself, instead of trying to repair the damage after the fact.	<b>Do</b> You need to remember that there's a real person behind the screen.

### 3-Review the activities using the following elements:

Young people have a very strong need to belong. This need drives much of what they do, and makes them vulnerable to peer pressure. It is therefore important to make them aware that **they must follow certain rules and behave in a certain way, even if this will disappoint or upset their friends** (e.g. don't disclose a password and don't encourage others to make vulgar comments in cyberspace).

The sense of belonging that young people derive from social networks, online gaming, chat rooms and so on, is very real. On the other hand, **it is equally important for them to have friends in their actual, everyday lives**. Having a real person to confide in and trust will help protect them and allow them to put their cyberspace experiences into perspective.

Although the speed and spontaneity offered by cyberspace can be an advantage, it is important for young people to be aware **that they should not react hastily**. Showing empathy, thinking about how they should interpret a message they have received, managing their anger, and sending clear messages, are all skills that young people must practise if they are to prevent conflicts and cyberbullying from escalating.

### 4-End the activity and the week by summarizing what the students have learned.



## 13. SOCIAL SKILLS IN CYBERSPACE

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### COMMUNICATION

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#### Communication and “being cyber cool”

- **Young people continually take sides and express opinions in cyberspace**, whether directly, in e-mails and text messages, or indirectly, by posting photographs and videos or using the functions and applications of games and platforms.
- It is essential for the students to have a **real communication tool** that they can use to assert themselves positively and constructively in cyber conflicts.

#### What is a clear message?

A clear message is a peaceful means of self-assertion that allows students to express opinions in a way that is respectful of others. It comprises three actions:

- 1-Express the emotion generated by the situation.
- 2-State what the other person did to upset them, and name the consequences of that behaviour.
- 3-Make realistic demands (now or for the future).

#### For example:

You sent me a text saying you were going to the movies this evening, but we were supposed to see each other. It's disappointing and frustrating. I'd like you to explain why you decided to change our plans.

\* Young people who use the clear message technique in all conflicts, not just cyber conflicts, are able to be assertive in a positive way. However, in situations involving any form of violence or bullying, clear messages should be **avoided**. Young people who are victims or witnesses of violence or cyberbullying should **report the situation to a trusted adult and immediately withdraw from the discussion**.

Young people find it difficult to report instances of violence or bullying. It is therefore extremely important for adults to hear them out and then take action in accordance with the school's procedures. The young person must also be told what has been done (e.g. the situation has been mentioned to the school principal; a written report has been made, etc.); this will encourage them to go to adults with their problems. Young people may hesitate to report an incident either because they are afraid the adult will restrict their Internet access, or because they believe the adult will not do anything about the situation.

## PITFALLS OF CYBER COMMUNICATION

- Risk of misinterpreting messages received from other people because non-verbal signs are not apparent
- Risk of communicating too quickly, without thinking about the wording used or the potential consequences of the message

To **avoid these pitfalls**, it is important for the students:

- to be aware of their perceptions and understand the elements in the other person's message that caused them to react (past events, weaknesses, past conflicts, etc.), in order to avoid misinterpreting it
- to take the time to think about the words they use, to avoid misunderstandings or the possibility of offending others
- to make sure their message is clear and that the person receiving it has understood what it means
- to ask for clarification if they feel they may not have understood what the other person is trying to say
- to use a different communication channel if necessary

## EMPATHY


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### What is empathy?

Empathy is the ability to recognize and understand what another person is experiencing. It involves putting oneself in that person's shoes, in a non-judgmental way, to understand what is happening to them.

### Empathy and “being cyber cool”

- Empathy in cyberspace starts by being aware that you are communicating with **real human beings**, and not with avatars, computer screens or fictional characters.
- It is normal to transform the human behind the screen into an abstract concept, but this can reduce empathy. The students must therefore be made aware that their actions have **real consequences for real people**.

