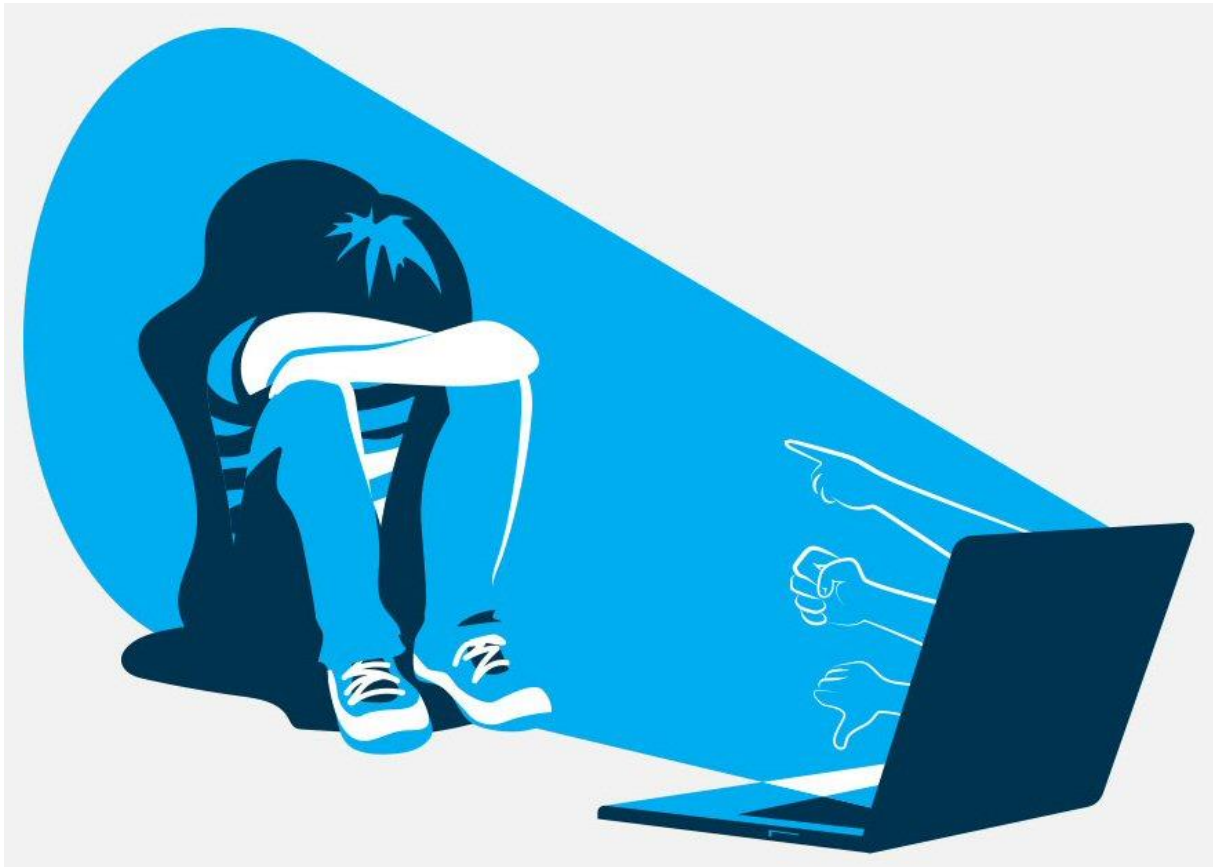


# Control, Escape, Delete

Raising awareness on cyberbullying



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## Table of Contents

Best practices.....	3
Slovakia .....	3
Hungary .....	4
France .....	5
Portugal .....	6
Serbia .....	7
Greece .....	8
Latvia .....	8
North Macedonia .....	9
Spain .....	10
Croatia .....	11
Italy .....	12
The tree of raising awareness.....	13
Roots.....	13
Trunk.....	14
Branches.....	15
What can we do as youth workers?.....	17
Digital citizenship keywords.....	18
Toolkit - What can we use?.....	20
Methods to highlight: .....	20
Activities, games: .....	20
Resources (films, series, books, websites): .....	21
Tools, approaches might be useful: .....	21
Best practices from other countries .....	22
Looking towards a brighter future .....	23
Things that work well: .....	23
Things to improve/work on: .....	23
Exhibition photos.....	25

## Best practices

We looked at the situation in the partner countries of the project and systematized the information along the following three points:

1. Identification (How do we identify the problem? Who can we work together with?)
2. Prevention (What happens? Why/How is it effective? Who is involved?)
3. Response to the problem (What can be a response? How is it effective?)

### Slovakia

#### Identification

Stopline.sk: An online surface aimed at enabling people to report whenever they encounter forms of cyberbullying, or any kind of illegal online activity. This online form plays a highly important role in raising awareness to cyberbullying. The platform fills the role of a national centre, where citizens can report illegal activities occurring on the Internet. As a result of the cooperation of all parties involved in this project, the regular publication of statistical information on illegal content and activities on the Slovak Internet and the identification of new trends in cybercrime will also result in a more effective fight against child abuse and other illegal phenomena on the Internet.

#### Prevention

<https://www.kybersikanovanie.sk>: An online cyber-preventive program under the auspices of the civic association “eSlovensko”. It discusses in detail what cyberbullying is and how to recognize it, what are the principles of protection against cyber-bullying, and also illustrates examples from Slovak schools and the world. The interpretation of the issue is complemented by educational films.

