



Cyber Bullying Campaign Strategy Implementation at Pedro Brand Primary School, Dominican Republic.

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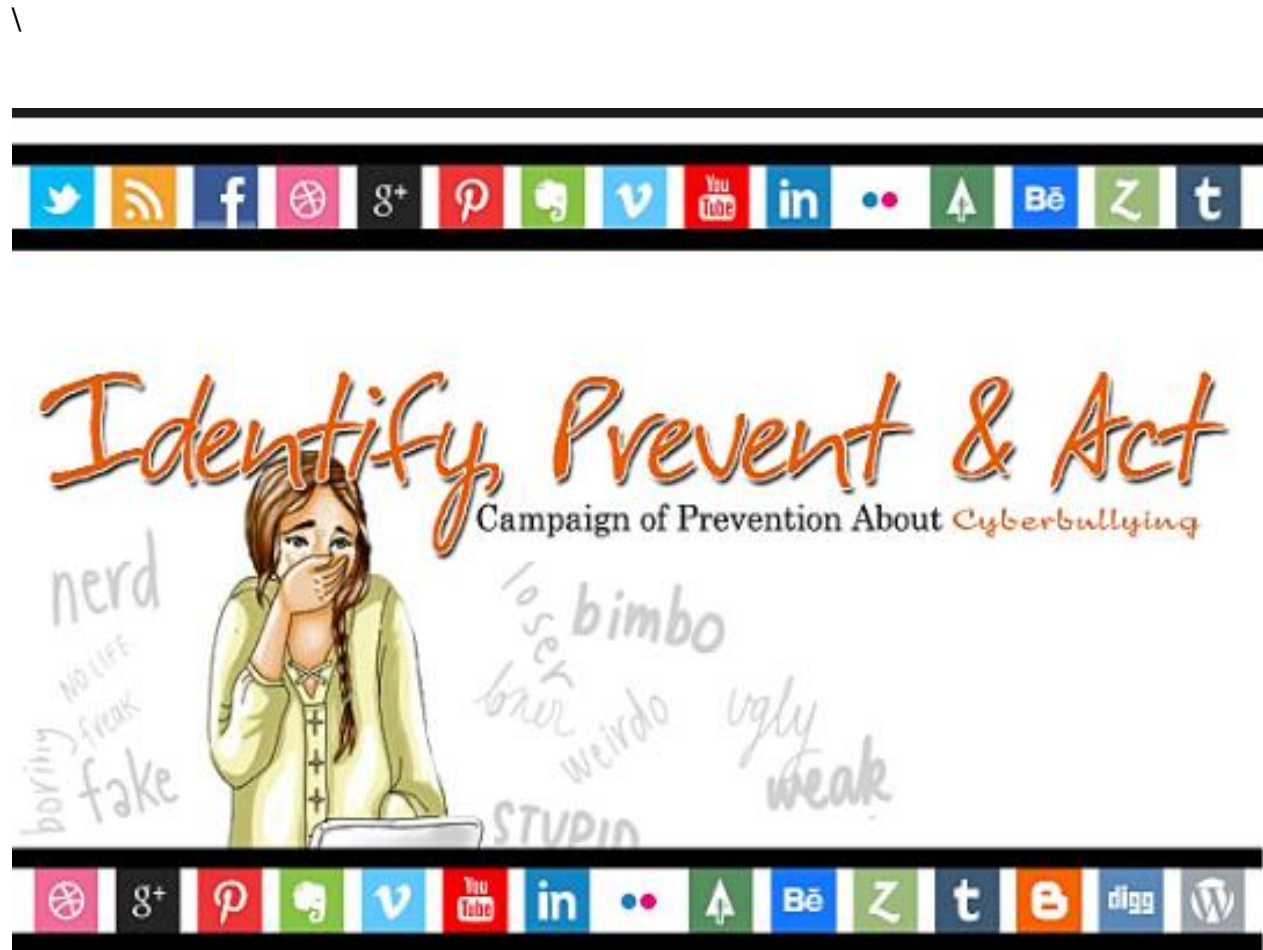
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Logo of the Campaign

Abstract

This investigation proposes to enhance school community into a campaign of creating awareness on cyber bullying, this will serve for teenagers from 6th and 8th grade in "*The Escuela Inicial Peter Dorse Brand*." Kids have been bullying each other generations. Currently, Social Media sites have increased Reliance on the web; they are encounter to utilize this technology. In the Dominican Republic Education there are some changes, one of this change is the technology, and for this reason the society play an important role in this process, and the school have to implement the ITCs as response that the society needs, but many students don't know how to manage some tools that are requirement to apply technology in education, that is innovation in the XXI century. Cyber Bullying is one problem detected in many schools around Dominican Republic. A campaign to prevent and combat bullying is being proposed with the main objective of create awareness on students, teachers and parents about this problem.

Keywords

cyberbullying, prevention, campaign, Victimization

Introduction

ITC are in just every home, schools, everywhere around the country giving people access to technology they've never had before. In this aspect, giving students a useful tool to help grow and learn. Its impact has negative effects in life and cause issues in their academic achievement. In the same aspect, Social media is one of the most used types of websites by teenagers. This means it is commonly used for both good and bad purposes. For this reason, it is essential for parents to understand what they're children are doing online to protect them and help them handle any issues that come their way. Cyber bullying is the main reason why children aged 13 years and under contact childline. 45% of young people experience cyber bullying before the age of 18. 36% of young people aged 8 to 22 are worried about being bullied at school, college or university. 38% believe their school, university or college does not take cyber bullying seriously.

Over the last three years there has been an 87% increase in the number of child lines counseling sessions about online bullying. 40% of 7 to 13 year old respondents know someone who has been cyber bullied. 7 in 10 young aged between 13 and 22 have been a victim of cyber bullying. An estimated 5.43 million young people in the UK have experienced cyber bullying, with 1.26 subjected to extreme cyber bullying on a daily basis.

60% of 13 to 18 year olds have been asked for a sexual image or video of themselves. 20% of 7 to 13 years old surveyed said they had needed to report content online, but hadn't done so because they didn't know how to make a report, they didn't know what a report was, and/or they didn't think it would help. 27% of 7 to 13 years old said they have

seen something in the internet in the last year that upset or worried them. 41% of 11 and 19 years old said they have seen something on the internet in the last year that worried or upset them. 96% of young people age 11-19 use some form of online communication tool. 72% of 11-15s and 92% of 16-19s use social networks, with a particularly rapid increase in take up from 11 years (46%) to 13 years (84%). 16-24 years' old who use social media spend almost one and a half hours on it per day. Approximately 43% of the students report experiencing cyber bullying during their lifetime. 15% of students admitted to cyber bullying others during their lifetime. Adolescent girls are more likely to have experienced cyber bullying in their lifetime (40.6% compared to 28.2%). The type of cyber bullying tends to be different among gender; girls are more likely to post mean comments online while boys are more likely to post hurtful pictures or videos online (Patchin, 2015). Among overweight adolescents, 61% have received mean or embarrassing posts online and 59% have received mean texts, e-mails or instant messages (Anderson, Bresnahan, & Musatics, 2014).

Because the National Crime Victimization Survey data is weighted to represent the entire enrolled 9th-12th grade student population, it is estimated that about 2.2 million students experienced cyber bullying in 2011. Of the 9% of students that reported being cyber bullied in the National Crime Victimization Survey compared to 6.2% in 2009 (National Center for Education Statistics [NCES], 2013): Cyber bullying has negative effects on victims, such as lowering self-esteem, increasing depression and producing feelings of powerlessness (Anderson, Bresnahan, & Musatics, 2014).

71.9% reported being cyber bullied once or twice in the school year

19.6% reported once or twice a month

5.3% reported once or twice a week

3.1% reported almost everyday

When asked about cyberbullying in the National Crime Victimization Survey (NCES, 2013):

3.6% of students reported being cyber bullied with hurtful information on the internet

1.1% reported private information being purposely shared

1.9% reported unwanted contact via e-mail

2.7% reported unwanted contact via instant messaging

4.4% reported unwanted contact via text messaging

Of the students that reported cyberbullying (Zweig, Dank, Lachman & Yahner, 2013):

25% of teens on social media reported having an experience resulting in a face-to-face confrontation with someone.

13% reported concern about having to go to school the next day.

12% reported being called names they didn't like via text messages.

11% received a text message from another student intended to hurt their feelings.

8 % reported having physical altercations with someone because of something that occurred on a social network site.

6% reported another student sending an instant message or chat to hurt their feelings.

4% reported having something put on a profile page to hurt their feelings.

3% reported receiving a nasty email from another student.

As of 2010, 8% of public schools reported that cyber bullying had occurred among students daily or at least once a week at school or away from school. Of the schools who reported having cyber bullying situations, 4% reported that the school environment was affected by cyber bullying (U.S. Department of Education & U.S. Department of Justice of Justice Programs, 2013).

From 2006-2012, reports show teens are sharing more information about themselves on social media sites (Pew Internet & American Life Project, 2013).

Since 2011, teen Twitter use has grown significantly from 16% to 24% (Pew Internet & American Life Project, 2013)

In focus group discussion, teens indicated they dislike the increasing adult presence, excessive sharing, and stressful “drama” on Facebook (Pew Internet & American Life Project, 2013).

60% of teen Facebook users keep their profiles private and most report high levels of confidence in their ability to manage their account settings (Pew Internet & American Life Project, 2013).

Teen social media users do not express a high level of concern (9%) about third-party access to their data (Pew Internet & American Life Project, 2013).