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- It is important to remember that, for many students, empathy requires an effort, and hence **time. They should take a few moments to think** about the impact of their actions or reactions, so that they will develop empathy and be more constructive in their discussions.
  - Students should be made aware of **the importance and impact of what they do in cyberspace**. Something that takes just a few seconds (or even one second) may affect someone else for a whole day, a week, a year or, in some cases, for his or her entire life.
  - Empathy is developed mainly by trying **to identify other people's feelings**. If there is no feedback from the other person in the form of non-verbal signs, as is the case in cyberspace, it can be very difficult to know exactly what he or she is feeling.
  - One way to generate empathy is to **ask the students** what they would feel if they were in the situation they have imposed on the other person. Of course, everyone is different and this strategy may not always work, but it is usually effective. For cyber-bullying, it can help the students to realize that their actions have impacts in real life.

## MANAGING EMOTIONS

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### Managing emotions and “being cyber cool”

- Although young people may seem to be “in a little bubble” or removed from the real world when sitting in front of their screens, **they still feel emotion**. Whether they are playing online games with friends, sending and receiving instant messages or posting on social media, they are interacting with others and experiencing joy, satisfaction and pleasure, as well as anger, jealousy, shame, fear and so on.
- If students are to interact positively in cyberspace, they must be aware of these emotions and be able to recognize them.
- If they can do this, they will be able to manage their emotions more effectively, take time out to calm down when necessary, and avoid hasty reactions.
- Managing emotions does not mean keeping them in check, burying them, repressing them or denying them. On the contrary, it involves **welcoming them, acknowledging them**, distinguishing them, and listening to the messages they convey (see the *Différents mais pas indifférents* program, Institut Pacifique, 2008).
- Everyone has his or her own method of calming down. Some of the most effective techniques include **stepping away from the screen** for a few seconds, **breathing deeply**, and taking time out to **think** about the real meaning of the message.

- **Even waiting just a few seconds** before reacting can help to avoid problems, and may even stop some instances of cyberbullying.
- In some situations it may take more than a few seconds to calm down. Where this is the case, the most constructive thing to do may be to **log out**, go and do something else for a while, and log in again later on, when in a calmer state of mind.

## **SELF-ESTEEM**

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### **What is self-esteem?**

Germain Duclos (2000) defines self-esteem as an awareness of the value that a person **ascribes to himself or herself** in different spheres of life. Self-esteem is influenced among other things by the person's relationships with friends and relatives, and his or her experiences, successes and failures (see *Différents, mais pas indifférents*).

### **Self-esteem and “being cyber cool”**

- Because of the broad variety of comments, reactions and sources of stimulation to which students are exposed every day (or every minute) in cyberspace, healthy basic self-esteem is vital if they are to interact with others constructively.
- Healthy self-esteem allows students to assert themselves in a positive way, react thoughtfully and resist negative pressure from others.

## The impact of self-esteem on behaviour

### Healthy self-esteem

- Respectful self-assertion
- Ability to acknowledge responsibility
- Emotional stability
- Sensitivity toward others

### Low self-esteem

- Avoidance of conflict, so as not to have to be assertive
- Hasty reactions to provocation or comments
- Difficulty in seeing the value of others
- Use of confrontation or disparagement

### Inflated self-esteem

- Difficulty in accepting criticism
- Difficulty in acknowledging responsibility for own actions
- Tendency to push responsibility onto others

There are a number of factors that affect young people's ability to develop healthy self-esteem. **Below are some suggestions that may be helpful:**

- Emphasize the students' strengths.
- Encourage the students to regard their problems as challenges, and to play down mistakes.
- Encourage the students to set realistic goals for themselves.

With regard to cyberspace in particular:

- Encourage students who use positive, respectful language.
- Remind students that disparaging remarks can have an adverse impact on self-esteem.
- Help students to acknowledge their share of the responsibility in conflicts.
- Encourage students who adopt a positive stance in cyberspace or who are "cyber cool."

See: *Différents, mais pas indifférents*, Institut Pacifique.