#### Response to the problem

The Pomoc.sk project provides specialized advice on the problems posed by new technologies - internet, mobile, etc. It is part of the Unicef Child Safety Line, which has been helping children 24 hours a day, 365 days a year since 1996. Children and young people can turn to her with any problem, topic or just the need to share their feelings with someone. Problems in the family, at school, with friends, teachers, but also issues of addiction, physical and mental abuse or suicide, all this can be a topic of conversation on this link. The project pays increased attention especially to:

- misuse of personal data,
- relationship and communication on social networks,
- inappropriate content on the Internet and in computer games.

It is also intended for parents and teachers who need professional advice regarding the education of their children or students, but anyone who is not indifferent to the fate of children can turn to it.

## Hungary

### Identification

Cyberbullying is a mixed offence in the Hungarian legal system. These are those offences "which are committed with some degree of use of information and communication technologies and devices, but which could be committed without the presence or use of technology".

The classic forms of cyberbullying legally fall into the categories of harassment and threats, both of which are acts against one's privacy in the broadest sense, i.e. crimes against human dignity. Harassment is a recurrence, even if at short intervals, with interruptions, while threats are a one-off occurrence. Section 176/A(1) of Act IV of 1978 on the Criminal Code contained the offence of attempting to establish regular contact, in particular with another person, against his will, by means of telecommunication or in person.

UNICEF in 2020 conducted a research on cyberbullying. The 60% of children, who were asked have experienced being mocked online. From this group 55% of the girls and 27% of the boys had been harassed. The 33% of children regard cyberbullying worse compared to regular bullying

University of Pécs had a Research Group on cyberbullying. They did a research on violent video games, where the children can identify with the aggressor. It's important, that the danger isn't with just social media. They help the children with empathy, impulse control as influenced by online environments.

Tragedy in Kecskemét. A teen boy committed suicide because his classmates bullied him socially - neither the teachers nor the students noticed that he had been abused. The head master of the school had a pronouncement, that it's not their fault and responsibility.

### Prevention

In Hungary every third kid had bullied. The children 15-24 years are 97 % bullied. And only every tenth kid ask for help. Because of cyberbullying, every second kid had anxiety and self-issues.

### Response to the problem

There is a helpline, called *Kék Vonal* (Blue Line) since 1993. Its goal to help to children, and support the adults to be able to help them. They receive 55000 calls annually from children aged 12-16.

There is some experiment from the Police go to schools and talk about, what the children can do against bullying and from where they could ask help.

## France

### Identification

As the virtual presence is becoming more common, indirect confrontations are becoming more frequent. Under the cover of anonymity, harassers have long been able to act with impunity. Reacting to these attacks, the first action against online harassment was put in place by the French government at the end of 2014. Henceforth, any person repeating remarks or behaviour, with the effect of deteriorating the living conditions of another person, was now liable to one year of imprisonment and a fine. With a slowly rising Digital Civility Index of 63 in 2021, which indicates the dangers and the online responses of all internet actors and stakeholders, the internet is definitely in need of more regulations.

### Harassment on social media

When expressing their fears of the internet in 2021, children were more scared to be harassed than have their personal data stolen. With a possible link towards harassment, more than half of these children had already argued with someone online, whereas 46 percent of them had been subject to insults in 2021. Harassment on social media can be expressed in several forms: the creation of fake profiles and, the most common, sending insults. These attacks are often discriminatory in nature, amounting to homophobia, Islamophobia, racism or sexism. In 2019, more than 40 percent of people under 50 had already suffered repeated personal attacks on online social platforms, as did 22 percent of young people aged 18 to 24. Children were mostly attacked by strangers online. Surprisingly, 42 percent of girls aged 11 to 14 were the targets of their classmates in 2021.

### Prevention

Respect Zone is a grassroots organization devoted to combating cyber violence, including bullying, racism, anti-Semitism, homophobia, sexism, stigmatism of disability and incitement of hate, violence or terrorism. The idea of creating a worldwide network of people standing up against hate on the Internet is an innovative idea to address cyber-bullying. People from all over the world are coming together to speak up and stand up to all forms of hate and intolerance--this time across cyberspace. The "Respect Zone" tool attempts to deter hate or bullying speech wherever the label is seen. [www.respectzone.org/en/](http://www.respectzone.org/en/)

### Response to the problem

One option is for the victim to ask intermediaries, such as the administrators of an online group, to remove online content if it was posted publicly. Contacting the website owner is another possibility, though some have their own internal rules for what content should be removed. In serious cases, you may wish to report content to the police or gendarmerie at [www.internet-signalement.gouv.fr/PharosS1/](http://www.internet-signalement.gouv.fr/PharosS1/). In this case, you will be asked to confirm it is not an urgent situation requiring immediate help – if it is, you should telephone them directly on 17 or 112, or send a text to 114. This website is only for reporting publicly visible internet content.

The [www.service-public.fr/cmi](http://www.service-public.fr/cmi) is the website for reporting harassment that is sexist or related to sexuality. It can be useful to collect evidence of the harassment, such as taking screenshots, and it is also possible to pay a *huissier* (a legal official) to visit and to record such evidence.

## Portugal

### Identification:

More than 60% of teenagers had been victims of cyberbullying during pandemic isolation (publico.pt). 47% had seen a cyberbullying act “only” 6% declared being actively bullying (Montalvao et. Al. 2015). There were 368 cases registered on Police (2021), that is 35% increase of cases in the last 5 years

### Legal framework:

1. Cyberbullies menores: Lei Tutelar Educativa (Lei nº 166/1999 de 14 de setembro)
2. Students and Scholar Ethics Statute (Lei nº 51/2012 de 5 de setembro)
3. Cyberbullies maiores: Código Penal

### Bullying targets

- Having unexplained injuries
- Lost or destroyed goods
- Frequent headache or stomach-ache
- Changes in eating or sleeping habits
- Difficulty sleeping or nightmares
- Not wanting to go to school or sudden loss of friends

### Bullies

- Engage in conflict frequently
- Having friends who bully peers
- Increase your aggression
- Having money or possessions without explanation
- Worrying too much about popularity

### Who can we work together with?

- Bullying associations, e.g. [www.nobully.pt](http://www.nobully.pt)
- Parents
- Therapists

### Prevention

- Raise awareness: talk about it in the school society
- Share real stories in your and other countries
- Being a role model, a positive example of how adults react to conflicts
- Create technology rules
- Encourage positive activities to promote the creation of new friendships and increase your self-confidence.
- Show you how to be safe online. Alert them to the dangers of using digital platforms.

