

# MOSAIC

## Pathway on Cyberbullying

### Thank you for being here!

Welcome to a community of people who are motivated to create cohesion through courageous conversations. We hope that these MOSAIC Pathways will support you to have healthy conversations about complex topics, so that we can collectively move closer to a more peaceful and inclusive society.

We know how busy life can get and that it can be difficult to find the time to be fully prepared for these conversations. Our team has designed this pathway as one possible way to structure a conversation around this topic. We welcome your feedback and suggested changes for this pathway, and any ideas you have for other pathway topics.

### Introduction

Participants will explore how they think about cyberbullying as both an extension of, and separate from, other forms of bullying. Just because it happens online doesn't mean that it is any less harmful than traditional bullying.

This pathway explores the line between banter and bullying online. Participants will reflect on times that they might have shared information online that upset others and consider impacts of cyberbullying offline, including how it might show up in their friend groups and communities.

This pathway will support participants to recognise cyberbullying experiences, on- or offline and explore the broad spectrum of cyberbullying behaviours including doxxing, deepfakes, and the sharing of mis- and disinformation.

# Setting up the Conversation

Before getting stuck into the conversation, think how you might create a space that encourages open dialogue, vulnerability with purpose, and constructive engagement, where everyone involved feels empowered to share their experience without fear of judgment.

We encourage appropriate ice breaker and safety check out activities. We believe alongside those activities that this pathway can range in time from 1.5 hours to 3 hours.

Please consider further exploration through the “When humour hurts” and Allyship pathways.

## CREATING A SAFE AND ACCOUNTABLE SPACE:

1. **Acknowledge Diverse Experiences:** Begin by acknowledging the diverse experiences present in the room. Everyone brings unique perspectives shaped by their backgrounds, identities, and lived experiences. This recognition lays the foundation for understanding and empathy.
2. **Variation in Knowledge Levels:** Recognise the varying levels of knowledge about the topic. Some participants may be well-informed, while others may be exploring these concepts for the first time. Encourage an open mind and an attitude of curiosity for learning from one another.
3. **Sharing Personal Stories:** Emphasise the importance of sharing personal stories, which can humanise the discussion and deepen understanding. Participants should feel empowered to share their experiences, knowing that doing so enriches the conversation.
4. **Ground Rules for Support:** Establish ground rules for supporting each other throughout the conversation. Encourage active listening, empathy, and validation. Create a space where participants can express their thoughts and feelings without fear of judgement.
5. **Checking Comfort Levels:** Set guidelines for checking in on comfort levels. Acknowledge that discussions around these topics can evoke strong emotions. Encourage participants to communicate when they need a pause or additional support.
  - a. **Check-in with Young Indigenous & People of Colour:** Recognise that these topics/conversations may be more personal for young people of colour. Consider checking in with them individually before the session to gauge their comfort levels and address any concerns. During the conversation, be attentive to their reactions and provide opportunities for them to share or opt-out as needed.
  - b. **Addressing Power Dynamics:** Be mindful of power dynamics within the group. Ensure that everyone has an opportunity to speak, and actively intervene if dominant voices overpower marginalised perspectives. Facilitate with an understanding of the intersectionality of identities and how they contribute to varied experiences of discrimination.
6. **Respecting Dissenting Views:** Acknowledge the potential for differing opinions and viewpoints. Create an environment where dissenting views are acknowledged and discussed constructively through respectful dialogue.

However, dissenting views do not mean participants are entitled to express views that are violent, discriminatory, or question the existence of other people. Respect for differing views does not include tolerating hateful and harmful speech. Ensure that conversations remain within the bounds of respectful communication, within an atmosphere where participants feel safe and valued. Encourage discussions that promote understanding rather than perpetuating harm and address any language or behaviour that may be harmful or disrespectful to others.

## SUPPORT AND CARE FOR YOUNG PEOPLE:

1. **Recognise Vulnerability:** Understand that young people, especially those from marginalised communities, may feel vulnerable discussing racism. Create an atmosphere that respects and values their perspectives.
2. **Provide Resources for Support:** Offer resources and information for additional support. Encourage participants to seek help if needed.
3. **Empower Through Education:** Empower young people through education. Provide resources that help build resilience and self-esteem. Highlight positive stories and examples of resilience within their communities.
4. **Anti-Racist Practice:** Incorporate anti-racist principles into the facilitation. Emphasise the

importance of dismantling racist structures and promoting inclusivity. Encourage participants to explore how they can actively contribute to anti-racist practices in their lives. Foster a sense of collective responsibility in creating a more equitable and just society.

5. **Encourage Allyship:** Cultivate an environment of allyship, encourage participants to support one another, learn from shared experiences, and work together towards a more inclusive and equitable future.

# MOSAIC CARDS

These are the recommended MOSAIC cards you can use to explore the topic of cyberbullying.