As of 2012, teen social media users are sharing more personal information in their profiles (Pew Internet & American Life Project, 2013):

91% post a photo of themselves (up from 79% in 2006)

71% post their school name (up from 49% in 2006)

71% post the city or town where they live (up from 61% in 2006)

53% post their email address (up from 29% in 2006)

20% post their cell phone number (up from 2% in 2006)

95% of teen social media users who have witnessed cruel behavior on social media sites say they have seen others ignore the mean behavior (55% report witnessing this “frequently”), while 84% have seen people defend the person being harassed (27% report witnessing this “frequently”), and 84% have seen others tell someone to stop (20% report witnessing this “frequently”) (Pew Research Internet Project, 2011).

2/3 of teenagers who have witnessed online cruelty have also witnessed others joining in and 21% of teens say they have joined the harassment themselves (Pew Research Internet Project, 2011).

Teens rely most heavily on their parents and peers for advice about online behaviors and coping with challenging experiences. 36% of teen social media users who have witnessed

online cruelty seek advice on how to deal and 92% of those who ask for advice say that the advice they receive was “helpful” (Pew Research Internet Project, 2011).

85% of parent of youth ages 13-17 report their child has a social networking account. 52% of parents are worried their child will be bullied via social networking sites. 1 in 6 parents know their child has been bullied via a social networking site (American Osteopathic Association, 2011).

43% of teens reported that they have experienced cyber bullying. Only 23% of teens reported being cyber bullied by someone they did not know. 27% of teens report that their parents have no idea what they are doing online (National Crime Prevention Council, 2007).

42% of kids have been bullied while online. 1 in 4 has had it happen more than once. 35% of kids have been threatened online. Nearly 1 in 5 has had it happen more than once. 21% of kids have received mean or threatening e-mails or other messages. 56% of kids admit someone has said mean or hurtful things to them online. More than 4 out of 10 say it has happened more than once. 53% of kids admit having said something mean or hurtful to another person online. More than 1 in 3 have done it more than once. 56% have not told their parents or an adult about something mean or hurtful that happened to them online (i-SAFE, 2004).

Cyber bullying it is a problem affecting Dominican System Schools as well, a campaign of awareness of the effects led by this problematic can have a positive outcome on

students, teachers and parents. In order to develop an effective campaign different techniques have been applied, and are going to be used as a platform to develop the campaign in other Dominican schools. In this campaign the main objective is create awareness of the effects that cyber bullying can cause in the school environment. In order to develop this campaign of prevention we have develop a plan to target parents, children and teachers who are the main individuals affected by this situation. Through surveys, talks and brochures we are intended to create awareness of the effects cyber bullying can cause inside school.

This investigation has been proposed as a tool helper to create an appropriate learning environment in school community, in order to apply this program, the general Objective is to develop an effective cyber bullying prevention program to create awareness of the effects this can cause in the school community. However, to be efficient when it comes to apply this program is important to follow steps that help the campaign to be developed. These steps are known as the specific objectives which are going to describe what is cyber bullying to our audience; also we will identify the cyberbullying behaviors and apply a prevention plan to incorporate parents, children and school community. Over the project some Keywords are going to be commonly used. Some of these words are Awareness, Behaviors, Electronic devices, Social media and prevention.

What to Expect

Young teens are going through such dramatic changes, it's normal for them to swing from being happy to being sad or from feeling smart to feeling dumb. They may worry about personal traits that are vital to them, but hardly noticeable to others. With a growing ability to see the consequences of different actions, tweens and young teens are increasingly considering who they are and who they may become. They are more able to think like adults, but they don't have the experience and judgment needed to act like adults. It's important to help them recognize that.

What really matters: Your reassurance and acceptance are especially important at this time, as is your tween or teen's growth in school and community activities. Strong support will help them develop the confidence they need to make healthy choices. Take the quiz on how you provide support to your young teen during this time of transition.

Intellectual Development

- Most kids enjoy the social aspects of learning. This works well when teachers encourage learning in small groups.
- Around ages 11, 12, and 13, shifts occur in kids' thinking. Keep them engaged in school and learning. Encourage their curiosity.
- Many are strongly influenced by friends, so if they have friends who only want to socialize and not learn, emphasize the importance of having friends and working hard to learn.

- Many kids move from concrete to abstract thinking. Concrete thinkers focus on the here and now, such as a particular house cat. Abstract thinkers focus on issues that are not associated with a specific instance. Thus, an abstract thinker can talk about domestic and wild cats, how they're similar and different, and which ones they believe have more skills than others.
- Because kids this age have strong emotions, they tend to either "love" school or "hate" it. If your child happens to "hate" school, help her identify parts that are more enjoyable—even if it's recess, gym, and lunch.
- Most kids at this age think there is too much homework. Emphasize how homework helps kids learn. Do homework with them. Make it fun. Applaud their learning and new knowledge.

Check It: Take the quiz on increasing effort, then help your young teen develop a growth mindset to persevere in the face of challenges

Emocional Development

- Moodiness and roller-coaster emotions emerge during puberty. Kids can be happy one moment and then violently angry or very depressed the next—and you often won't be able to figure out why. Be patient and gentle with kids, as they experience strong emotions that can quickly change.
- Many talk in violent terms. "I'll kill him." "I want to beat her up." "He's so bad, he should die." Some deal with anger and injustice verbally. Others slam doors or stomp their feet. If they act out in destructive ways, get them help with expressing strong emotion.

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- Emotionally, young teenagers bristle at any physical affection from their parents. Some like a lot of physical affection from their friends while others like to keep their distance.
- Many kids can become very emotionally sensitive. They're easily offended and easily hurt.
- Some kids will give you the silent treatment when they become angry—or if they don't get their way. Give them time to simmer down. They'll talk to you again (usually when they need something from you).
- Some kids begin dabbling in more serious risk behaviors (such as self-harm, smoking cigarettes, drinking alcohol, or having sex). Help kids steer clear of these behaviors. Talk with them about what they're experiencing—and what they're seeing going on with their peers. Some are struggling with difficult issues.

Check It: Take the quiz on preventing alcohol and tobacco use, then start talking with your young teen about these important health issues.

Social Development

- This is the age when peer pressure has the most influence. Kids are more interested in “being the same” and “being accepted.” Thus, many will do things with others they would never do alone.
- Relationships can become quite complex. Some kids will not speak to others. Some relationships become very intense.

- Some kids have large shifts in their social circles as they go through puberty. Others withdraw and avoid their peers. Some stick with their friends no matter what.
- Many kids would rather be social than tend to their school work or other responsibilities. Emphasize how all parts of life are important.
- Silliness can rule with some kids. Kids at this age can have a twisted sense of humor.
- Many kids want to spend most of their time with friends. Some homes become tense with young teenagers who like to argue and test. Other homes are calmer with occasional skirmishes. It all depends on the child's personality.
- Cliques and tight-knit groups can form. Kids become very aware of who is in which group—even if they're not always sure where they fit

Physical Development

- This is the age when kids need to start using deodorant and learning more personal hygiene. Some go overboard and spend hours in the bathroom. Others resist, refusing to bathe.
- Puberty reigns at this age. Puberty, however, has several stages for both boys and girls, which is why you'll see kids developing at different rates between the ages of 8 and 18.
- With growth spurts come clumsiness and a lack of coordination. It isn't easy for a person to grow six inches within a few months without his sense of balance being disrupted.

- Typically, between ages 12 and 14, kids become very aware of their own sexuality and others' sexuality. Some are nervous about developing too fast. Others are worried about developing too slowly.
- If your child is not athletic, help her find a sport or physical activity she enjoys. At this age, kids who don't excel athletically are tempted to avoid all physical activity. Consider martial arts such as kung fu, judo, karate, or tae kwon do, which often appeal to this age group

General Goal

Develop an effective cyber bullying prevention program to create awareness of the effects this can cause in the school community.

Specific objectives

- ❖ Describe what is Cyber bullying.
- ❖ Identify the bullying behaviors.
- ❖ Apply a prevention plan to incorporate parents, children and school community.
- ❖ Raise students' and parents' awareness of what cyber bullying is and why it is so harmful.
- ❖ Support students with the skills and resources to treat each other respectfully when they use cyber technologies; and help students know how to get help if they, or others they know, are being cyber bullied.
- ❖ Facilitate students with the skills to use cyber technologies in positive ways.

Questions

- ✓ What is the importance of implement effective campaign prevention about cyber bullying in the student's academic performance?
- ✓ Which are the advantages for involve the school community for develop a strategic program for prevent cyber bullying?
- ✓ How will impact this campaign in the society and the school?



TIMELINE OF BULLYING

Chart of the population that is going to be targeted

Cyber Bullying is the act of using the Internet, cell phones, video games, or other technology gadgets to send, text, or post images intended to hurt or embarrass another person. "It is also defined as acts of aggression through computers, cell phones, and other electronic devices" (Jackson & Cohen, 2012).

When cyber bullying occurs, it is usually followed by negative effects which sometime have dire consequences. The 2011 Youth Risk Behavior Surveillance Survey showed that 16% of students in grades 9-12 were cyber bullied in the past year. Additionally, the 2008-2009 School Crime Supplement showed 6% of students in grades 6-12 had encountered some form of cyber bullying. With access to so many tools that could potentially do harm, safety is a primary concern. There are many examples of victims of cyber bullying that can demonstrate for real what the effects and consequences of cyber bullying are. Here some stories affected by this problematic.

Nicole (USA) It was supposed to be a night of fun with friends. Nicole Edgington was celebrating her 17th birthday at a concert. The music was blaring and the band was rocking. But then the texts started coming in. "Whore," "slut," and "scared snitch." Other messages were even fouler.

Horrified, Nicole sent out a slew of texts to find out what was going on. "Some friends told me there was a secret plan to attack me at an In-N-Out Burger," Nicole tells Choices. "The plan was to attack me and slam my head into cement."