### Response to the problem

- Call a professional association to make an intervention in the school.
- Educate parents to make a trust environment and help the “victim” to feel safe
- Improve empathy attitudes through games and talk.
- Use of artificial intelligence
- to identify hate or bullying related content on social media (Aurpa et. al., 2022)
- To identify aggressive content on social media (Ramiandrisoa, 2022)

## Serbia

### Identification

We can identify the problem by observing the person and searching for the symptoms like depression, isolation, and others. When these kind of problems consider children we should work on solving it with both parents and teachers. When it comes to adults there are various SOS centres but also professionals like psychologists.

### Legal background

- Criminal law: Brought in 2006. This legislation covers issues such as stalking, doxing, filming and photographing someone without their consent.
- Civil law (Lex Specialis): Covers issues such as compensation for the damages done.
- Law about security of data: Covers the problem considering data leaking and everything connected to that

The Serbian law system is missing actual legislation dealing with internet delicts.

### Prevention

It's crucial that we educate people about seriousness of these problems, especially parents and teachers as teenagers are the most critical group when it comes to this. Also, we should educate both youth and adults how to surf the internet safely and be protected as much as possible. If we practice this, for example, we can prevent things like doxing, stalking and others. People should be aware how important are the decisions about what we post online, whether our profile is locked or not, etc.

### Response to the problem

Serbia's legislation's have almost no particular solutions for this problems. Civil law and criminal law are being combined when it comes to this. Our country should collect EUs good practices and put them in one legislative act so the citizens could easily navigate through this grey area.

## Greece

### Identification

Some schools and camps have specialists, e.g. psychologists who can identify which kids are suffering from their behaviour.

### Response to the problem

- raise awareness through art in schools
- parent associations invite a specialist to talk
- telephone lines that help both children and families
- most of the private schools and camps do
- have someone specialist that starts sessions
- with the child when the problem is identified.

## Latvia

### Identification

In Latvia there is an organization (*Latvijas Drošāka interneta centrs*) that provides the option to report crimes including cyberbullying. After reporting they help you get through it and provide resources.

The same organization provides workshops for schools and teachers. In these workshops they teach about safe Internet use.

### Prevention

The same organization mentioned before has a website (*drossinternets.lv*) that provides children, teens, youth and teachers with information resources. In these resources it is possible to find information about safe social media practices and some basic rules. Also, they share prepared resources that youth leaders could share in lessons and workshops.

*Latvijas Drošāka interneta centrs* has an ambassador programme. In this programme they train other ambassadors and lead workshops on safe Internet practices. The trained ambassadors are able to have their own workshops. Similar courses are provided by *Latvijas Pašvaldību mācību centrs* where they train teachers on how to talk to youth about safe Internet practices.

### Response to the problem

There are no specific laws that cover cyberbullying. Laws meant for harassment and hate speech are used in cyberbullying cases. There is also a special law that holds a person accountable if their actions led to someone's suicide.

Drossinternets.lv also provides an option to report cybercrimes including cyberbullying. Then they provide guidance - emotional and legal. It is also possible to call in and talk to them directly.



## North Macedonia

### Identification

There are few to none practices that are being used to identify the problem of cyberbullying in our country. But, young people are aware of the problem: they identify it, take individual initiatives, or work on it through different projects and different NGOs.

We can work with the NGOs in our country. But in our town the most prominent and active in our country (and town) is the Red Cross. It has a youth network through which we can take action regarding this problem.

### Prevention

Practices that are used to prevent cyberbullying are close to zero in our country. Nothing happens formally, but some action is taken within the community.

The biggest project yet executed was one from the Red Cross of Skopje: “Word games can hurt” (*Играта на зборови може да повреди*). It was started by young volunteers that wished to prevent the vicious act of digital violence. The project has two phases:

1. Educating young people from the age of 12-18 (around 800 students) in 15 schools in Skopje, as well as working with teachers, psychologists and school staff; The police was also included in this project
2. Next phase was establishing a helpline that cyberbullying victims can call and get psychosocial support from professionals

### Response to the problem

- Most of the problems with cyberbullying have been handled poorly. The only law and regulation is one that states that: “Sending violent threats digitally, through internet paths is considered a criminal act and will be punished with 5 years in prison”. If you want to achieve that, you have to show proof of the threatening communication (screenshots).
- However, this only stands for threats, and not for all hate speech and cyberbullying.
- Responses to digital violence have been: punishment for people that bullied girls by sharing their nude pictures in a huge group – but they will only serve punishment because some of the shared girls were underage.
- Victims can only get psychosocial support from the Red Cross. The country doesn’t provide anything.
- Most cases of cyberbullying or invasion of private content online have not been punished

## Spain

### Identification

In Spain we don't have any kind of official schools' policy to identify the problem. We think that to be able to identify the problem we need to educate the teachers to identify that and do kinds of workshops about cyber bullying with the students. But any of these school policies are a reality nowadays in Spain. The educators have no kind of institutional support against cyberbullying. If you want, as a teacher, to find some kind of knowledge of the cyberbullying you should manage yourself to get it outside the official school protocols.

