



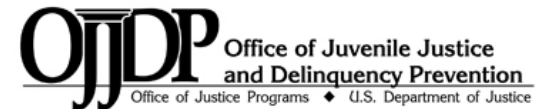
NATIONAL
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RESOURCE CENTER
A Program of **OJJDP**

Navigating the Digital World: Mentoring Strategies to Combat Cyberbullying

August 22nd, 2023

National Mentoring Resource Center & Office of Juvenile Justice and Delinquency Prevention

- This project is funded through a cooperative agreement from the Office of Juvenile Justice and Delinquency Prevention (OJJDP), Office of Justice Programs, & the U.S. Department of Justice.
- The NMRC builds on OJJDP's history, leadership, and investments in quality youth mentoring.



National Mentoring Resource Center Overview

Key Components:

- National Mentoring Resource Center Website
 - Practitioner Focused Blog
 - Grantee Dedicated Part of Site
 - Numerous Research-Based Resources
 - Evidence Reviews on Programs, Models, and Populations
- Research Board
- Training and Technical Assistance!
 - No-Cost Assistance For Your Mentoring Program

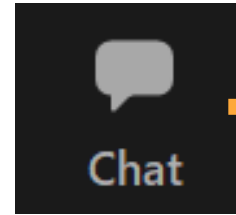


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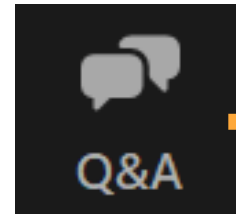
Remember!

- Please take **3-4 minutes to complete the anonymous survey** to let us know how we did at the end of the webinar.

- In a few days, you will receive an email with information on how to download the **slides, recording, and resources** on the OJJDP NMRC website, at www.nationalmentoringresourcecenter.org



- Introduce yourself!
- Talk with one another
- Share resources
- Respond to presenters



- Ask the presenters questions
- Upvote questions you'd like to see answered



Who's in the room?

Answer the poll!

What is your role in the mentoring field? (staff, mentor, program director, etc.)



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Agenda

1. Welcome & Introductions
2. Audience Polls
3. Cyberbullying & Mentoring Research Overview
4. Stand for the Silent Presentation
5. Panel Discussion
6. Audience Q&A
7. Resources & Closing



Dr. Sameer Hinduja



Dr. Sameer Hinduja is a Professor in the [School of Criminology and Criminal Justice at Florida Atlantic University](#), Co-Director of the [Cyberbullying Research Center](#), and Faculty Associate at the [Berkman Klein Center at Harvard University](#). He is recognized internationally for his groundbreaking work on the subjects of cyberbullying, sexting, and social media and gaming abuse, concerns that have paralleled the exponential growth in online communication by young people. He has written seven books, and his interdisciplinary research has been [cited over 20,000 times](#) in a wide range of fields including pediatrics, information technology, computer science, business, psychology, education, and nursing. As a noted researcher and speaker on youth and social media issues for the last 20 years, Dr. Hinduja trains technologists, educators, mental health professionals, youth specialists, parents, and students around the world on how to promote the positive use of technology and build healthy online communities.

Dr. Hinduja is frequently asked to provide expert commentary by news organizations, and his work has been featured in venues that include CNN, NPR, the BBC, and The New York Times. He has worked with numerous corporations (including Google, Snap, Twitch, Meta, Intel, Johnson & Johnson, Merrill Lynch, Verizon, and Cartoon Network) and organizations (including the United Nations, the White House, the World Bank, the National Guard, the National PTA, and the Anti-Defamation League) on how best to shape policy, programs, and other initiatives. He has received Auburn University's Global Anti-Bullying Hero Award, won Florida Atlantic University's Researcher of the Year award, presented on cyberbullying at a Congressional Briefing on Capitol Hill, testified in front of the Attorney General and the Departments of Education, Health and Human Services, and Homeland Security, and served as a Fulbright Specialist Scholar at Dublin City University. Dr. Hinduja is the Co-Founder and Co-Editor-in-Chief of the International Journal of Bullying Prevention, published by Springer.

Lauren Kiefert, MPH



Lauren Kiefert, MPH, is a behavioral health and wellness specialist for Prince William County, VA. She has worked in the behavioral health field for the past 8 years, providing education and raising awareness for mental health, substance use disorder, adverse childhood experiences, and suicide. In a previous role, she managed the implementation of youth mentoring programs through parks and recreation – connecting high-risk youth with caring community members. Lauren received her Master of Public Health Degree from George Washington University in 2018. She enjoys spending time with her family, being active, and cooking.



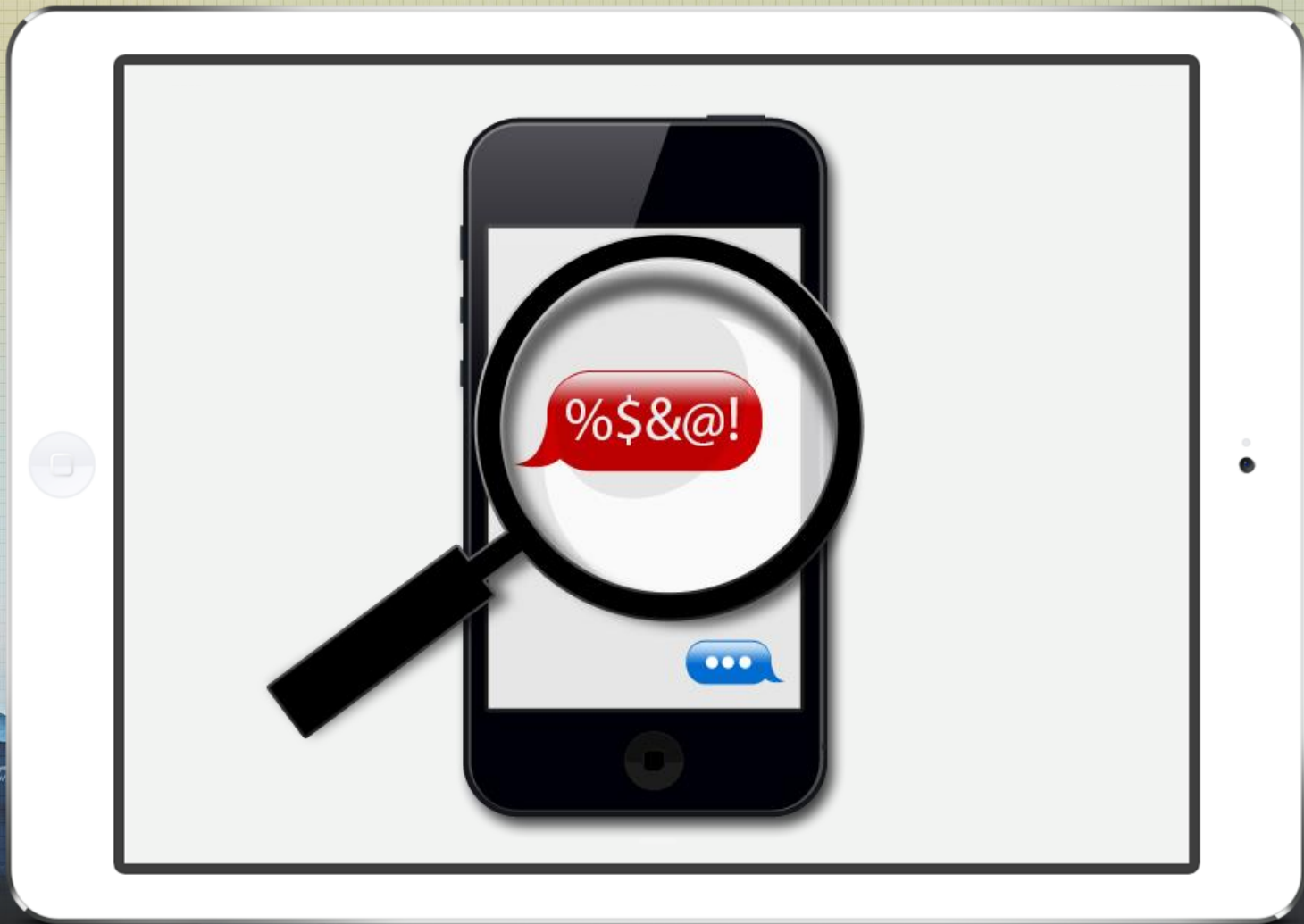
Navigating the Digital World: Mentoring Strategies to Combat Cyberbullying