Amanda Marcuson: Birmingham, Michigan

When some girls stole Amanda Marcuson's belongings, she reported it. Later that night, she received instant messages calling her harsh names and saying she was a tattletale. Trying to defend herself, she replied that they had stolen her stuff and that just made it worse. When going out with her family, her internet messages were forwarded to her phone and she had received the maximum limit, 50, which were all threatening, intensely mean messages. The girls never even said another word to her, in person.

Jodi Plumb: Mansfield Nottinghamshire

Jodi Plumb was distraught when she found out there was a website containing terrible comments about her. It was talking about her weight and they estimated a time of her death. Jodi's mom went straight to the school board and asked for harsher action taken about the bullies. Jodi had been attacked twice in school. As well as people taking pictures of her for the website. Her mother was very upset.

Ryan Halligan: Poughkeepsie, New York

An autistic thirteen year old that's sweet as can be just trying to make it through the days became a prime target of cyber bullying. Going through his days, and like any boy, he had that one crush. This girl that he had his eye on, had stuck up for him for a while but soon became the main bully. She pretended to like him and then made fun of him and said, she would never like a guy like him. As his pain got worse, he had a pen pal that was encouraging him to end his life. Ryan became so hurt, the he hung himself. All because of cyber-bullies.

These are real stories that happened in different places all around the USA, and these are only a few of them. However in our own country we can find many cases related to Cyber bullying as well. To know more about this situation in Dominican Republic, here are some true stories that can be useful to realize of what exactly is happening here with this problematic.

Fausto Gonzalez (Santo domingo) says: When I was 11 years old,I was considered chubby by my school partners, I was always clean to head to shoes, for my peers I was what they call a “nerd”. They will hit me, so i could run and ask for help, they will send me messages through my cellphone saying I was a girl and other offensive words, it was a real torture”.

Ximena (Santo Domingo) remember how it was when she was at school with 12 years old, "I was quiet, shy and patient. I was always avoiding a group of girls who decided to bother me, I even decided not going to recess. I stood inside the classroom while watching the rest of the girls gossiping about me outside. I will cry all the time".

Juan Jimenez Coll (Santo Domingo): When he was about to start 8th grade he remembers "I was being bothered by a group of kids who will send messages to me calling me things I was not, i felt unaccepted. I was getting sick knowing that everyday I will need to go to the school, I felt anxious and spent most of the time crying because of that".

These are only a few cases of people who had decided to tell their stories hoping to create certain awareness of the effects that cyber bullying can have in the school environment. In all cases they decided to exclude themselves from the rest instead of telling someone about it. This is part of the problem, to stay back and not informed it to anybody.

The Effects of Cyber Bullying

The effects of cyber bullying may not be noticeable at first, but the stress factor builds up over time. Many students experiencing cyber bullying feel alone and scared. In most instances, cyber bullying doesn't start online, but in person. The situation then escalates.

Some of the signs of cyber bullying could be:

- ❖ Not wanting to go to school
- ❖ A sharp drop in grades and performance
- ❖ Skipping school
- ❖ Sudden self-esteem issues
- ❖ Complaints of illnesses
- ❖ Use of alcohol or drugs

Causes

- ❖ People that needs support to learn more appropriate ways of behaving and of resolving conflicts.
- ❖ An ongoing misuse of social media and technology through repeated messages and posts with the intention of causing harm to others.

Consequences

Cyber bullying can cause emotional and psychological distress. The kids that go through cyber bullying experience:

- ❖ Anxiety
- ❖ Fear
- ❖ Depression
- ❖ Low self-esteem
- ❖ Negative feelings

Also, there are some emotional consequences that include some feelings such as:

Feel overwhelmed: Being targeted by cyber bullies is crushing especially if a lot of kids are participating in the bullying. Sometimes the stress of dealing with cyber bullying can

cause kids to feel like the situation is more than they can handle. Feel vulnerable and powerless: Victims of cyber bullying often find it difficult to feel safe. Typically, this is because the bullying can invade their home through a computer or cell phone at any time of day. They no longer have a place where they can escape. A victim of cyber bullying feels like the bullying is everywhere.

Feel exposed and humiliated: Because cyber bullying occurs in cyberspace, online bullying feels permanent. Kids know that once something is out there, it will always be out there. When cyber bullying occurs, the nasty posts, messages or texts can be shared with multitudes of people.

Feel dissatisfied with who they are: Cyber bullying often attacks victims where they are most vulnerable. As a result, targets of cyber bullying often begin to doubt their worth and value. They may respond to these feelings by harming themselves in some way.

Feel angry and vengeful: Sometimes victims of cyber bullying will get angry about what is happening to them. As a result, they plot revenge against the bully or bullies and engage in retaliation. This approach is dangerous because it keeps them locked in the bully-victim cycle.

Feel disinterested in life: When cyber bullying is ongoing, victims often relate to the world around them differently than others. For many, life can feel hopeless and meaningless.

They begin to lose interest in things they once enjoyed and spend less and less time interacting with family and friends. And in some cases depression can set in.

Feel alone and isolated: Cyber bullying sometimes causes teens to be excluded at school, which is particularly painful because friends are crucial at this age. When kids don't have friends, this can lead to more bullying.

Feel disinterested in school: Cyber bullying victims often have much higher rates of absenteeism at school than non-bullied kids. They skip school to avoid facing the kids bullying them or because they are embarrassed and humiliated by the messages that were shared. Their grades suffer too because they find it difficult to concentrate or study because of the anxiety and stress the bullying causes. And in some cases, kids will either drop out of school or lose interest in continuing their education after high school.

Feel ill. When kids are cyber bullied they often experience headaches, stomachaches or other physical ailments. The stress of bullying also can cause stress-related conditions like stomach ulcers and skin conditions. Additionally, kids who are cyber bullied may experience changes in eating habits like skipping meals or binge eating. And their sleep patterns may be impacted. They may suffer from insomnia, sleep more than usual or experience nightmares.

Feel suicidal. Cyber bullying increases the risk of suicide. Kids that are constantly tormented by peers through text messages, instant messaging, social media and other

outlets, often begin to feel hopeless. They may even begin to feel like the only way to escape the pain is through suicide.

These are just some of the consequences that cyber bullying can leave in the life of children, many of these can still affect them during adulthood

How can a Bully and a Bullied be identified?

Bullies and Bullied have certain characteristics that allow or give hints to identify whether a kid is abusing others or being abused.

Bullies come in all shape and sizes. They can be girls or boys, large or small, popular or not. A bully cannot be identified by certain physical characteristic, however, can be identify by their behaviour, some of these actions are:

Bullies have a need to control and dominate others. They are quick tempered and impulsive. Take pleasure in seeing someone or an animal in distress. Find it difficult to see a situation from another person's point of view. Refuse to take responsibility or deny wrongdoing. Blame the target or say they deserved what they got. Good at taking their way out of situations. Intolerant of differences. They feel superior. Insensitive to the feelings or needs of others, lack of empathy.

The same can be said about the bullies targets, they can be boys or girls, of all ages, sizes and backgrounds. They tend to have these characteristics:

Low self-confidence, anxiety, fearfulness, submissiveness, depression or sad appearance, limited sense of humor, poor social skills, low popularity, few or no friends, excessive dependence on adults, or they may be someone who is different in physical or cultural characteristics, who is envied by the bully, or who is competing with the bully for dominance in the social group.

Stages of the Campaign

This is the Chronogram of the Campaign for Prevention of Cyber bullying.

Date	Activity	Objective	Responsible
May 11th	Observe/ Select The students	Select the sampling	Education students
May 18th	Apply survey	Identify previous knowledge	Students Teacher Parents
June 1st	Meeting	Create awareness	Teachers, students and parents
June 8th	Reflection about the experiences	Identify the strength and weakness.	Teachers, students and parents

Chronogram of the Campaign

This project take place at "The Escuela Peter Dorse Brand in Pedro Brand", The ages that have been selected are from 10 to 13 years old, because at this range of ages kids are more exposed to this type of behaviors and actions.

This project seeks to create an environment of awareness about this situation that is not only affecting other countries but our own country.

Methodology

The methodology that we are implementing in this project it is based on the school community it's integrate both place and a set partnership between school and others community resources, focus on academics, health, social services and development community management that leads to improve students awareness , stronger families and healthier communities.

We are going to involve the following community institutions in order to help for deliver the information for to achieve our objectives basically in the emotions of our students:

The radio station community: In this place we going to deliver the information through some propagandistic advertisements about cyber bullying for arise the community to discover, what is bullying? How affects it in their family? Etc.

Churches: with the assists from this place we are going to make reflexive talks in the school for create awareness to the students, parents and teachers. The focus of these dialogue is how to life with values, moral and ethics in the family and the community.

School: with this place that is open to the community and prepare the peoples for to insert to the society we are going to make meetings with the school's community for prepare teachers, parents and students for to know how to manage different situations in their life based on what the society are offering in the technology area.

Communities' centers: this place it's going to give support in different area that the school community needs for oriented the parents how to grow their children and involve the students in some community activities in order they have the commitment to motivate other to be successful.

Hospitals: in this case we are going to use the support of "*Hospital Psiquiatrico Padre Billini*" that institution is for facility the tools to work with different conditions that the students could are passing.

Strategies

The strategies that will be implemented are the following:

Meetings: this project is set in three different stages the first one consist on the presentation of the campaign its intention and importance in the school community and for the society. A second meeting was set up to select the students to participate in the campaign and implement the survey in order to identify the grade of cyber bullying that affect the participants. Finally, a third meeting to implement the talks, explaining the consequences that causes cyber bullying and talk with the experts in the area about some specific strategies to prevent cyber bullying.

Dramatizations: drama is action in the present. This action prevents academic content from appearing lifeless, abstract and beyond understanding. In this project is used this powerful tool for connecting the people involved students, parents and teachers with the content. Drama can provide a process for learning by living through or experiencing an event. Some students performance an example of the real life in which a child is being bullied by another child through the internet how occur in Cyber bullying. Drama by its very nature involves the audience in a social contexts where they are required to think and talk in order to share viewpoints.