At the same time, it's hard to identify it because there is a lot of taboo against that problem. For the same reason that we have talked before but on the student's part. They don't know about the problem and it's a strange thing for them. But if we don't do anything, as educators, this it's going to never get solved.

There is a private organization that organize seminars and workshops for the educators about cyberbullying. But it costs money and if the centre will not finance it, it's hard to realize it. Here it's the website: <https://pdabullying.com/es/inicio>

They also have an app that it's a game. It consists of trying to understand what happened to a girl that disappeared from the school after being a victim of cyberbullying. The teens might play in an interactive way with the problem. We think it's a very good tool to work with the guys and it's free.

There are some private documents to understand the problem and exactly numbers of the problem of cyberbullying. And also a few good questions on it, with them you check if something it's wrong with the class or some kid.

### Prevention

To prevent the cyber bullying it's necessary that the family control the use of the phone. Control in the sense of time, know which applications use, be aware of the people who follows... For that, it's essential that the parents and the kid have a good relationship based on trust.

On the other side, the school can offer seminars or meeting with the parents about cyberbullying and give methods to detect it and act. Another way to prevention will be a weekly meeting with the kid and a referent (teacher, therapist, social worker, etc.), doing that, a bond If trust is created between both and also it's easier that the kid explain how is feeling. From the school is essential to foment the respect of diversity.

### Response to the problem

There's not any law that regulates this situation, exceptionally that the case involves any kind of sexual content. In the case that in a group class became a cyberbullying situation, we might response through:

- VICTIM: the person needs the support of a therapist, also it's essential to respect the intimacy and his own decisions. It is important that the victim receive the support of their family. It will

be recommended that the victim write a diary of his emotions and thoughts, the therapist could give some points to guide this reflection. Also could help that the person joins any kind of activity to meet new people and discover a new ways of expression.

- BULLY: The person might reflect and have consequences of their acts, otherwise the person will continue doing it to other people. That's the reason we should also work on the bully through a therapist because probably this person has personal issues. Apart from that, in the moment that happens this person might be far from the victim.

- TEACHERS: they must try that the victim feels comfortable again in the class and with the group. Also they might try to raise awareness to the students, that is also a way to prevent it in other situations. Cyberbullying it's a problem that involves everyone, not only the victim and the bully.

- FAMILY: the family it's an important support for the victim, they must accompany the person through all the process.

Croatia

#### Identification

We can identify cyberbullying either directly, i.e. by noticing the harmful behaviour as it happens in any way, shape or form; or indirectly, by the effect it has on the victim, perpetrator or the people around them.

This can be done either on a more individual level by working with public personnel and users of public services (teachers, educators, students) or on a local, national or global levels, consulting the appropriate agencies, government bodies and law enforcement.

#### Prevention

Firstly, we should focus on raising awareness because the first step of solving a problem is that we recognize it as such. Technology is advancing at a rate which is hard to keep up for the average citizen.

We could use public service announcements to inform the general public regarding this issue.

## Italy

### Identification

There are several ways we can identify cyberbullying, some of them are

- Being upset after using the internet or mobile phone
- Changes in personality, becoming more withdrawn, anxious, sad or angry
- Appearing lonelier or distressed
- Unexpected changes in friendship groups
- A decline in school grades
- Changed sleep patterns
- Avoiding school or clubs
- A decline in physical health
- Secretive about online activities and mobile phone use.

### Prevention

Knowledge about and awareness of cyberbullying are important elements to consider for the definition of strategies aiming at preventing and managing cyberbullying through the creation of a more inclusive education environment helping people with vulnerable situations.

#### 1, Actively Involve Students

- Encouraging and rewarding students for respecting each other
- Encouraging student's voice

#### 2, Actively Involve Teachers

- Monitoring cyberbullying incidents
- Teaching students how to handle being bullied
- Evaluating cyberbullying prevention and management strategies

#### 3, Actively Involve Parents

- Observing the child for signs they might be being bullied
- Setting boundaries with technology
- Educate children about relationships with peers

### Response to the problem

- do not retaliate
- record everything
- contact law enforcement
- talk to your parents/teachers/employers.
- cut ties
- block the person who is doing this
- report abuse
- consult with an attorney

# The tree of raising awareness

## Roots

What cyberbullying can grow from?

- passiveness
- indifference
- “not my problem” mentality
- family and school
- cultural backgrounds
- lack of knowledge/tools
- it is hard to confront the bully
- unavailability of professional mental help

What is the root cause of bullying?

- bad parenting
- ignorance
- hurt people hurt people
- being ignored
- being envy
- aggression
- being a victim of cyberbullying
- frustration
- trauma

What is the motivation of a bully?

- social acceptance
- cultivating tough attitude and toxic masculinity
- necessity to prove themselves
- social acceptance
- personal issues
- insecurity
- being relevant
- attention

## Trunk

What are the most common platforms and why?

- Facebook
- Instagram
- Tiktok
- Snapchat
- WhatsApp
- social media that is the most commonly used and easiest to access
- depersonalization
- inclusion in the group and society
- social pressure
- to get attention
- not enough regulations (e.g. age)
- a lot of personal stuff is being shared
- anonymity
- easy to text and see what others are sharing – often personal content

How does cyberbullying occur?

- posting private content without consent
- tagging
- inappropriate jokes
- comments
- hate profiles
- stalking
- starts in school
- starts on social media

What is visible?