Sameer Hinduja, Ph.D.
Co-Director, Cyberbullying Research Center
National Mentoring Resource Center
Fall 2023



@hinduja

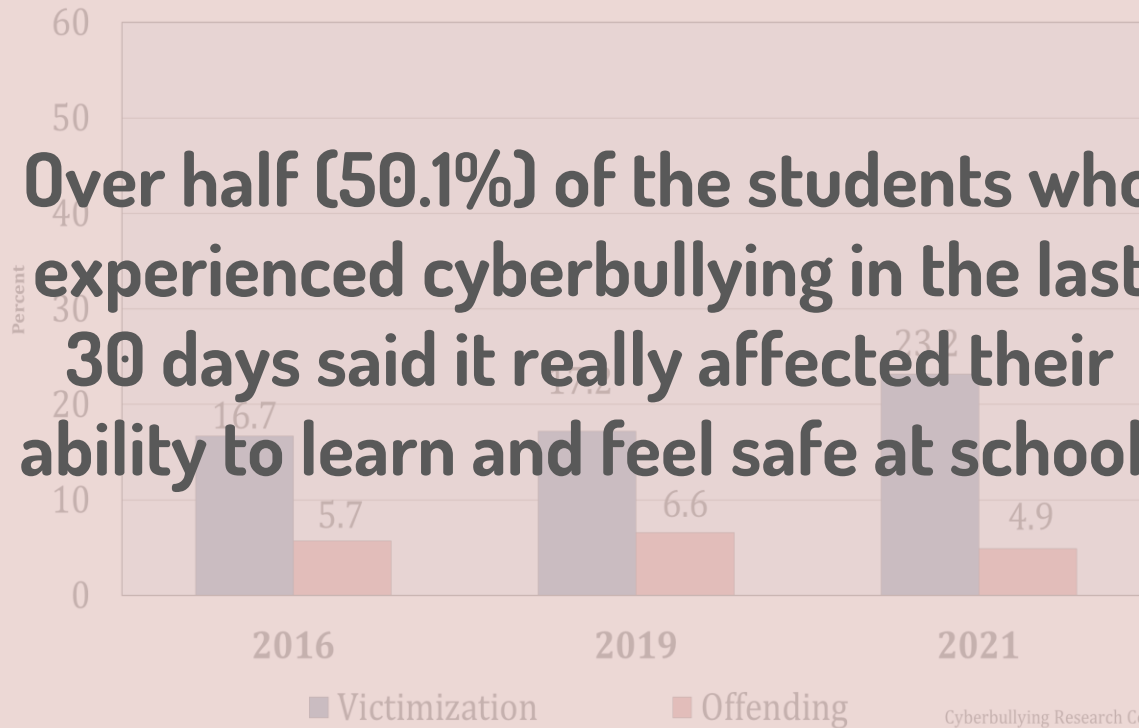






Recent Cyberbullying Over Time

(Nationally representative samples of U.S. 13- to 17-year-olds)

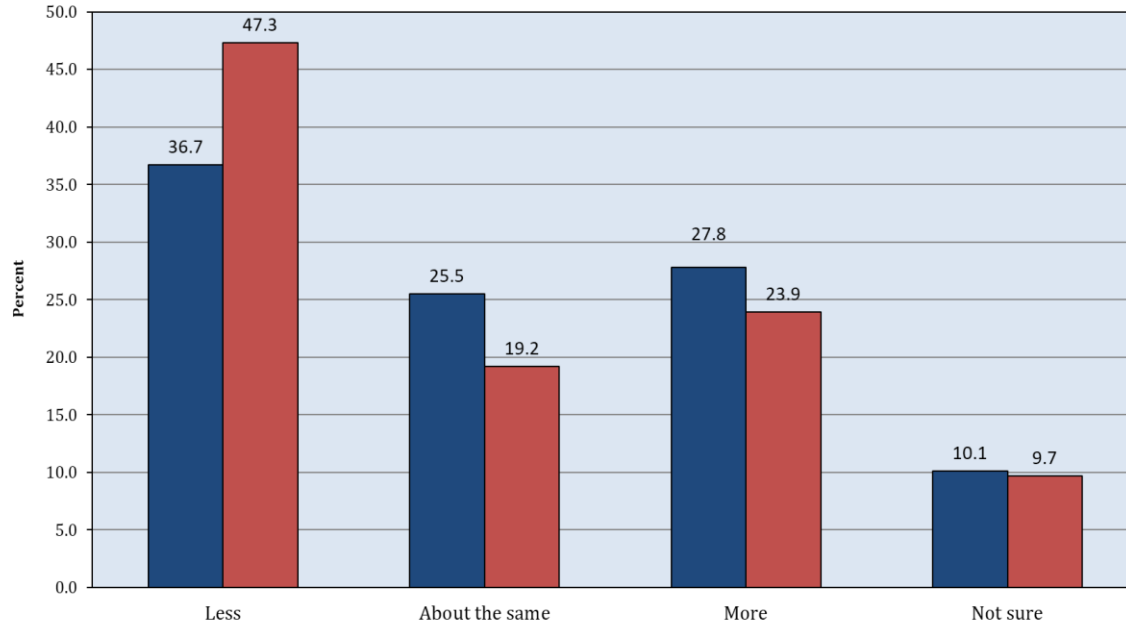


Over half (50.1%) of the students who experienced cyberbullying in the last 30 days said it really affected their ability to learn and feel safe at school.