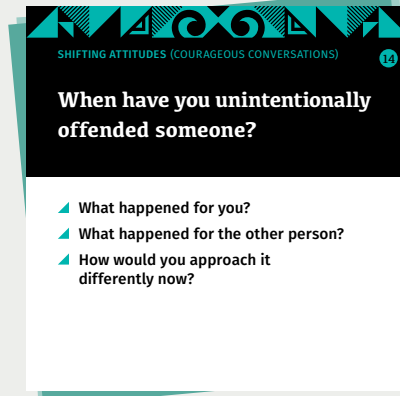
## CARD 13

How do you define banter?



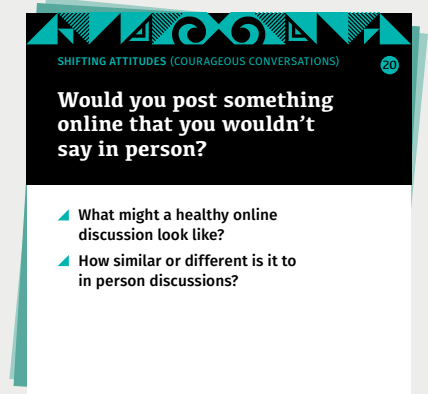
## CARD 14

When have you unintentionally offended someone?



## CARD 20

Would you post something online that you wouldn't say in person?



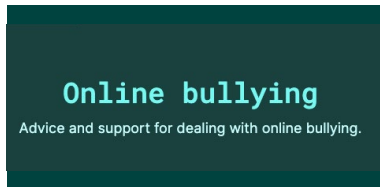
## CARD 21

What are the impacts of cyberbullying?



# Supporting Resources

Here is a selection of relevant resources for facilitators and workshop participants to explore the topic of cyberbullying. We recommend that you engage with the resources beforehand; however, they may also be built into the structure of the session where appropriate.



Online resource

## KEEP IT REAL ONLINE

NZ-based resources based on online safety. Includes links on where to report for each major social media company.

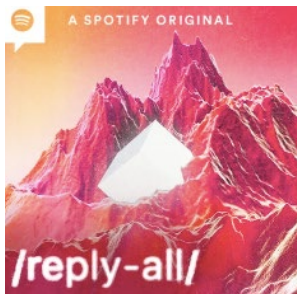
60 minutes

### Where to find it

<https://www.keepitreallonline.govt.nz/parents/online-bullying/>

### Level of understanding:

Basic



Podcast

## #145 LOUDER – REPLY ALL

A podcast episode about doxing and harassment and the role that platforms like YouTube have in responding to harassment. Reply All frequently has episodes about Internet culture-related topics.

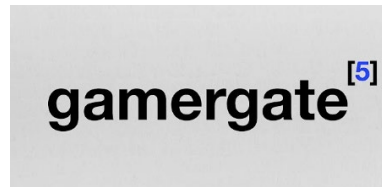
Contains *bullying, homophobic language*, 35 minutes

### Where to find it

<https://gimletmedia.com/shows/reply-all/rnhzlo>

### Level of understanding:

Moderate



Video Essay

## A CASE STUDY IN DIGITAL RADICALISM – INNUENDO STUDIO

An exploration of how Gamergate radicalised young men, spurred on by cyberbullying. Contextualises cyberbullying as a potential entry point to radicalisation. More fully explored in *Why Are You So Angry?*

CW: *bullying, misogynist language*  
50:08 minutes

### Where to find it

YouTube

<https://www.youtube.com/watch?v=LYWHpglolw>

### Level of understanding:

Moderate



Podcast

## DEEPFAKES, LIES, AND CHEERLEADING – ENDLESS THREAD

A podcast about deepfakes and cyberbullying.

40 minutes

### Where to find it

<https://www.wbur.org/endlessthread/2024/01/24/deepfake-cheer-squad>

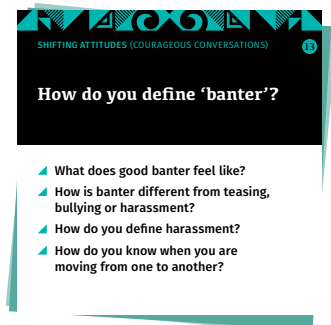
### Level of understanding:

Moderate

# The Conversation

## A. Getting started

### CARD 13: HOW DO YOU DEFINE BANTER?

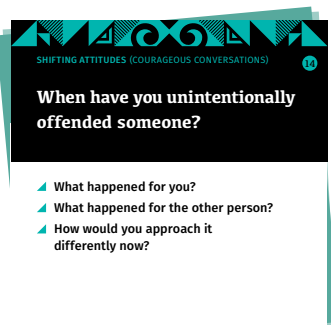


This card asks participants to think about the role of humour in cyberbullying. Encourage discussion of how there are differing perspectives of humour and how communicating humour online can be received differently. Cyberbullying can start with a joke. This card can be explored further through the “When humour hurts” pathway.