- physical and mental disorders
- sadness/isolation/stress
- change of behaviour
- comments - reactions
- depression
- memes
- photos
- videos
- conversations

## Branches

### Effects of society?

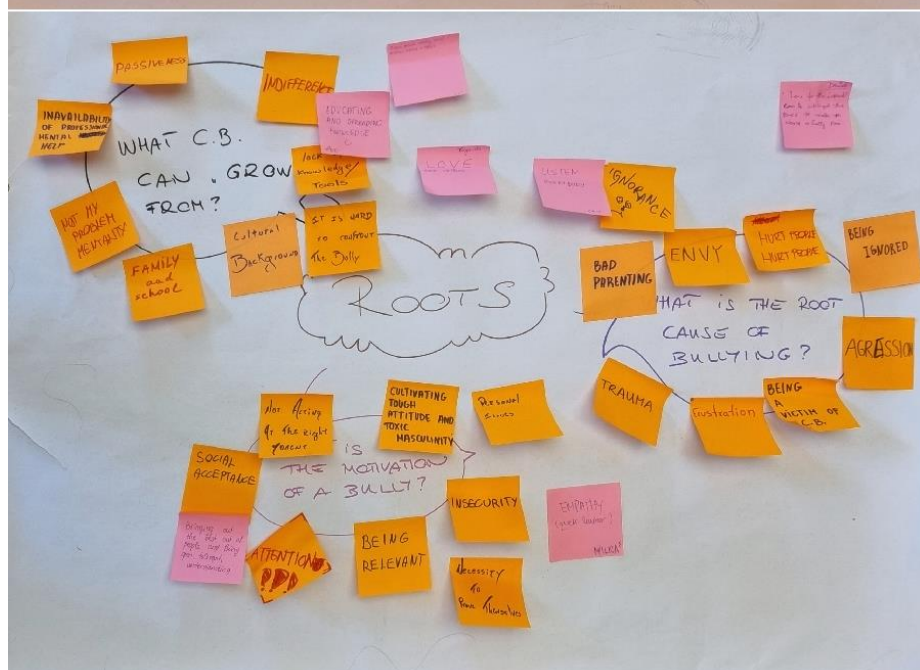
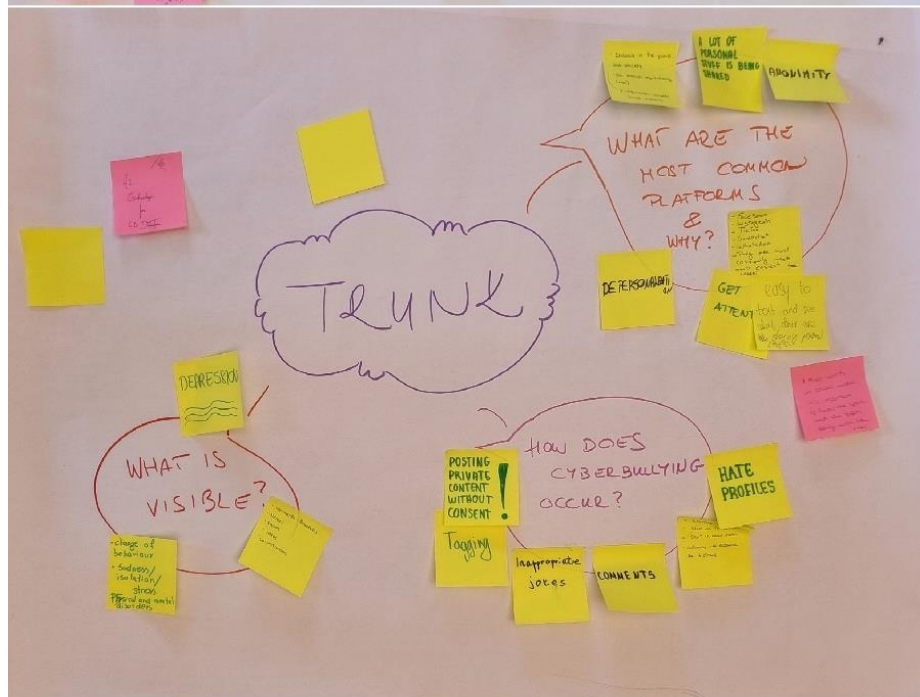
- mental health crisis
- toxic environment
- chain reaction
- desensitization
- bad relationships

### Effects on victims?

- stigmatization
- bad self-esteem
- no confidence
- stress
- anxiety
- depression
- trauma
- pain
- social fear
- isolation
- suicide
- trust issues

### Effects on the bully?

- masking insecurities
- lack of choice not to bully (you can end up as a victim)
- need of popularity
- delusion about having power
- false sense of empowerment
- bad leader
- social scale





What can we do as youth workers?

- education and spreading knowledge
- making young people feel comfortable to open up enough to share such experiences with us, but also knowledge and advice with others
- speaking about the topic seriously with our target group
- love each children
- be a good listener
- comfort the victims as much as possible
- show empathy
- be there
- educate on the use of social media
- teach about the online space
- speak clearly about depression
- show mental health practices
- understand others' emotions and needs
- be a strong driving force of change
- don't just talk about the problem, but elaborate it with the victim
- be brave enough to fight against traditional mentality of the topic with modern tools