Have you Been Cyberbullied More or Less Since the Beginning of the COVID-19 Pandemic?

(Nationally representative sample of 2,546 U.S. 13-17 year-olds)



Note: responses from those who have ever been cyberbullied

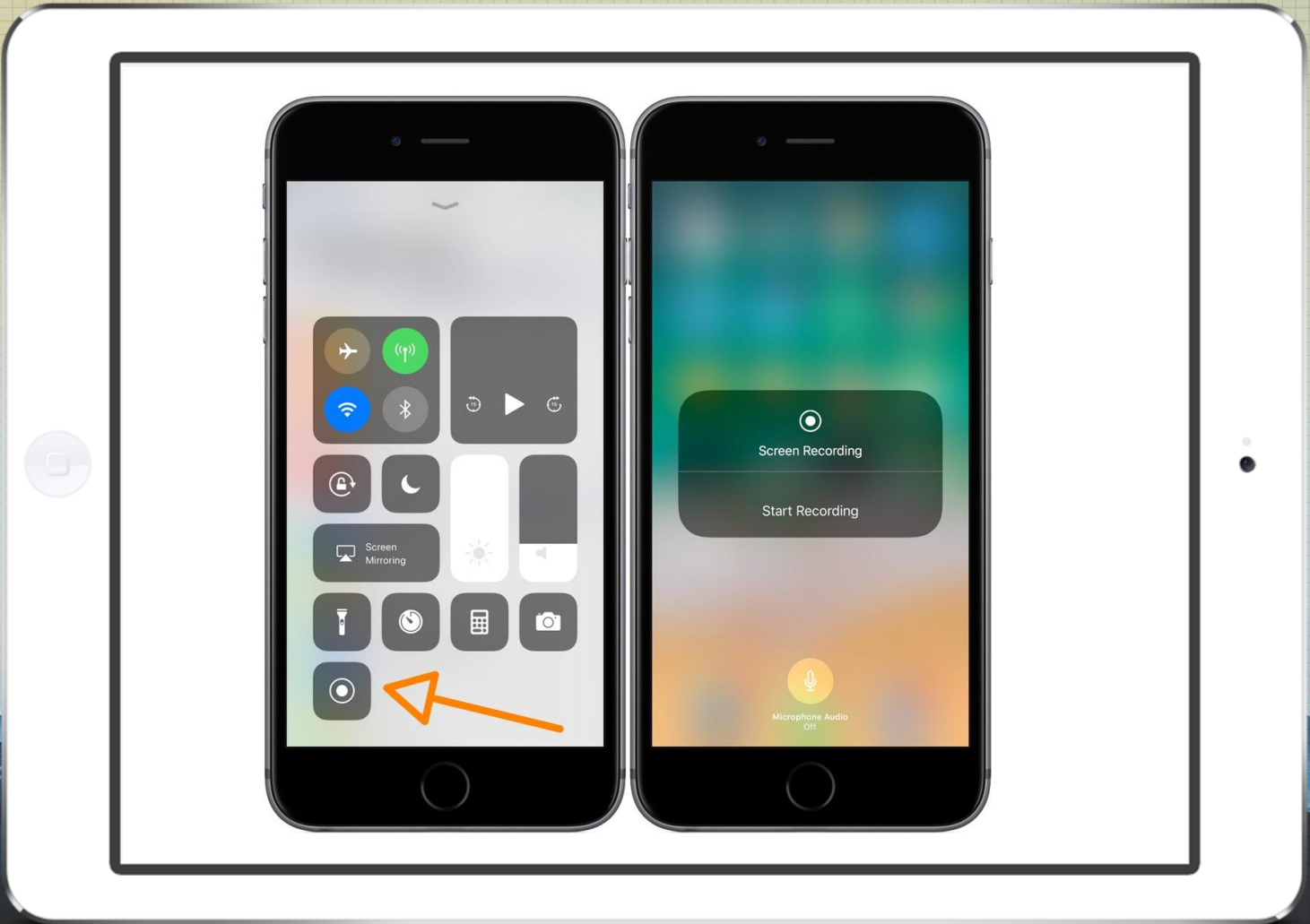
■ Male ■ Female

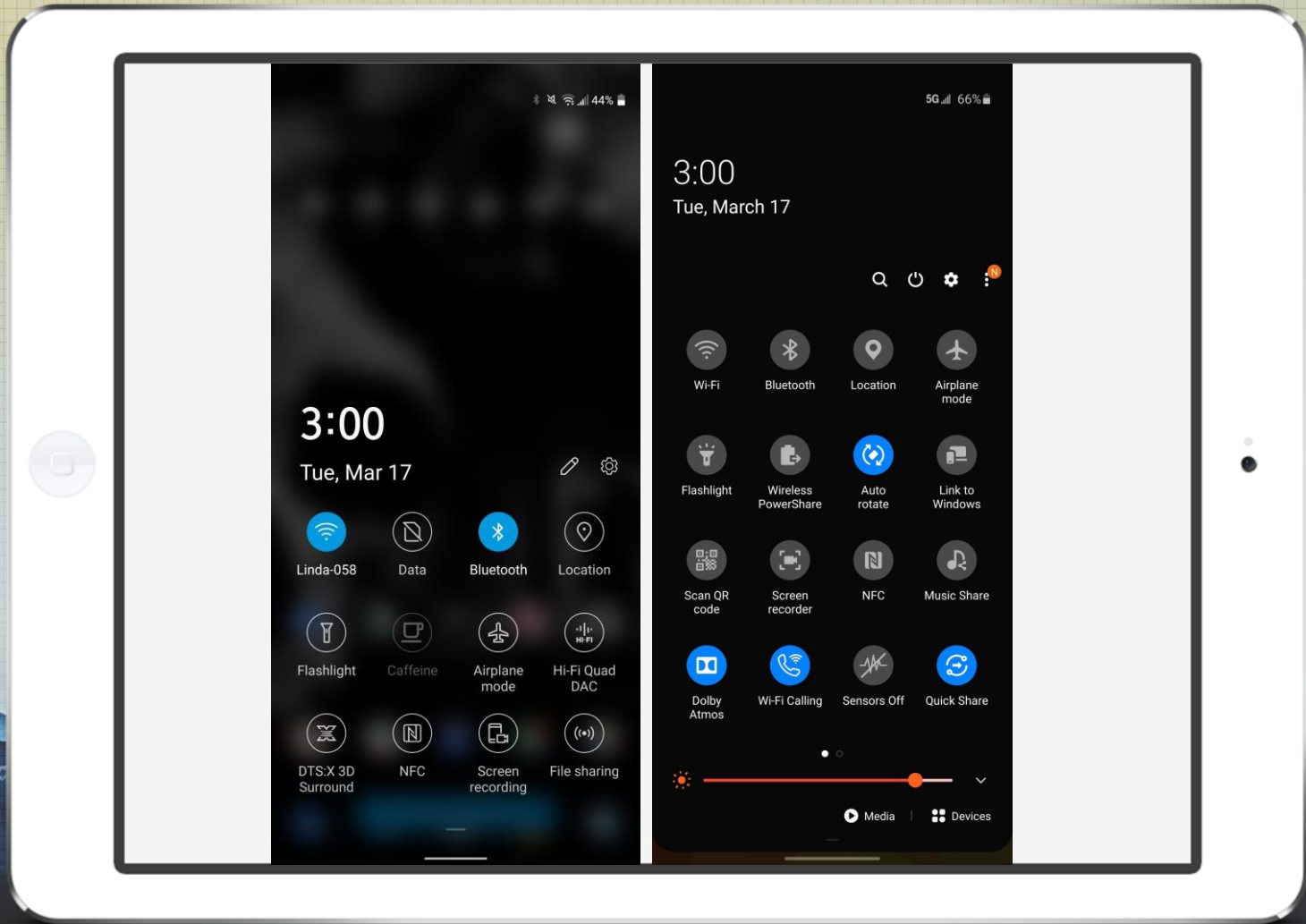
Cyberbullying Research Center
cyberbullying.org