Propagandas: propaganda is persuasive communication. In this project it is used with the purpose of facilitate the communication and convince the audience to be an active part in the strategies against the bullying. The propaganda used in this project are Brochure which have general informations about as definition of cyberbullying , types of bullying and cyberbullying and strategies to prevent it. Downspouts it is used to present graphically the name and invitation of the project. It is placed in a strategical play where the community can see it and catch the attention and interest of all. Display is used in this project to present in an illustrated way general information and some pictures taken during the implementation of the project.

Videos: for this project was considered very important the use of audio-visual context in order to cover that kind of learning style which is part of many people especially children.in this project is used a video in which is represented different ways of bullying explaining how it occur the most frequent places and some techniques to prevent it.

Talks: the members of the organizer group used talk in this project to present the purpose of this campaign in an oral way in order to express the most important aspects that involves cyber bullying including its cause and effects. Giving some strategies to prevent the cyber bullying, explaining the survey, answering some questions and many other specifications.

Website: the group organizer create a webpage in which the students, parents and teachers can find all the information about the campaign of prevention, including brochure, strategies how to prevent cyber bullying, causes and consequences an official video of the campaign and many other information about it

Campaign for Prevention of Cyber bullying

Age: _____ Sex: _____ Grade: _____

Choose with a circle the appropriate answer that identifies you, responding with complete sincerity the following questions:

1. What is the most common way of abuse among peers? You can select more than one answer.

- a) Insulting, name calling
- b) Making fun of someone, ridiculing
- c) Physical damage (hitting, kicking, and pushing)
- d) Criticizing someone
- e) Threatening, forced to do things
- f) Reject or isolate someone, do not let him or her participate

2. *How many times in this school year you have been threatened or abused for some of your peers?*

- a) Never
- b) Hardly ever
- c) Always
- d) Almost every day (Usually)

3. *In which places these threatening situations usually occur?*

- a) In class, when present Professor
- b) In class, when there is no teacher
- c) In the halls of the school
- d) In restrooms
- e) In the yard, when a teacher monitors
- f) In the yard, when any teacher is monitoring
- g) When leaving home
- h) Outside the School

4. Have you ever been threatened or abused from anyone of your peers?

- a) Never
- b) Hardly ever
- c) Sometimes
- d) Always

5. Have you ever been threatened, why did you think they do it?

- a) No one has ever intimidated me
- b) I don't know
- c) Because I'm different from them
- d) Because I have a disability
- e) Because I'm weaker
- f) They annoyed me

6. Who do you think usually stop threatening situations?

- a) Nobody
- b) Any teacher
- c) Adults
- d) Some comrades

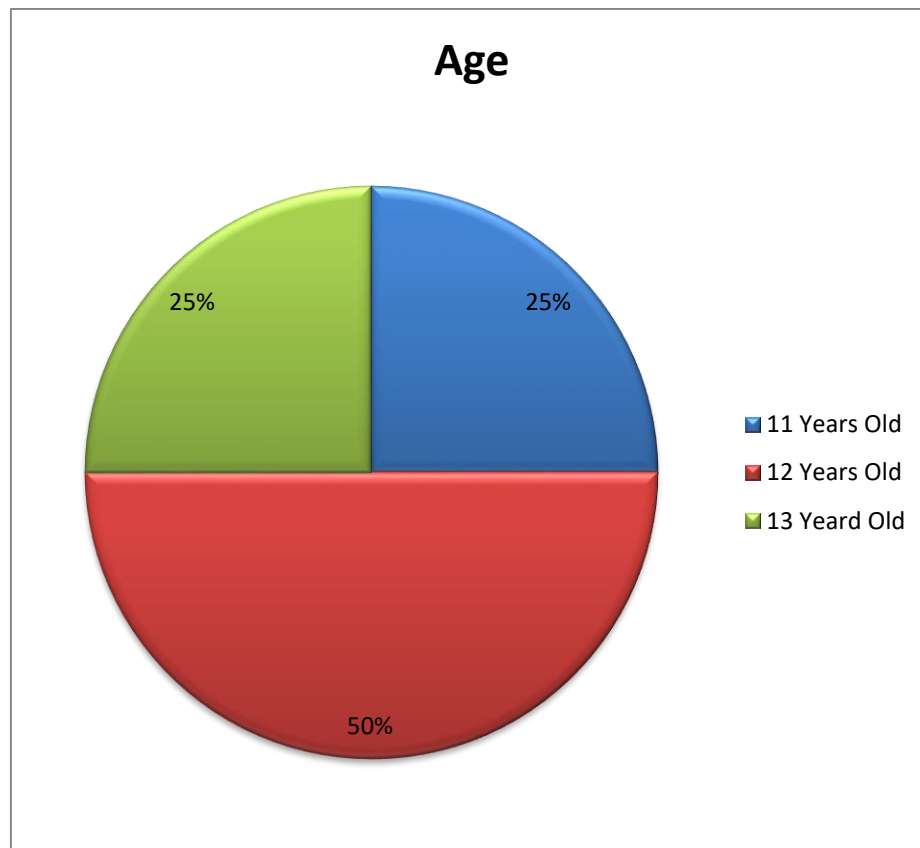
7. If someone threatens you, what is your reaction? Do you speak to someone else about what happened to you?

- a) No one intimidates me
- b) I do not speak with anyone
- c) With teachers
- d) With my family
- e) With my peers

8. How often you have been bullied in the school during the month?

- a) Never
- b) Less than 5 times
- c) Between 5 and 10 times
- d) Between 10 and 20 times
- e) More than 20 times
- f) Everyday

Survey (Students)

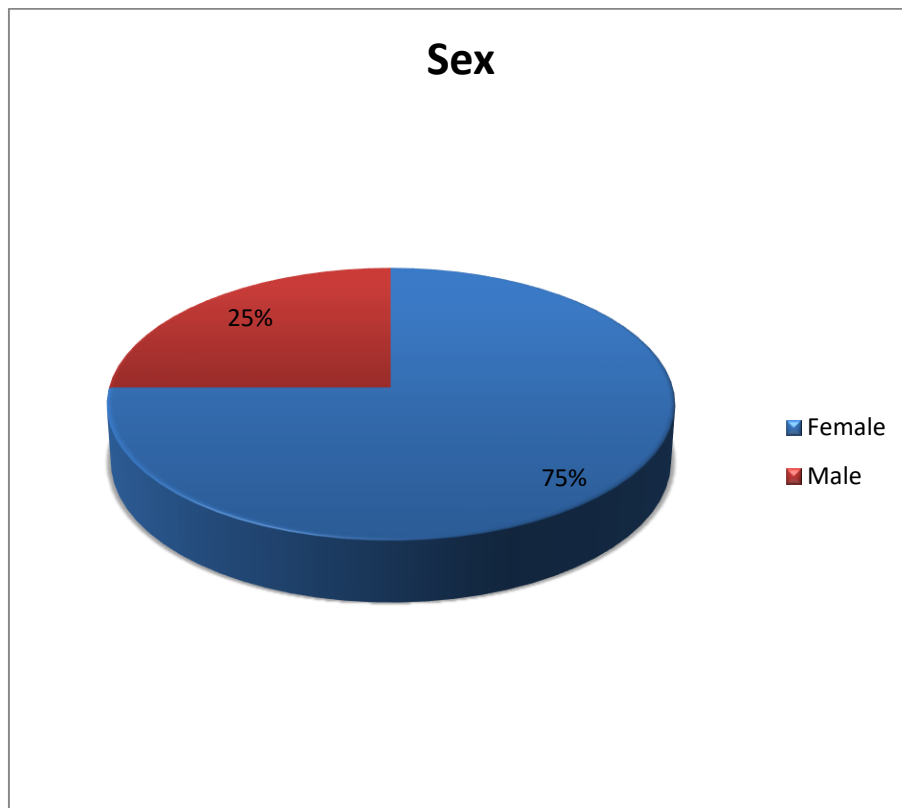


Survey applied to students in 6th grade in the "Peter Dorse Brand public school" in Pedro Brand, Santo Domingo. According to the target population that has been selected in this center:

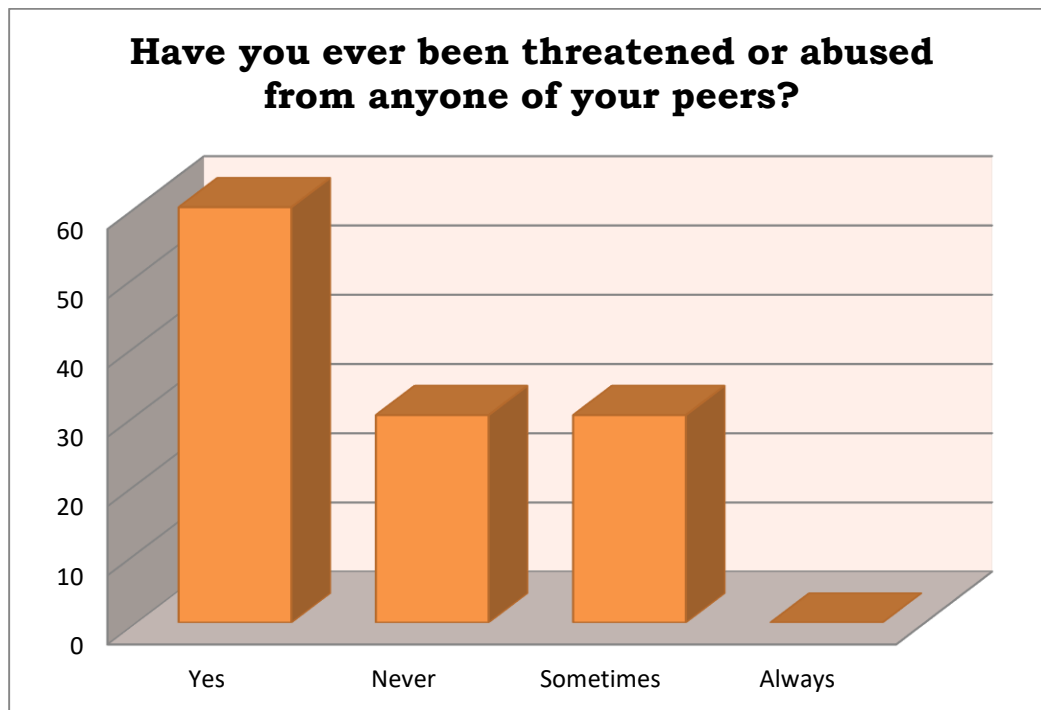
50% of the students reported to be 12 Years Old

25% of the students reported to be 11 years Old

25% of the students reported to be 13 Years Old



Adolescent girls are more likely to have experienced cyber bullying in their lifetime (75% compared to 25% Male). The type of cyber bullying tends to be different among gender.