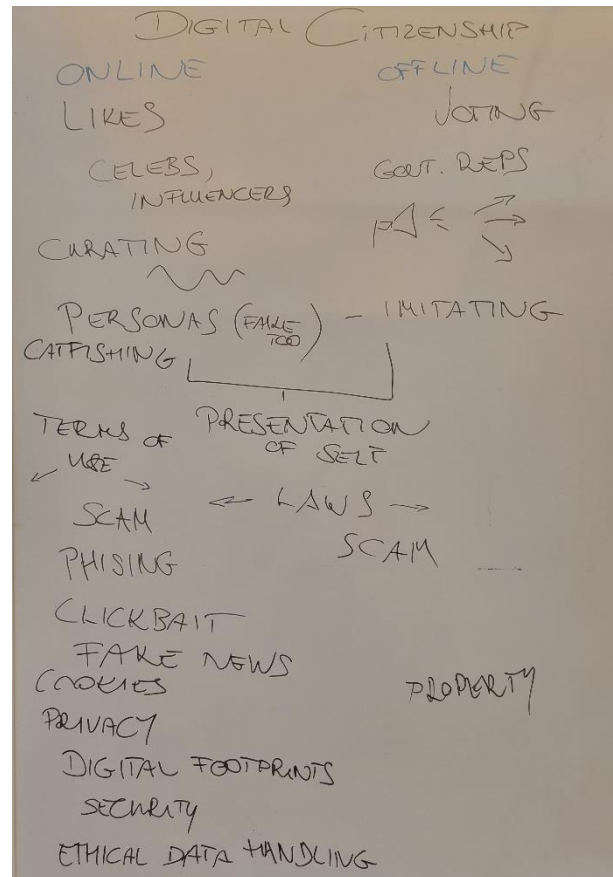
## Digital citizenship keywords

- Empathy
- How the Internet works
- Understanding user data (data collection)
- Information literacy/ digital literacy
- Digital wellness
- Securing digital devices

- Clickbait
- Fake news
- Internet safety
- Antivirus

- Passwords
- Privacy
- Personal information
- Photographs
- Permissions
- Property
- Personal brand
- Professionalism

- Ethical use of digital resources
- digital footprints
- Handling digital communication
- Cyberbullying





Good digital citizenship engages young students and shows them how to connect with one another, empathize with each other, and create lasting relationships through digital tools.



Bad digital citizenship, on the other hand, entails cyberbullying, irresponsible social media usage, and a general lack of knowledge about how to safely use the Internet

## Toolkit - What can we use?

### Methods to highlight:

- How to raise awareness among people that they are not familiar with this topic
- Methods to make people get emotional
- STOP Model (Step away, Tell a trusted adult, OK sites only, Pause to think)
- Fake secret exercise
- The Spanish practice, they used to have an emergency room and they used it for counselling the person who is suffering from cyber bullying. Personally, I think this is the best way to tackle anything that is serious and needs attention.
- Counter activities
- Analyse the problem following the tree method- roots, trunk, branches;
- Bora-bora when you don't understand what someone is saying in their language.
- Tree model: Roots, Trunk and Branches with Leaves representing origins, causes and consequences

### Activities, games:

- The activity with the photographs can be useful for everything
- The drawings were a remarkable activity because we had the chance to be creative
- Our super powers and how to use it
- Thinking out of the photos based on what we feel
- Emotion game
- Trusting each other
- Role playing and workshops are the best activities,
- Game with the pictures (What does it mean to you? Create your story based on 4 pictures)
- Fake secret: teams of 2 look into each other's eyes and tell a fake secret. Then share the secrets with the whole group. This teaches about the danger of sharing something private and the difference of sharing something with one person and with a larger group.
- Bully bullied
- Be internet awesome
- "finger grabbing" game
- Category game
- 50 cent game
- Popcorn
- Anxiety/ fear/ happiness/ sadness: I want it, but you can't have it: teach emotions with the same phrases
- "That's so cool. / Whatever. / I'm so mad at you. / Ok, fine." say the same things with different emotions (or emoji)
- Embodiment: one is a statue and the other is making the statue of the bully and the bullied. Then you can add other people and it can have an active or a passive attitude.

- Taking photos for the exhibition
- Photographs and associations
- 2 truths and 1 lie about ourselves
- Bunny exercise: After one round saying what we could do to a bunny, people are encouraged to do the same thing with the person on the side. [empathy]
- The acting games used to understand how the same sentences can mean different things depending on the context or the intonation of sentences [For teenagers and above]
- Ninja Game: People simulate a "fight" to touch others hands in a single and fast movement. [Fun game that works as energizer]
- Statue Game: how can we use our body posture to identify aggressors and victims. [All ages, but better suited up for adults]
- Association card games

Resources (films, series, books, websites):

- Book The Circle by Dave Eggers
- Book: Zero: They know everything you do by Marc Elsberg
- YouTube video "It's Not Just a Joke (Cyberbullying Short Film)"
- TED talk "This is what happens when you reply to spam emails" (James Veitch)
- TV Series "Scams" (2019)
- Movie "The Social Network" (2010)
- Movie "Trust" (2010)
- Movie "Cyber Bully" (2011)
- Movie "The Circle" (2017)
- Movie "Don't F\*\*k with Cats: Hunting an Internet Killer" (2019)
- Movie "The Social Dilemma" (2020)
- Movie "Sisterhood" (2021)
- Google course on Internet usage
- Common Sense Education, [commonsense.org/education/](https://commonsense.org/education/)
- Cyber Risk Prevention for SMEs, [www.skopos.ai](http://www.skopos.ai)
- Be Internet Awesome, [beinternetawesome.withgoogle.com/en\\_us/interland](https://beinternetawesome.withgoogle.com/en_us/interland)

Tools, approaches might be useful:

- Visual information with short films or photos
- Simulating situations
- We can use the internet for seminars and sessions to spread awareness and knowledge
- Encourage "victims" to use e-book or diaries has a form of therapy [www.nobully.pt](http://www.nobully.pt)
- PSA school activities
- Draw the good and the bad city & draw the good and bad house
- Love the idea that everyone has their own envelope where you can send a note
- Divide into groups using colourful pom-poms
- Google course on Internet usage