DOCUMENT
DOCUMENT
DOCUMENT







44%

5G 66%

3:00

Tue, Mar 17

- Linda-058
- Data
- Bluetooth
- Location
- Flashlight
- Caffeine
- Airplane mode
- Hi-Fi Quad DAC
- DTS:X 3D Surround
- NFC
- Screen recording
- File sharing

3:00
Tue, March 17

- Wi-Fi
 - Bluetooth
 - Location
 - Airplane mode
 - Flashlight
 - Wireless PowerShare
 - Auto rotate
 - Link to Windows
 - Scan QR code
 - Screen recorder
 - NFC
 - Music Share
 - Dolby Atmos
 - Wi-Fi Calling
 - Sensors Off
 - Quick Share
- Media | Devices



INTRODUCING

UPSTANDERS

A STARBUCKS ORIGINAL SERIES





it takes
one

















TRASK MIDDLE SCHOOL UPSTANDERS



63%

of students
have told an
adult about
seeing others
being bullied*

How
About
You?



* National School Climate Center 2019-2020 Bullying Survey



TRASK MIDDLE SCHOOL UPSTANDERS



74%

of students
have stepped in,
said something,
or tried to
stop bullying*

How
About
You?



* National School Climate Center 2019-2020 Bullying Survey



TRASK MIDDLE SCHOOL UPSTANDERS



81%

of students
believe they can
help prevent
bullying*

How
About
You?



* National School Climate Center 2019-2020 Bullying Survey





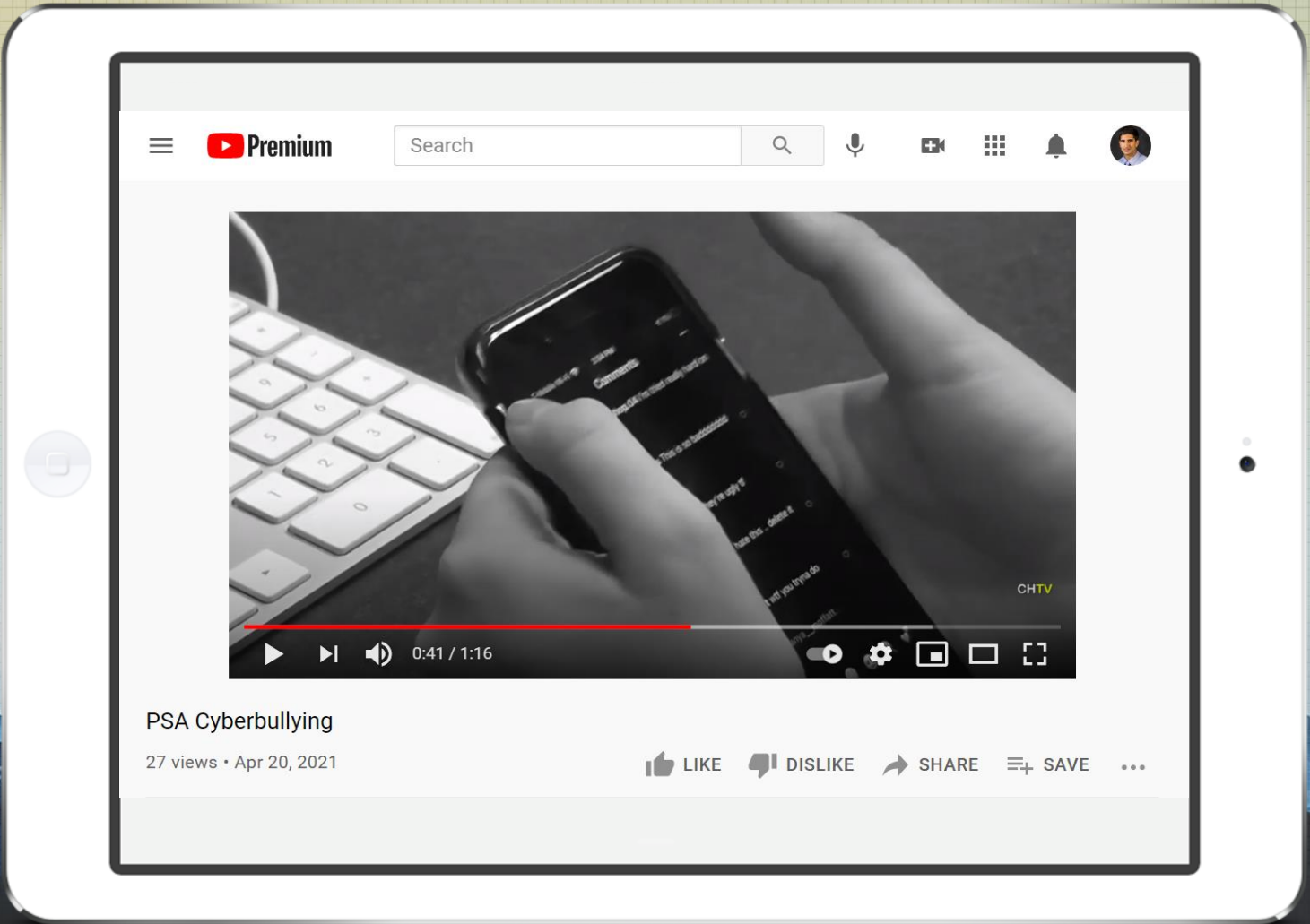
I PLEDGE:



- to respect myself & value others.
- to take a stand against bullying.
- to listen more & talk less.
- to be less critical & more positive.
- to recognize the accomplishments of others.
- to accept those different from me.
- to be a part of the solution.