Follow up questions:

- What does good banter feel like?
- How is banter different from teasing and bullying?
- Are there any times when you can't banter? E.g. At home? Online? With different people?

### CARD 14: WHEN HAVE YOU UNINTENTIONALLY OFFENDED SOMEONE?



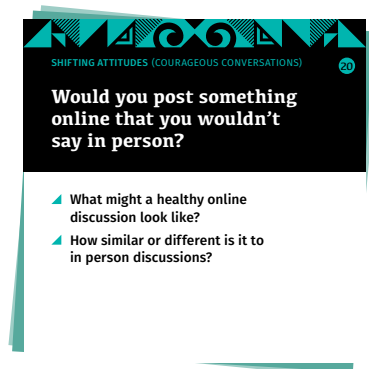
This card supports participants to reflect on the negative consequences and impact that our words and actions can have on others, regardless of our initial intention.

Follow up questions:

- How did you respond that time?
- What happened to the other person?
- What does a healthy response look like from you when you realise you have offended someone?

## B. Getting deeper

### CARD 20: WOULD YOU POST SOMETHING ONLINE THAT YOU WOULDN'T SAY IN PERSON?



This questions encourages participants to recognise that anonymity and/or physical distance through online spaces could encourage people to say things that they would not feel comfortable saying or doing in person.

Follow up questions:

- What does a healthy online discussion look like?
- How similar or different is it to in-person discussions?
- Can you tell when you meet someone who is 'chronically online' IRL? What gives them away?

### CARD 21: WHAT ARE THE IMPACTS OF CYBERBULLYING?



This card explores the connections between online and offline impacts of cyberbullying on others and that the resulting impact from both can be the same. Encourage participants to consider the potential for online bullying to lead to offline consequences that we might not expect.

Follow up questions:

- Have you seen bullying online?
- How similar is your behaviour on and offline?
- Do you know where to go to if you see this happening?
- Have you seen someone post something online that you wouldn't say in person?
- Have you had something post about your online that you surprised you?

## C. Wrapping up

Here are some questions to help you reflect on the conversation you've just had.

- What are some key learnings/takeaways?  
How might these be shared with others and in what settings?
- How has this Pathway impacted your understanding of cyberbullying?
- How might you apply your experience of this Pathway conversation?



# After the Conversation

## More learning

Facilitators and workshop participants might be keen to continue with their learning about cyberbullying. Here are some extra resources that you can check out to deepen your understanding.



Online resource

### **LEARNING FOR JUSTICE (FORMERLY TEACHING TOLERANCE) SOUTHERN POVERTY LAW CENTER**

A huge repository of bullying-related resources including guidance for helping students speak up, abuse of power, and examining hidden biases. Other kaupapa includes religion, ability, and class.

*From 9 minutes reading time*

#### **Where to find it**

<https://www.learningforjustice.org/topics/bullying-bias>

#### **Level of understanding:**

Basic to High



Online resource

### **YOU'RE IN CONTROL WITH PARENTAL CONTROLS - CLASSIFICATION OFFICE**

A practical guide to the tools for parents and caregivers to help keep whānau safe when viewing entertainment online.

*From 9 minutes reading and viewing time*

#### **Where to find it**

<https://www.classificationoffice.govt.nz/resources/items/parental-controls/>

#### **Level of understanding:**

Basic



Online resource

### **CYBERBULLYING RESEARCH CENTER**

Collates research, statistics, trainings, fact sheets, and other helpful resources to better understand cyberbullying.

#### **Where to find it**

<https://cyberbullying.org/>

#### **Level of understanding:**

Basic to High



Online resource

### **IT GETS BETTER**

A collection of resources for LGBTQ+ youth.

#### **Where to find it**

<https://itgetsbetter.org/>

#### **Level of understanding:**

Moderate



Online resource

### **WHAT IS DOXXING?**

A resource that explains what doxing is and how it can be harmful.

*From 4 minutes reading time*

#### **Where to find it**

<https://netsafe.org.nz/doxxing/>

#### **Level of understanding:**

Basic

# Support

We know these conversations can be difficult and bring up a range of experiences and deep emotions, which is totally valid. here are some contact details for suggested support organisations and communities.

**Netsafe:**

help@netsafe.org.nz | Freephone: 0508 NETSAFE

The Netsafe helpline is open:

Monday to Friday: 8am to 8pm.

Weekends: 9am to 5pm.

[https://report.netsafe.org.nz/hc/en-au/requests/new?ticket\\_form\\_id=5170438120207](https://report.netsafe.org.nz/hc/en-au/requests/new?ticket_form_id=5170438120207)

**Youthline:**

Text: free text 234

Online chat: [youthline.co.nz](https://youthline.co.nz) (external link)

Email: talk@youthline.co.nz

Phone: 0800 376 633