- The creation of the "utopian" city and the "disruptive" city in cyberbullying perspectives was a really good exercise on how to think, reason/identify and represent cyberbullying following a metaphoric approach.
- The first exercise about the piece of paper was very interesting to create the mindset of perspectives.
- Games
- Posters and presentations from *drossinternets.lv*
- Visual information (videos, pictures)

#### Best practices from other countries

- Using artificial intelligence to identify cyberbullying in Portugal
- The Red Cross activity on Serbia.
- The Spanish practice, they used to have an emergency room and they used it for counselling the person who is suffering from cyber bullying
- Share the helping organisations work on social platforms)
- Fake secret exercise
- Tree (visualization on cyberbullying)
- Cities and houses of a bad and a good cybercitizen
- Bully bullied
- The idea of an escape room is based on person's story about cyberbullying (Spain)
- Telephone hotlines where you can call and talk about the problems (in several countries), in Latvia there is an option to send informal text messages

## Looking towards a brighter future

### Things that work well:

- Getting know where other countries are about cyber bullying
- cooperation with the other participants
- Involving everyone into conversation
- Punctuality
- We have to bring the pillars to society together, the students, the teachers and parents, and have to keep an eye on their children
- Good balance between useful information, energizers, and interactions with other people
- International coffee breaks
- Food was good and in enough (even one than enough) amount
- Good and approachable leaders (Huge thank you, Agi and Zsanett!)
- Photo task where we can explore the city and work creatively in a group
- Really enjoyed our group and it was nice to hear how things work in other countries. At first, I did not like that we lived in hotel rooms not together with people from our country, but it helped to communicate with others
- Activities that include visual, audio, talking and are also interactive are the most effective.

### Things to improve/work on:

- Creativity
- Speaking up to the audience
- Critical thinking
- Teachers have to be proactive on this, because cyber bullying starts from school level and if cut the roots of the tree then it won't grow more.
- Being up-to-date with news, events (that changed a country, the world's perspective...)
- English public speaking (formal vocabulary)
- School approach to the issue
- Act locally
- Learn how to better research a subject on different contexts, rather than only scientific literature
- Being more empathic to different perspectives that differ from my own views of the world
- Teamwork skills
- Communication
- Raise awareness among my colleagues
- Work on how to prevent the cyberbullying not only in my countries and also around the world
- I'm planning to open a portal in schools for everyone they will report if they experience any kind of bullying and their identity will be kept anonymous

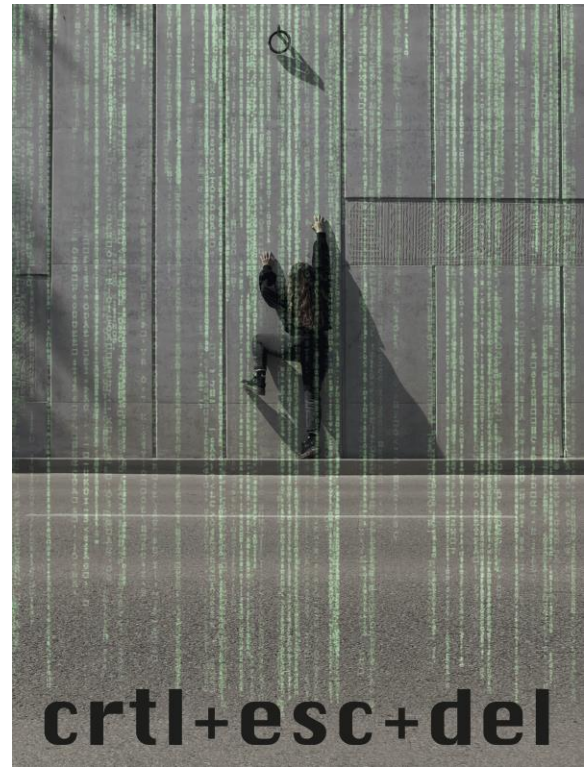
- I will pay more attention to what is happening on social media even then, if it doesn't affect me personally
- I will educate my younger family members and my paediatric patients on how to use the internet and that we have to be kind and if we see that someone is being bullied or someone is bullying us we have to talk about that with older people that we trust and report them
- Be more mindful about the origins and consequences of cyberbullying, actively searching for application of the things I have learned during the project



## Exhibition photos



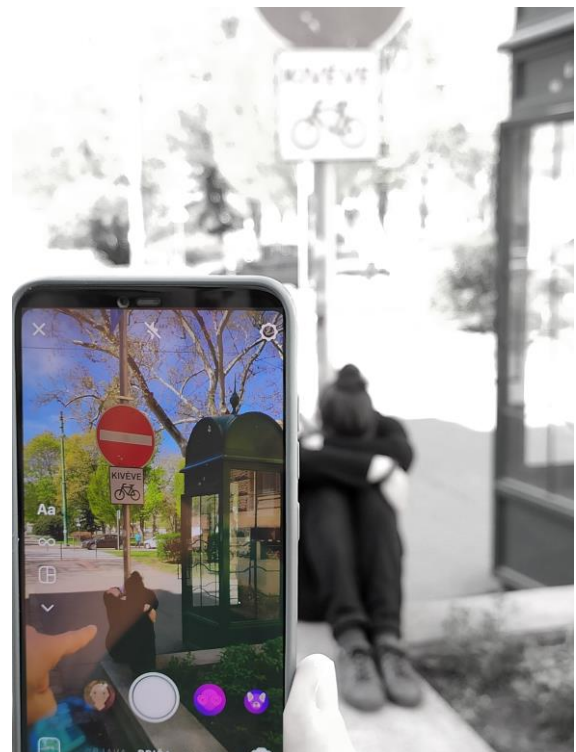
Reflection of reality.



Escape the Matrix.



Time passes, pain stays.



Perspectives.



Emotions of the bullied.