NAME: _____

DATE: _____



☰ Premium

Search



CHTV

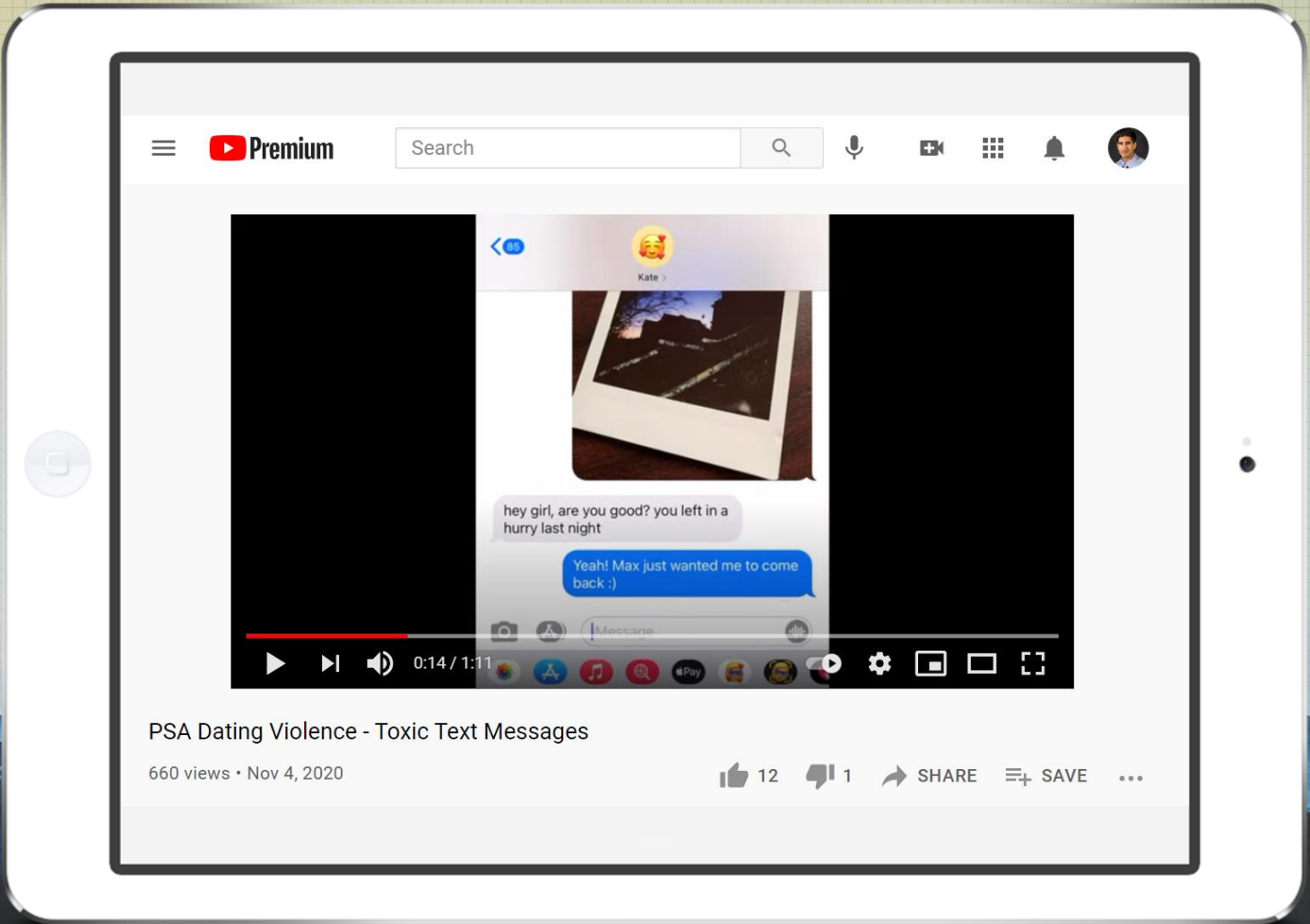
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PSA Cyberbullying

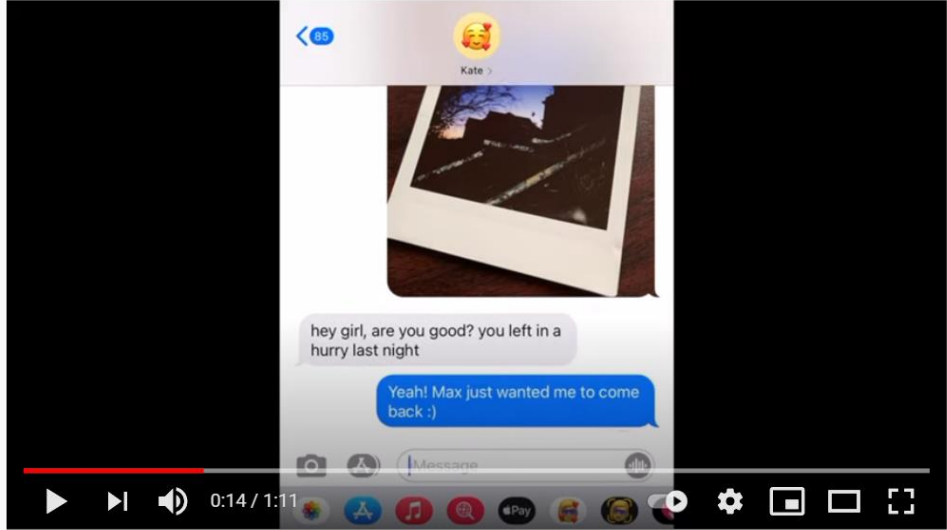
27 views • Apr 20, 2021

👍 LIKE 👎 DISLIKE ➦ SHARE ≡ SAVE ...