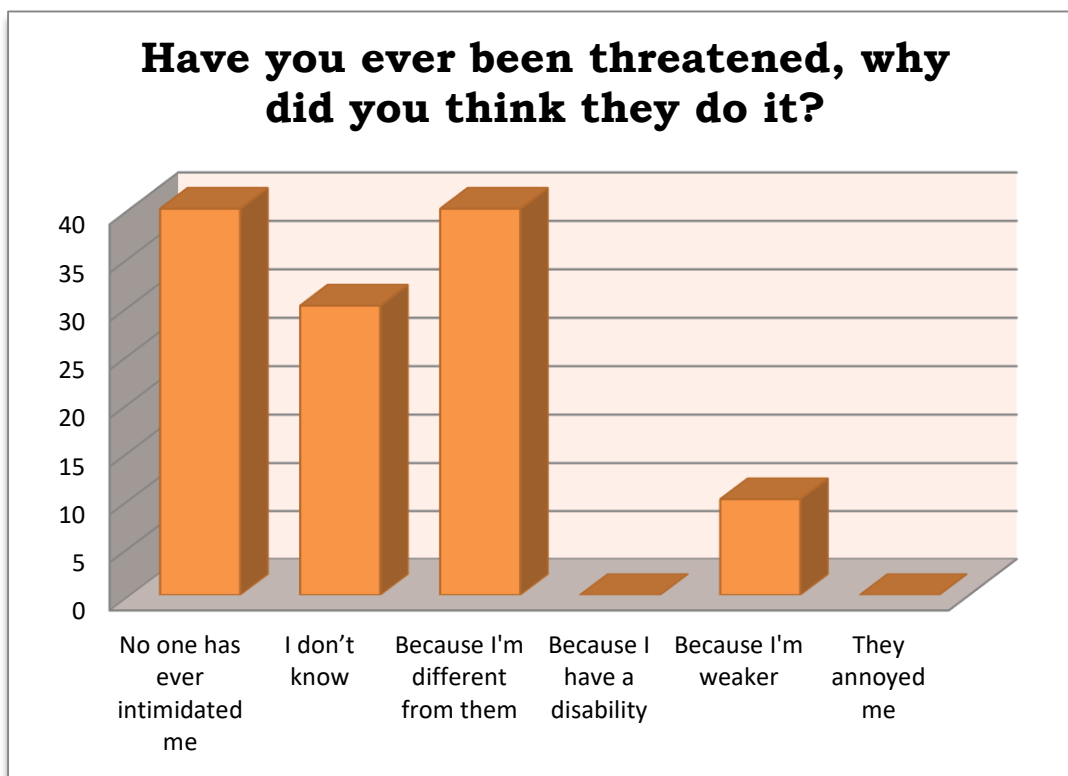


A greater proportion of middle school students are now being abused or bullied from their peers.

60% reported that "Yes" they have experienced being bullied inside and outside the school.

30% reported that "Never" they have experienced being bullied in the school.

30% reported that "Sometimes" they have experienced being bullied in the school.



As of 2016, Peter Dorse Brand public schools reported that bullying had occurred among students daily or at least once a week at school or away from school. They have been threatened in the following situations;

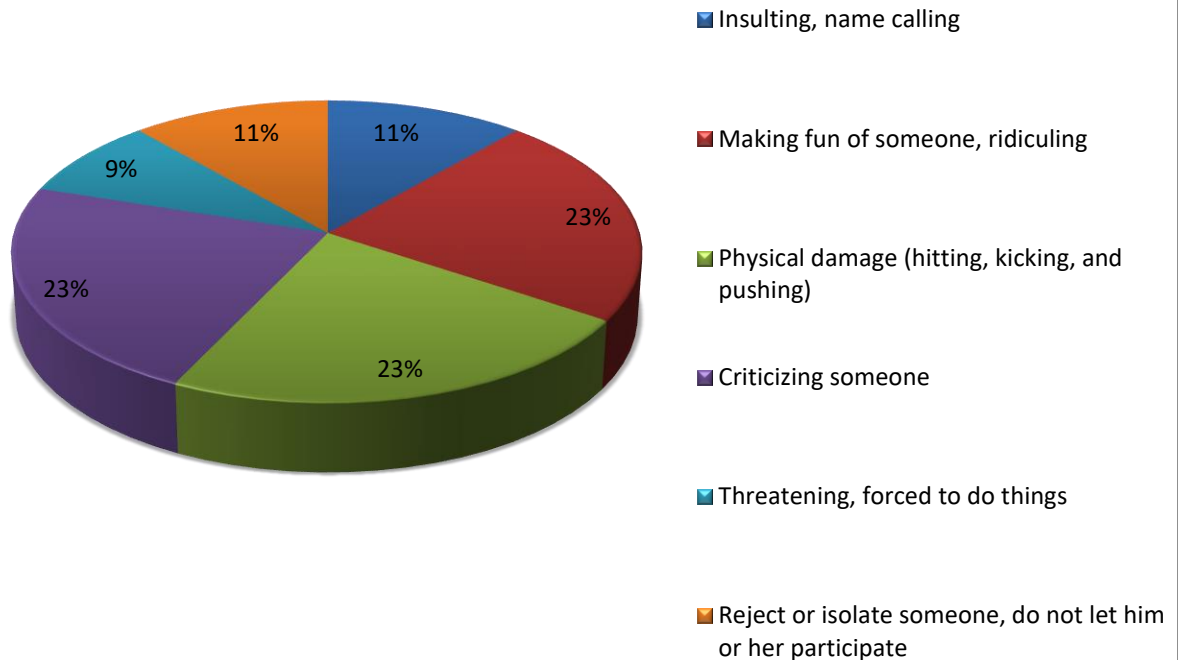
40% have reported that no one has ever intimidated them.

30% have reported that they don't know.

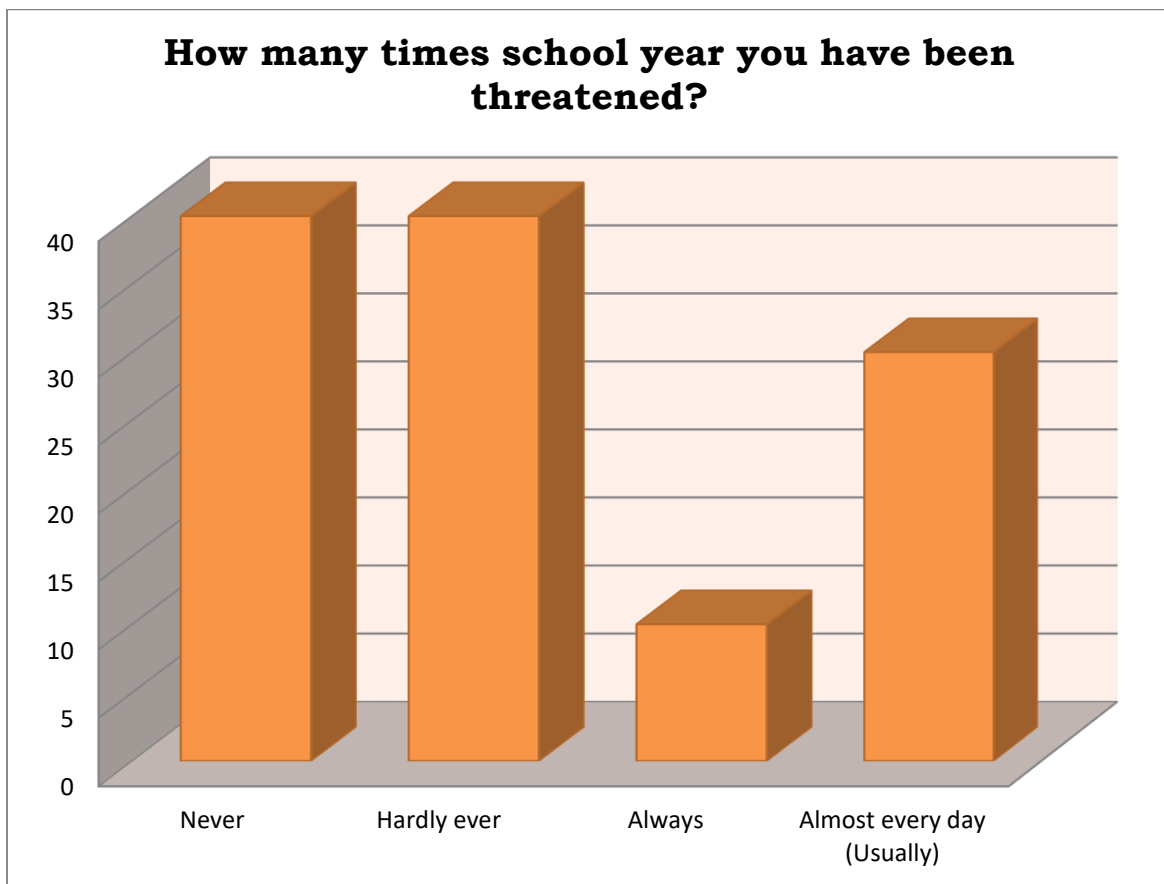
40% have reported that they have been bullied because they are different from them.