Emotions of the bully.

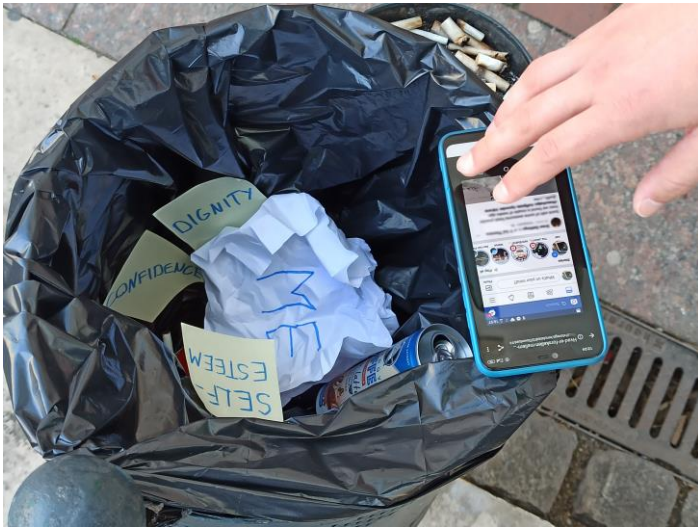
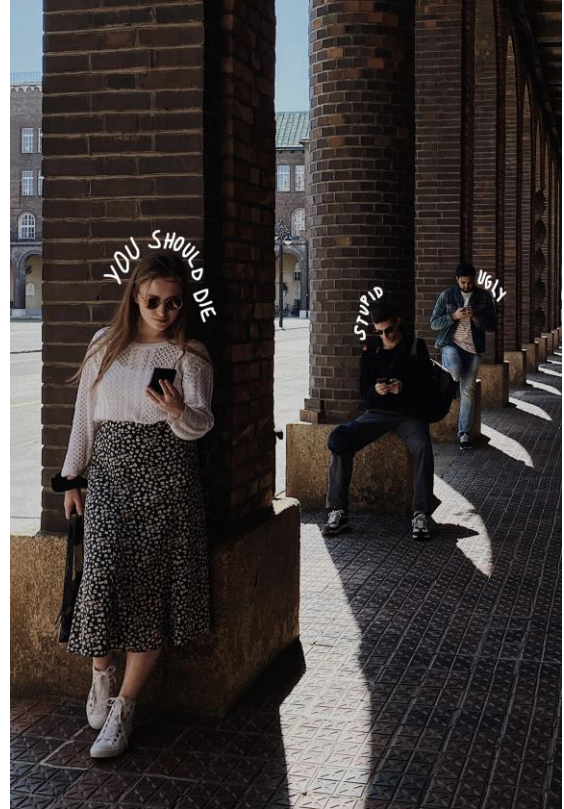


Bullying in society.

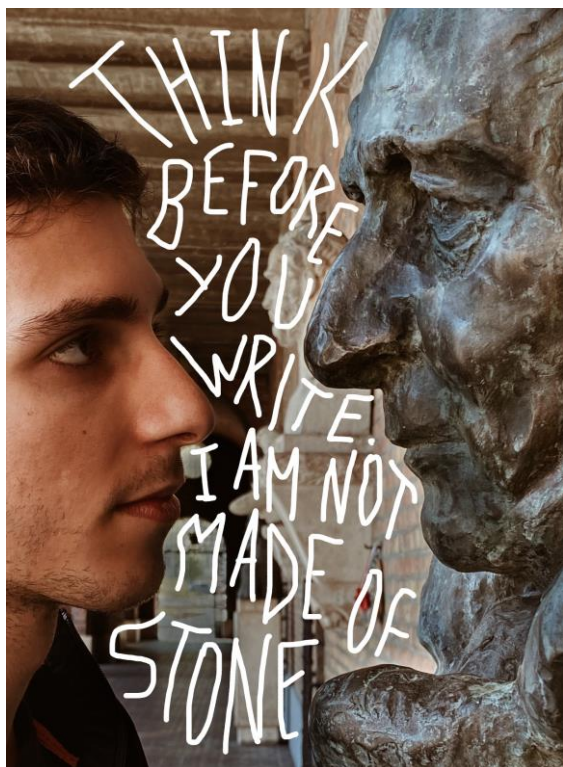




Childhood is the future.

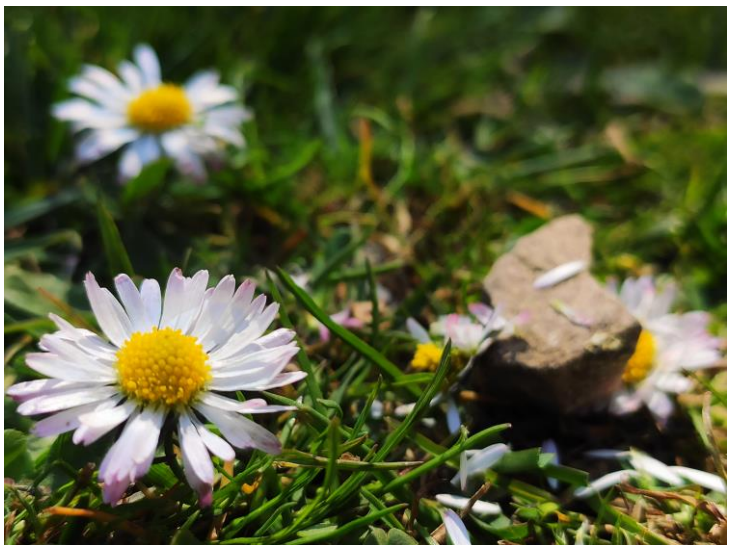








Don't avoid nasty things, face them.





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