☰ Premium

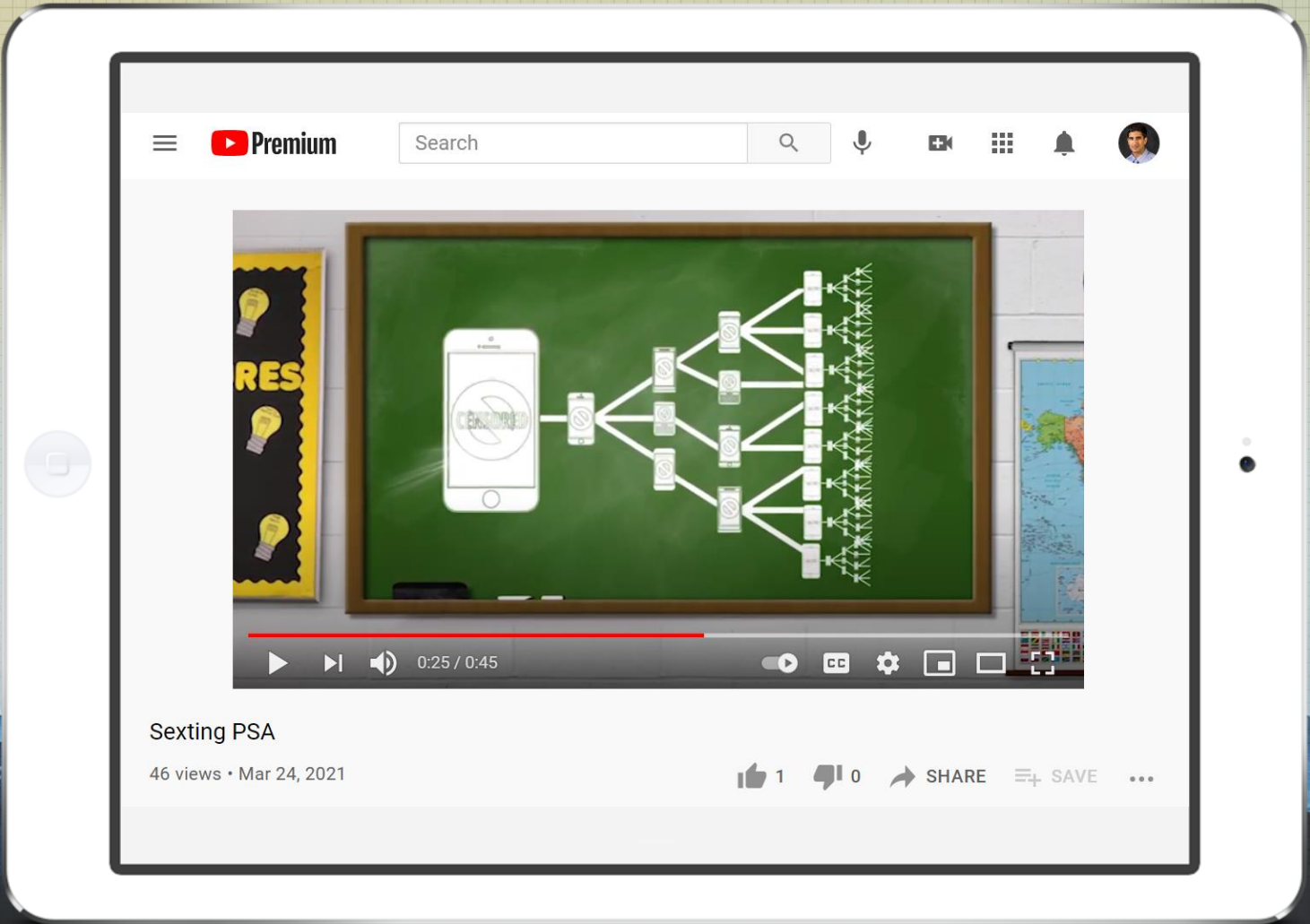
Search 🔍



PSA Dating Violence - Toxic Text Messages

660 views · Nov 4, 2020

👍 12 💬 1 ➦ SHARE ≡+ SAVE ⋮



☰ Premium

Search



0:25 / 0:45



Sexting PSA

46 views • Mar 24, 2021



SHARE

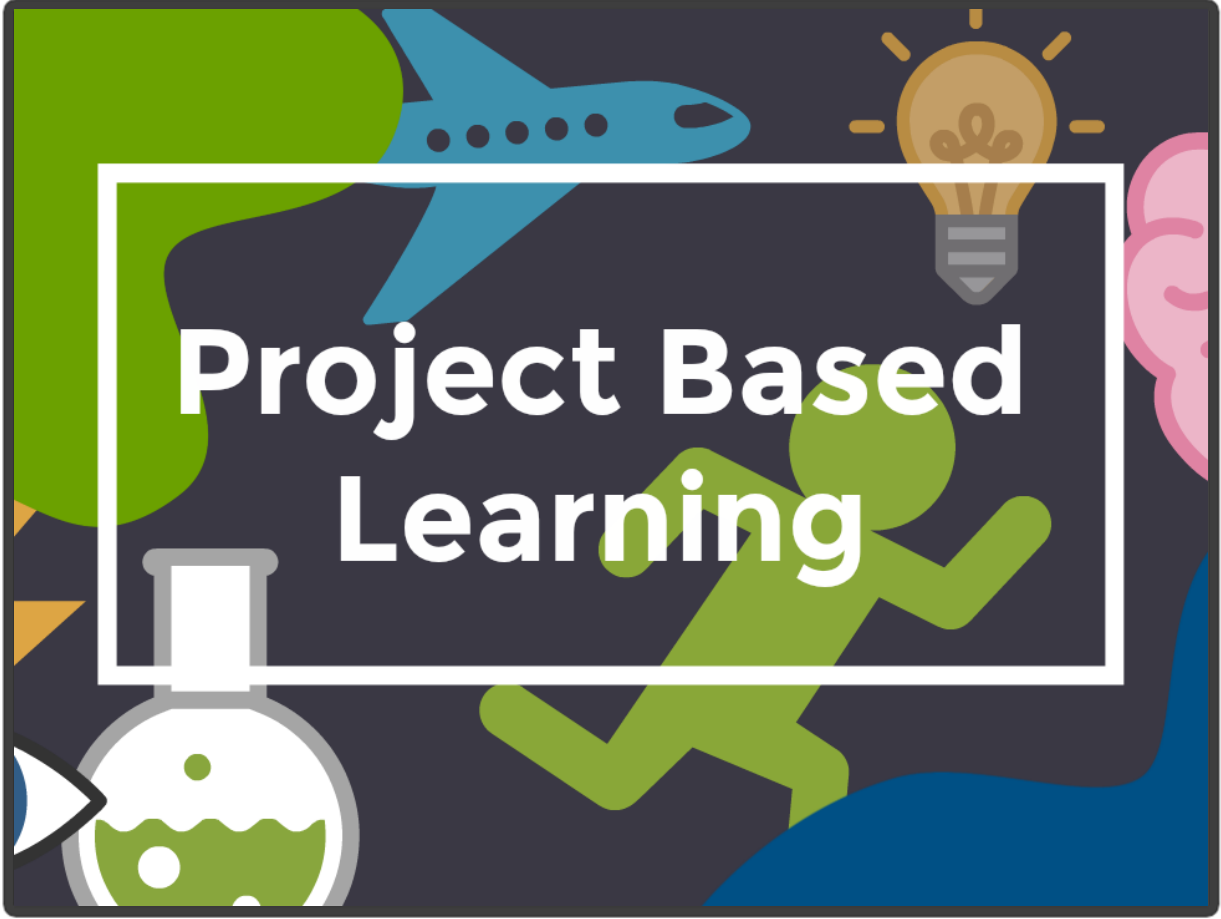


SAVE





Project Based Learning





Digital Citizenship Activities

21 Ideas to Encourage Appropriate Technology Use Among Students

Sameer Hinduja, Ph.D. and Justin W. Patchin, Ph.D.

1. VOICING YOUR OPINION. Ask your students what they think "digital citizenship" is, and how it should affect their attitudes a chance to voice their opinion, and many will grow in their understanding of what is right and wrong as they consider their peers' verbalized and discussed. Go around the room until you think your class has communicated enough to demonstrate what they believe conversation as a teachable moment to convey and reinforce the correct attitudes and actions, and take the time to work through why they are not the best thing to do.

2. GOOGLE YOURSELF. Ask your students to use Google (or other search sites) to see what they can find about themselves. Have each student present in class what they found, and if any of the content they discovered was unsettling or alarming. Remind them that future employers, college admissions offices, and scholarship committees are increasingly looking, and will find that content and judge them by it. They need to deeply comprehend that their digital reputation can make or break them. There are plenty of cautionary tales online of teens just like them who are now dealing with tremendous regret, stress, headache, and heartache – ask your students to find some. Discuss how these teens could have done things differently to avoid such problems. Finally, encourage students to clean up their social media accounts and any other sites that may undermine others' perceptions of their character, integrity, and maturity.



3. BEING WISE WITH YOUR PHONE. We all know that some teens misuse their phones by taking sexually suggestive or explicit then send them to others. Despite the headlines, students often do not fully appreciate the consequences of that behavior. For creating and distributing child pornography according to the formal letter of the law. Their images could go viral, and their reputa Sexting pics of minors also can end up circulating in child pornography rings. Get students to research the sexting laws in your state sent privately between two people have become very, very public. Is it ever an okay idea to take and send these pictures or

4. STOP CYBERBULLYING. Cyberbullying remains a very relevant topic for teens. Most haven't been targeted, but many have to care about. They have probably heard about the suicides linked to bullying and cyberbullying in the media, and so they can come to understand that the school won't tolerate it, there will be consequences. It may be illegal, that what is said in cyberspace can seriously mess up lives. Have your students write a two-page paper explaining what they are seeing happen among their peers spend to those who bully others (online or off), and what the school can and should do to prevent the problem from getting out of findings from their online searches about the extent of cyberbullying among teens, and be encouraged to share any personal sto

5. PROTECT YOUR PRIVACY AND BE CAUTIOUS OF ONLINE STRANGERS. Show YouTube videos depicting the dangers behi dents should know that they cannot trust everyone they meet, friend, or follow on social media. There are weird, creepy, and per grooming them and setting them up for harm behind what seems to be a harmless persona or social media profile. Students need and who they trust. Those who have been kidnapped, sexually assaulted, or otherwise victimized probably never thought it would to understand that they should not take any chances when it comes to opening up themselves and their lives to those they really