10% have reported that they have been bullied because they are weaker than they others classmates.

What is the most common way of abuse among peers?



Bullying have different common ways of abuse the students have experienced such as; Rejection and Isolation 11%, Threatening 9%, Criticizing 23%, Physical Damage 23%, Ridiculing 23% and Insulting 11%.



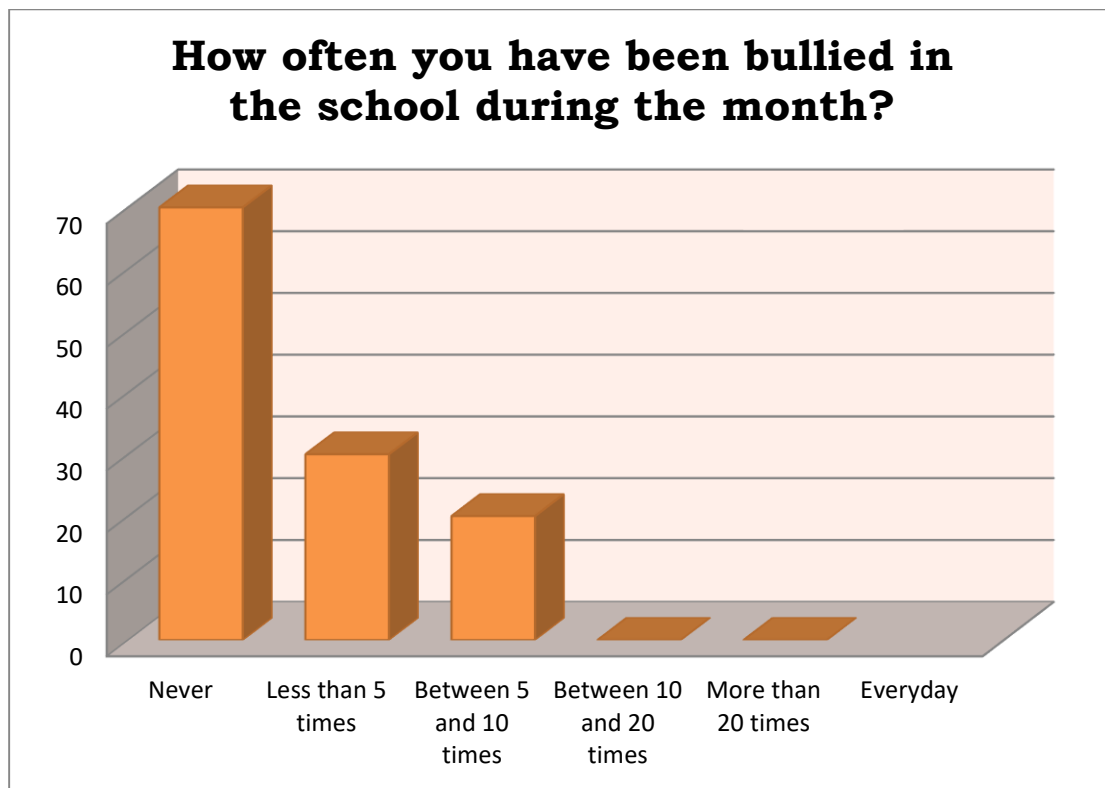
Of the students that reported cyber bullying.

40% of teens on social media never reported having an experience resulting in a face-to-face confrontation with someone.

40% of the teens hardly ever reported about having to go to school the next day.

10% reported that always received message or being called names from another student intended to hurt their feelings.

30 % reported having physical altercations with someone almost every day.



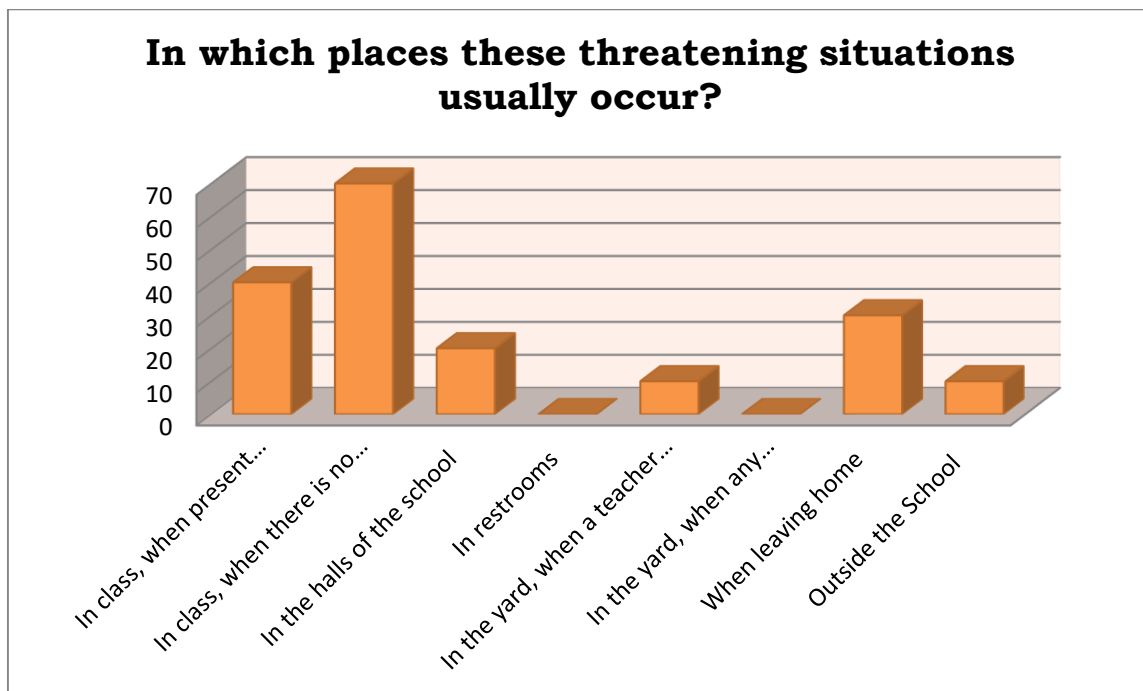
Because the Survey data is weighted to represent the entire enrolled 6th-8th grade student population, it is estimated that most of the students have experienced bullying in the school year 2015-2016.

40% reported never being bullied.

40% reported being bullied (Hardly ever) once or twice in the school year.

10% reported once or twice a week (Always).

30% reported almost every day.



Of the students that reported bullying situations they recognized that these situations usually occur;

70% reported having experience in class, when there is no teacher.

40% reported having experience in class, when present Professor

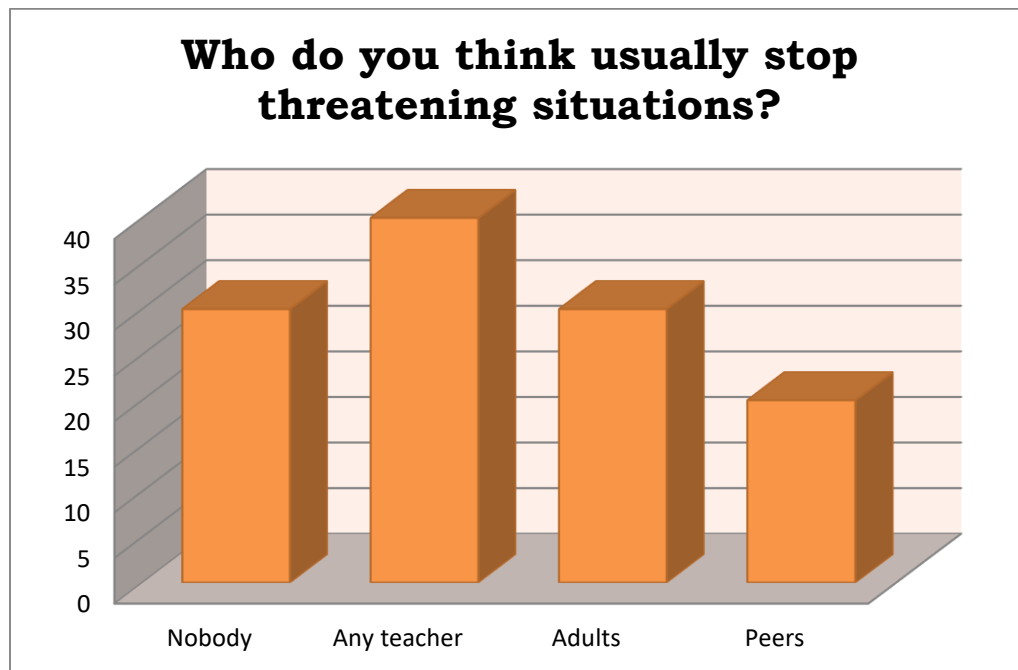
30% reported having experience, when leaving home

20% reported having experience in the halls of the school

10% reported having experience in the yard, when a teacher monitors.

10% reported having experience Outside the School.

0% reported having experience in restrooms or in the yard.