## APPENDIX 1

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### WEB SITES OF INTEREST (FOR ADULTS AND STUDENTS)

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**Centre for Youth Crime Prevention**

Royal Canadian Mounted Police

[www.rcmp-grc.gc.ca/cycp-cpcj/index-eng.htm](http://www.rcmp-grc.gc.ca/cycp-cpcj/index-eng.htm)

**Cybertip!ca**

Canada's national tipline for reporting the online sexual exploitation of children

[www.cyberaide.ca/app/en/index](http://www.cyberaide.ca/app/en/index)

**Define the Line**

Clarifying the blurred lines between cyberbullying and digital citizenship

[www.definetheline.ca](http://www.definetheline.ca)

**Educaloi.qc.ca**

The law explained

[www.educaloi.qc.ca](http://www.educaloi.qc.ca) (French only)

**Media Smart**

Canada's centre for digital and media literacy

[www.mediasmart.ca](http://www.mediasmart.ca)

**Internet 101**

[www.internet101.org](http://www.internet101.org)

**Internet101.ca**

Royal Canadian Mounted Police

[www.rcmp-grc.gc.ca/is-si/index-eng.htm](http://www.rcmp-grc.gc.ca/is-si/index-eng.htm)

**Kids Help Phone**

[www.kidshelpphone.ca](http://www.kidshelpphone.ca)

**Log in to the positive**

[www.mels.gouv.qc.ca/en/log-in-to-the-positive/](http://www.mels.gouv.qc.ca/en/log-in-to-the-positive/)

**Non à la cyberintimidation**

[www.cyberintimidation.com](http://www.cyberintimidation.com) (French only)

**PrevNet**

Promoting relationships and eliminating violence network

[www.prevnet.ca](http://www.prevnet.ca)

**Service de police de la ville de Montréal**

[www.spvm.qc.ca/en/jeunesse/ados.asp](http://www.spvm.qc.ca/en/jeunesse/ados.asp)

**Soyez net sur le net!**

[www.ereputation.paris.fr](http://www.ereputation.paris.fr) (French only)

**Tel-Jeunes**

<http://en.teljeunes.com/home>

**Vigilance sur le Net Videotron**

[www.vigilancesurlenet.com](http://www.vigilancesurlenet.com) (French only)

**Web Aware**

[www.webaverti.ca/english/default.html](http://www.webaverti.ca/english/default.html)



## APPENDIX 1

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### SITES USED BY ALL AGES

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**Ask.fm** <http://ask.fm/>

**Blablaland**

<http://www.blablaland.com/> (French only)

(Parental consent required)

**Do you look good?**

<http://doyoulookgood.com/index/home?lang=en>

**Facebook** [www.facebook.com](http://www.facebook.com)

**Flickr**

<http://www.flickr.com/>

(You can create an account, or look at photographs without creating an account.)

**Google +**

**IMVU**

[http://www.imvu.com/?save\\_locale=1](http://www.imvu.com/?save_locale=1)

**Instagram** <http://instagram.com/>

**Kik** <http://kik.com/>

**MySpace** <http://myspace.com>

(Parental consent required)

**Skype** [www.skype.com/en/](http://www.skype.com/en/)

**Snapchat**

**Textme** <http://go-text.me/>

**Tumblr** [www.tumblr.com/](http://www.tumblr.com/)

**Twitter** <https://twitter.com/>

**Twoo** <http://twoo.com/>

**YouTube** [www.youtube.com/](http://www.youtube.com/)

## APPENDIX 2

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### USEFUL DEFINITIONS

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#### **Blog**

A blog is a Web site created by an individual to present content on the Internet, in which he or she expresses opinions on specific subjects. Blogs are open to visitors, who may react to the content by posting comments (see <http://en.teljeunes.com/home>; <http://dictionary.reverso.net/>).

#### **Chat room**

A chat room is a forum through which people can meet one another, exchange opinions and chat with friends or strangers (see <http://int.smeet.com/>).