6. DON'T GO ON TECHNOLOGY. It is an awesome privilege to be able to use the Internet at any time and from nearly any place, but there is such a thing as overdoing on technology. Too much time with their devices can affect a student's physical, psychological, and emotional well-being, and also compromise other areas of their lives. Help students to understand this, and determine if they need more balance. Get them to develop a creative way to know when "enough is enough." Challenge them to log off for a specified period of time each day (say, from 3-5pm) for a week, and then discuss how it went.



7. GIVE CREDIT WHERE CREDIT IS DUE. It's so easy to use pictures, videos, and text that students find on the Web or social media for their classwork, homework, and other projects outside of school. Many times, though, students are unknowingly engaging in copyright infringement and plagiarism. In addition, students often find and download movies, music, software, books without appropriately paying for them. This is illegal, and considered intellectual property theft or digital piracy. Have youth write an anonymous list of things they have done that might be illegal, and then collect them and read them out loud. As you go through them oral-ly, take the time to discuss with everyone why certain actions are popular and easily rationalizable, but wrong. Spell out the consequences for getting caught, and brainstorm appropriate alternatives.



8. SHOW YOUR CREATIVITY. Similar to science fair projects in which many students are required to participate, run a Digital Citizenship Fair. Have youth tap into their creative side to construct a submission. These could involve posters that display a painting, drawing, digital creation, cartoon or comic, essay, poem, rap, photo, or anything else to raise awareness of a digital citizenship issue. See if you can make it a huge event that the entire school knows about, and give prizes and accolades to the best of the best!

9. DISCUSS SCENARIOS. Engage your students in a healthy dialogue and debate about specific examples of misuses of technology. After splitting students up into groups of 3-5 each, give each group one of the following scenarios:

- a. Raj hides in a girls' bathroom stall at school, uses his phone to take pictures without their permission, and posts them on Instagram under an anonymous name.
- b. LeBron hacks his teacher's school laptop so that when she clicks on an icon to load her PowerPoint presentation, it loads up a porn site in her web browser instead. The teacher lost his job for displaying pornographic images to minors.
- c. Billy is at the movies when he sees his friend's girlfriend kissing another girl in the theater. Billy quickly takes out his phone, records a video of the two kissing, posts the video online on YouTube, and broadcasts a link to the video on Twitter.
- d. Kyle is obsessed with Fortnite. Immediately upon returning home from school, he hops online and plays for hours on end. His only group of friends are those online who play with him, and are known as his "gang." One day, Kyle went on a rant while annoying all of his friends while playing with them in Playground mode. His friends got really upset, and threatened to kick him out of the gang. In the coming weeks, Kyle was continuously tormented and belittled by those friends which, again, are all he has.
- e. Naveen is taking a test and needs help with two questions, and so he decides to text his best friend Matthew to have him search online for the correct answers.
- f. Mai Ling really wants the new Drake album that just came out, but cannot afford it. So, she gets on BitTorrent and downloads it for free.
- g. Angelina is jealous of her ex-boyfriend's new girlfriend, so she anonymously spreads a nasty rumor about her on Snapchat in hopes of him deciding to then break up with her.