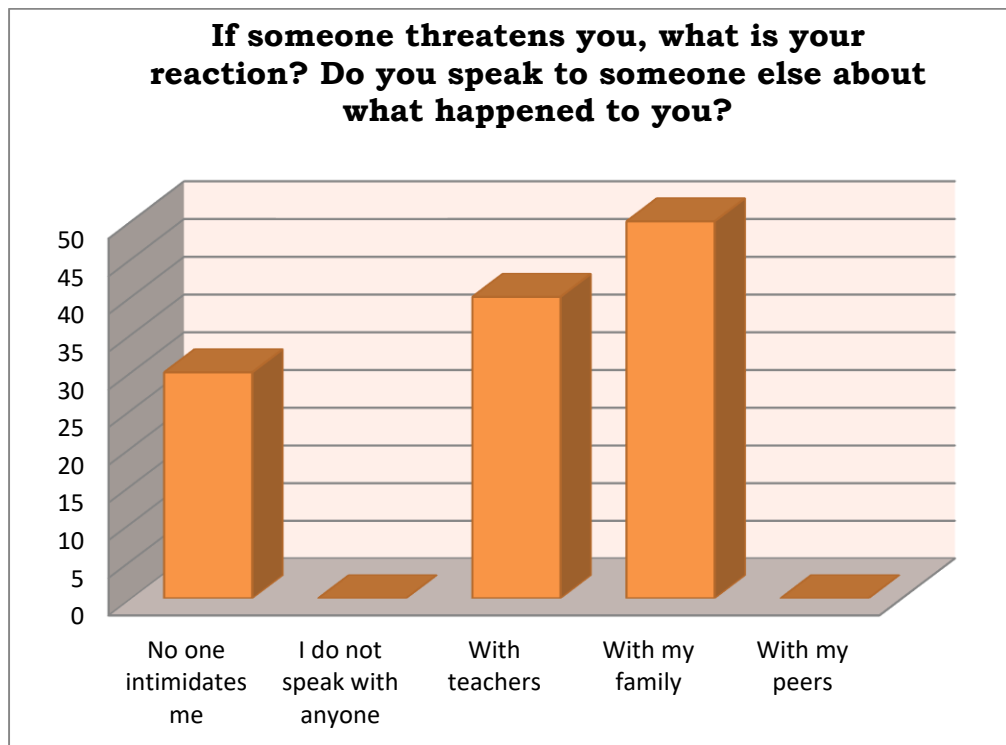
In the same aspect, teenagers consider that there is someone who usually stops threatening situations;

30% of the students have reported that Nobody stops bullying situations.

40% of the students have reported that Any Teacher stops bullying situations.

30 of the students have reported that Adults stops bullying situations.

20% of the students have reported that Peers stops bullying situations.



If someone threatens you, what is their reaction? Do you speak to someone else about what happened to you?

30% of the students have reported that no one's intimidates them.

40% of the students have reported that they can speak with the teachers.

50% of the students have reported that they feel comfortable speaking with their family about this situations.

Campaign for Prevention of Cyber bullying

Thanks for taking the time for answering this questions. This survey is anonymous so you don't have to provide any personal information on it. This is multiple choice questionnaires, please circle the answer you feel fits you better.

Parents

1. Do you suspect your child is being a bullying victim?

- a) Yes
- b) No
- c) Maybe

2. Which of these emotions is your child displaying?

- a) Sadness
- b) Anxiety
- c) Depression
- d) Another

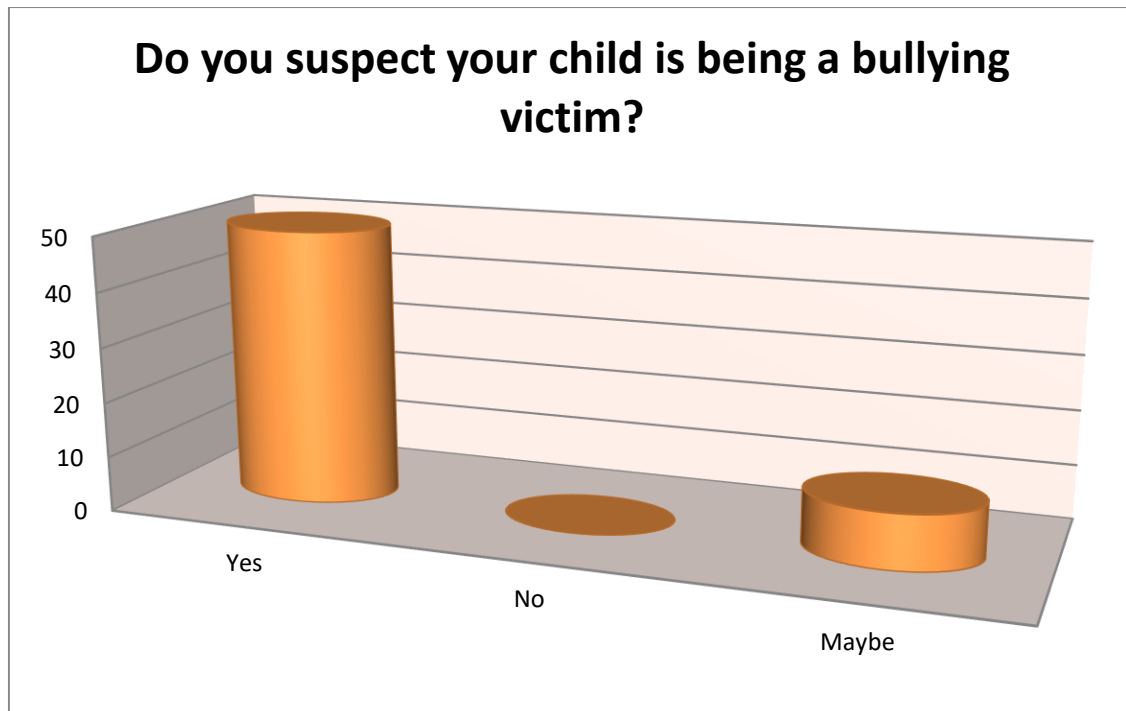
3. What is the most common way of abuse? You can select more than one answer.

- a) Insulting, Name Calling
- b) Making fun of someone, ridiculing
- c) Physical damage (hitting, kicking, and pushing)
- d) Criticizing someone
- e) Threatening, forced to do things
- f) Reject or isolate someone, do not let him or her participate

4. Where is the bullying taking place?

- a) Home
- b) School
- c) Community
- d) Another

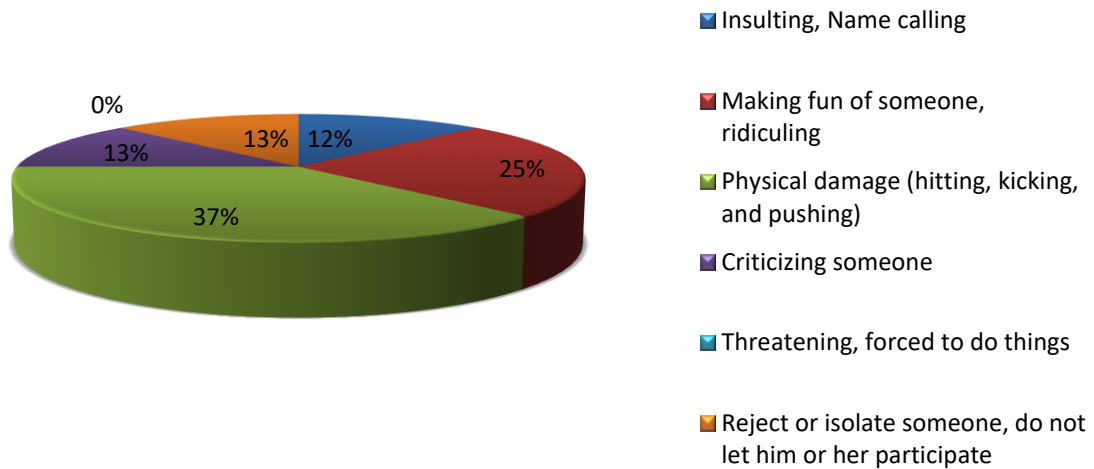
Statistics' Data (Parents)



In this survey applied to the parents, they have declared that approximately 50% of the children are being bullying victim.

10% parents have reported not being bullying victim.

What is the most common way of abuse? You can select more than one answer.



In the same way, they understand as the most common way of abuse.

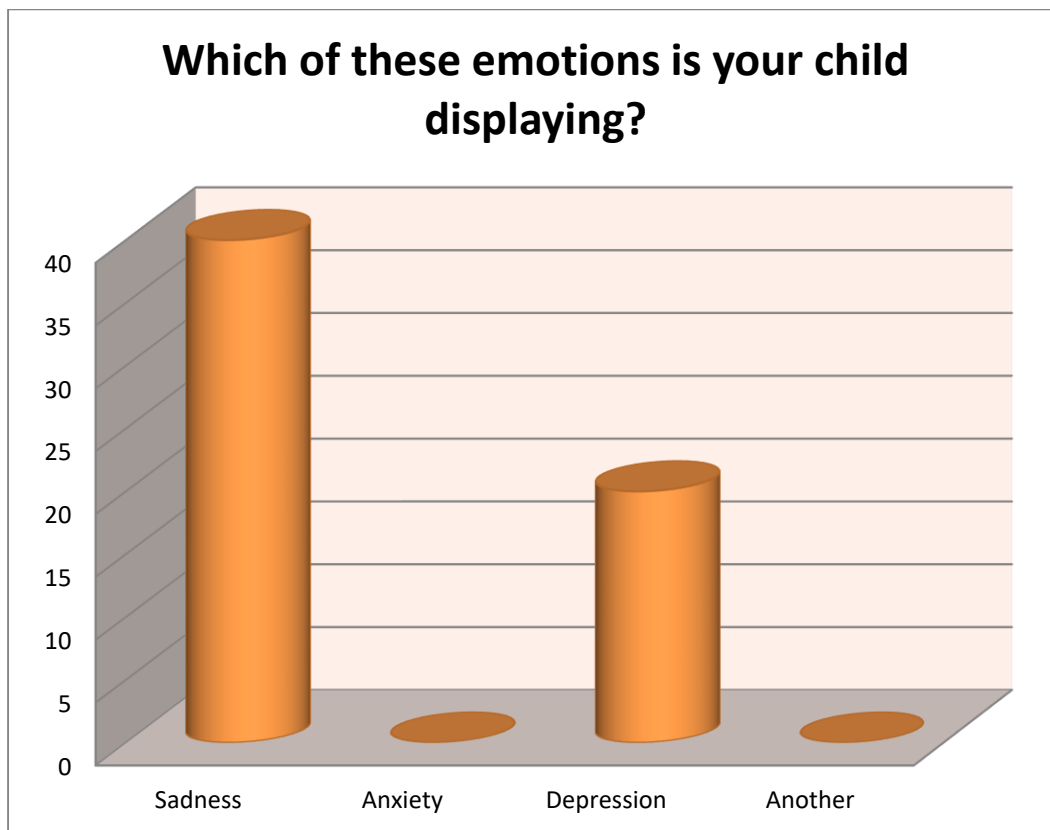
Insulting 10%.