#### **Cyberspace**

Term used to refer to the virtual world that is accessed via computer networks, including the Internet, which is considered to be the “ultimate network” (see [www.linternaute.com/](http://www.linternaute.com/)).

#### **Defamation**

Defamation is a term used to describe remarks or actions that damage the honour or reputation of a person.

#### **E-mail**

E-mail is a service through which written messages and documents are sent in digital form over the Internet, into the mailbox of an addressee chosen by the sender. It is a way of conducting “private” conversations with friends (see <http://en.teljeunes.com/home>; [http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page)).

#### **Instant messaging**

Instant messaging is a system that allows for instantaneous exchanges of text messages and files between computers connected to the Internet. It allows people to stay in contact with their friends. Unlike e-mail, instant messages can be used to conduct interactive dialogue (see <http://en.teljeunes.com/home> and [http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page)).



A vertical decorative bar on the left side of the page, composed of a grid of small squares in various shades of blue, teal, yellow, and white, creating a pixelated or mosaic effect.

## APPENDIX 2

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### **Personal Web page**

Personal Web pages are like business cards, introducing their owners by describing who they are and what they like. They provide a space through which people can express their opinions and discuss issues with their friends (see <http://en.teljeunes.com/home>).

### **Social networks**

Social networks are Internet applications through which users (who may be individuals or organizations) can stay connected. They each have their own dynamic structure or form of social grouping. Their users provide the vast majority of content, including texts, photographs, hyperlinks and so on. The best-known social networks in Québec are Facebook, YouTube, Twitter and MySpace (see <http://en.teljeunes.com/home> and [http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page)).

## APPENDIX 3

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### A SHORT LEXICON OF CYBER TERMS

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- **Bestie:** Short form of “best friend”
- **BFF:** Acronym meaning “Best Friend Forever”
- **Chick:** A term used by young people to describe someone who is very pretty
- **Chill:** A term used to mean “relax”; also used to refer to something good (e.g. “It’s chill!”)
- **Cover:** A song reinterpreted by another singer
- **Hacker:** Term used to refer to someone who is able to bypass a firewall and obtain unauthorized access to a computer system or network
- **Hashtag:** A word or group of words following the keyboard character # used to index and categorize Web content (e.g. #fashion); users who click on a hashtag are able to access all publications or photographs bearing that hashtag
- **LAWL:** Acronym meaning “Laughing a Whole Lot”
- **LOL:** Acronym meaning “Laughing Out Loud”; young people modify it according to whether they find something very funny or less funny. E.g. lol, lol!!, LOL, LOLZ
- **Photoshoot:** Term used to refer to a photography session
- **Some1:** Short form of “someone”

- **Swag:** A term used to refer to someone who dresses or behaves in a different way, or has unusual tastes
- **Text:** Short form of “text message”
- **Y:** Short form of “why”
- **#SEXT:** Term used to refer to a sext

## EMOTICONS

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:P	Sticking out tongue	><	Mocking
:o	Surprised	:)	Smiling
o_O	Surprised	;)	Winking
XD	Laughing a lot	<3	Heart

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**Kids Help Phone**  
[www.kidshelpphone.ca](http://www.kidshelpphone.ca)

**Non à la cyberintimidation**  
[www.cyberintimidation.com](http://www.cyberintimidation.com) (French only)

**Office québécois de la langue française**  
[www.oqlf.gouv.qc.ca/english/charter/index.html](http://www.oqlf.gouv.qc.ca/english/charter/index.html)

**Service de police de la ville de Montréal**  
[www.spvm.qc.ca/en/jeunesse/ados.asp](http://www.spvm.qc.ca/en/jeunesse/ados.asp)

**Tel-Jeunes**  
<http://en.teljeunes.com/home>

**Vigilance sur le Net Videotron**  
[www.vigilancesurlenet.com](http://www.vigilancesurlenet.com) (French only)

**Web Aware**  
[www.webaverti.ca/english/default.html](http://www.webaverti.ca/english/default.html)

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