Have each group analyze their situation and present their ideas for how to prevent and respond to the whole class.

10. PRODUCE PUBLIC SERVICE ANNOUNCEMENTS. Assign the students into groups so they can brainstorm and work with each other to create a public service announcement (PSA) video on digital citizenship. They can tackle any area, just make sure that students across your class choose a variety of subtopics. This video should be around 30-90 seconds in length. Build a context into the assignment as well – that way the students will have an incentive to take this seriously while also having fun. When they are finished, watch them all as a group, commend and reward each participant in some way, and jointly discuss the "take home" points of each. Also consider sharing them across your school community with the help of the administration!



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Discussions for Digital Citizens

WOULD
YOU
RATHER





WOULD
YOU
RATHER

Play at a park
with your best
friends
- OR -
meet them online
to play a game
together?



WOULD
YOU
RATHER

Stop using
YouTube
- OR -
stop using your
favorite social
media app?



WOULD
YOU
RATHER

Drop your phone
in a dirty toilet
- OR -
drop it from the
highest point of a
rollercoaster?



WOULD
YOU
RATHER

Share your
successes on
social media
- OR -
keep them to
yourself?



WOULD
YOU
RATHER

Lose all your
progress in a
video game
- OR -
lose all the money
you'd earned in
the game?



WOULD
YOU
RATHER

Have your face
turned into a
video game
character
- OR -
have your picture
become the hottest
meme on the
internet?



Casey loves playing games on his Xbox console, especially since it allows him to link up to and compete with other players across the world on Xbox Live.

He recently met one teenager in Russia named Boris while playing Overwatch, and they became fast friends because both enjoyed and excelled at it. Together, they became almost unbeatable whenever they competed as a team against other teams online. At some point, though, Casey told Boris he had found a better gaming partner and didn't want to play with Boris anymore. Boris was outraged that he was being "dumped" as a gaming partner for someone else, and he began to tell other people on the gaming network that Casey "sucked" at gaming and no one should ever be his partner unless they wanted to lose really badly. Soon after these statements started circulating, Casey's new gaming partner dumped him, and everyone else on the network started to reject him (which was particularly crushing because online gaming was a safe haven in his difficult life). When coupled with recollections of other instances of rejection in his life, this experience began to make Casey feel completely hopeless. He then started to express suicidal intentions to his sister.



- Can this really be characterized as cyberbullying?
- How would you handle this as a mentor or school administrator?
 - How would you handle this as a parent?
- What should his sister do and how can schools equip her to respond effectively to Casey's problems?
- Who could Casey reach out to help him deal with how he is feeling?
 - Does Boris deserve any punitive actions taken against him?
 - Have you experienced anything similar while gaming?
 - What did you do?





Jenny Williams posted on Twitter that I better watch my back because she's sick of all the drama I cause, and I seriously think she's going to jump me after [lunch tomorrow](#) because everyone is talking about it and I'm a little freaked out

Me: 8:42 PM
Thanks, we will keep this confidential and make sure you are safe at all times at school. We will investigate the tweet as well, but you must provide both your twitter account and Jenny's. Please come see me when you get to school in the morning. as

Reply by text message

Send



Inbox



Dialer



Quick Dial



Settings



Tie Efforts into Identity

Akin to promoting school spirit, esprit de corps

“This is just what we do around here”

“I shouldn’t do that” ->
“I wouldn’t do that”

“We are better than that”

Constant reminders of who we are, what we represent





CYBERBULLYING
RESEARCH CENTER



RESOURCES LAWS RESEARCH PRESENTATIONS BLOG BOOKS CONNECT



cyberbullying.org
hinduja.org
sameer@hinduja.org
@hinduja

Bullying and Cyberbullying: The Connection to Delinquency

Sameer and I have long been interested in the connection between cyberbullying and offline behaviors. Nearly fifteen years ago we published a paper which found preliminary evidence that youth who had been cyberbullied were more at risk to engage in school violence and delinquency. We framed this possible relationship from the perspective of General ...

Stand for The Silent Program Spotlight



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Stand for the Silent (SFTS)

- Who We Are:
 - Non-profit launched in 2010 by high school students in Oklahoma City, OK, after hearing of the passing of Ty Field-Smalley
 - Ty died by suicide after retaliating against a bully and being suspended from school
 - Ty's parents Kirk and Laura use the SFTS platform to share their story and spread awareness about the dangers of bullying



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Stand for the Silent

- The Program
 - Kirk travels to schools all over the United States, sharing his story and raising awareness about bullying
 - The goal is to start a SFTS chapter at each participating school/site and include students that are committed to changing how themselves and/or peers are treated

Social Bullets Campaign

- Social Bullets is an experiment created to show parents the dangers of the internet by replicating 24 hours in a typical American student's life on social media. **Research revealed that for every 233 bullying posts online, one teenager attempts suicide.***
- The four most common types of bullying include:
 - Culture shaming
 - Body shaming
 - Sex shaming
 - Grade shaming

*Source: <https://www.gabrielleemmons.com/socialbullet>



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See Something. Say Something. Do Something.

- Social Bullets Cyberbullying Survival Guide is an all-encompassing resource to help parents and other concerned adults begin and follow through with the necessary steps to prevent and/or intervene cyberbullying
 - Key signs to recognize
 - Ways to use the video
 - Guidelines for meaningful conversations
 - Actions for beyond the home
 - Additional resources



Panel Discussion

Kamal Amirneni



Originally from Aldie, Virginia, Kamal is a third-year student at the University of Louisville studying Biology, Spanish, and Public Health. He plans on pursuing medicine in the future, specifically hoping to work in the oncology field. As a student, he has been a mentee as well as a mentor in his role as president of College Mentors for Kids at Louisville. On the NMRC Youth Advisory Council, Kamal works to elevate youth voices in the mentoring field and connect programs with valuable mentoring resources.



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Gary Merryman



Gary Merryman is a passionate youth mentor at Linked Mentoring and the Greater Philadelphia Community Alliance. Gary makes a difference by sharing knowledge and skills, encouraging personal growth, and creating safe and inclusive arenas necessary in youth success. Gary is a dedicated and empathetic mentor whose commitment is to guiding, supporting, and empowering youth.



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Audience Q&A



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Thank you!



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**Office of Juvenile Justice and
Delinquency Prevention**

810 7th Street NW

Washington, D.C. 20531

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