Ridiculing 20%.

Physical damage (hitting, kicking, and pushing) 30%.

Criticizing someone 10%.

Reject or isolate someone, do not let him or her participate 10%.

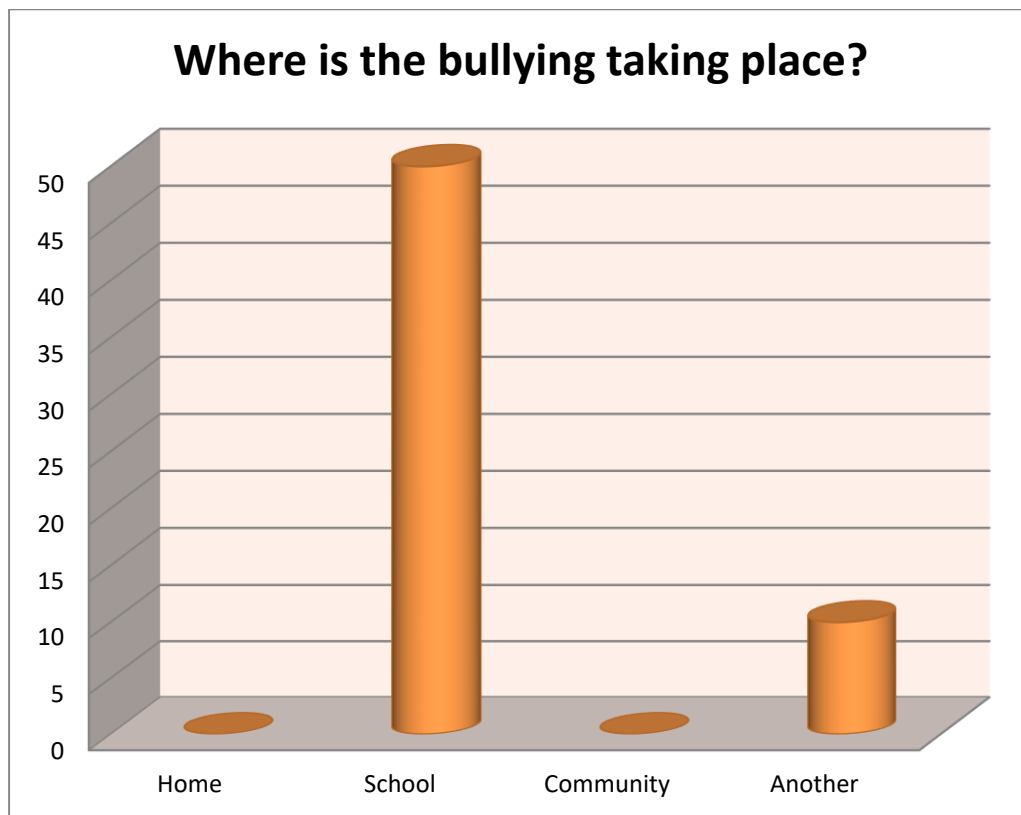


Among children's emotions, they have reported;

Sadness 40%

Anxiety 0%

Depression 20%



Parents have reported that bullying situations is taking place;

School site 50%

Another 10%

Campaign for prevention of Cyber Bullying

Thanks for taking the time for answering this questions. This survey is anonymous so you don't have to provide any personal information on it. This is multiple choice questionnaires, please circle the answer you feel fits you better.

Teacher

1. *Do you have any student that is being bullied?*

- a) Yes
- b) No
- c) Maybe

2. *Which of these emotions are your students displaying?*

- a) Sadness
- b) Anxiety
- c) Depression
- d) Another

3. *What is the most common way of abuse? You can select more than one answer.*

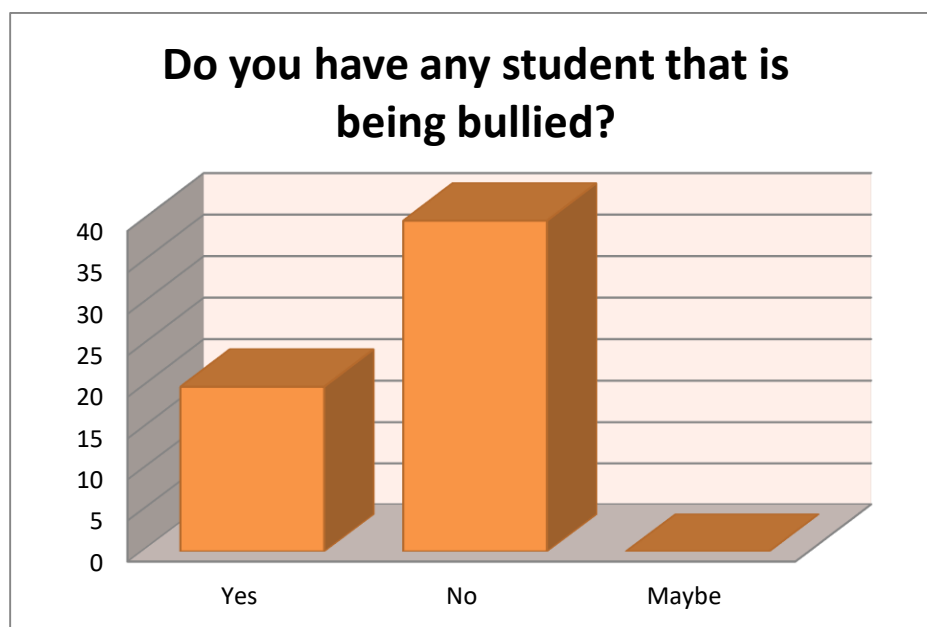
- a) Insulting, Name Calling
- b) Making fun of someone, ridiculing
- c) Physical damage (hitting, kicking, and pushing)
- d) Criticizing someone
- e) Threatening, forced to do things
- f) Reject or isolate someone, do not let him or her participate

4. *The student talk about this problem with:*

- a) Parents
- b) Teacher
- c) Counselor
- d) Nobody

- Thanks for taking the time for answering this questions. This survey is anonymous so you don't have to provide any personal information on it. This is multiple choice questionnaires, please select the answer you feel fits you better

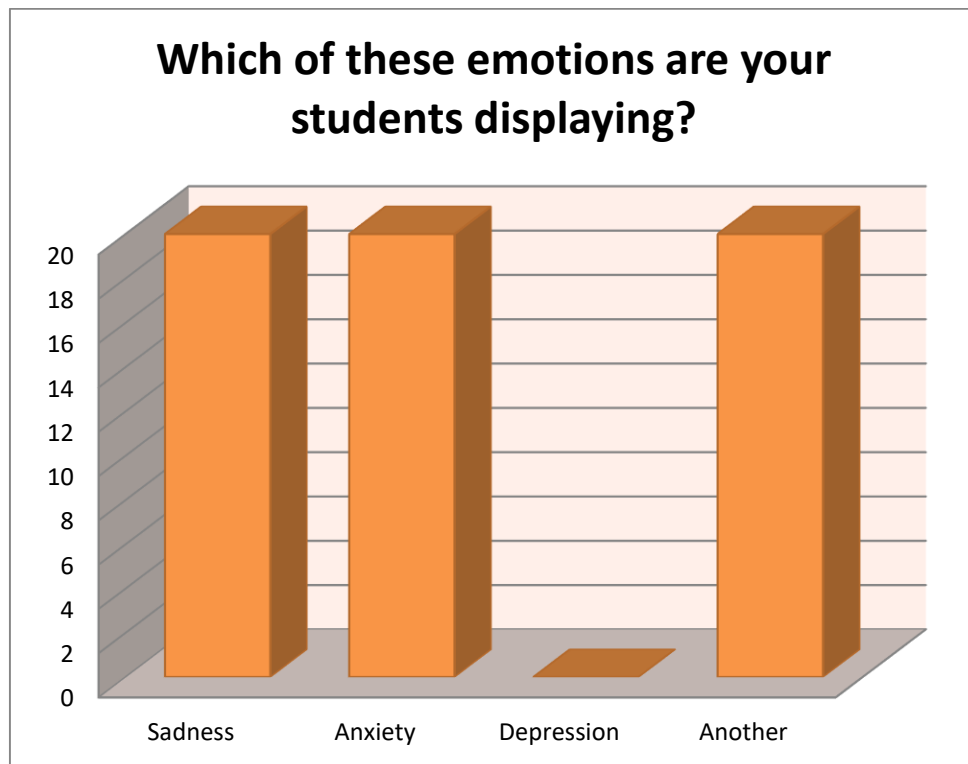
Statistics' Data (Teacher)



A greater proportion of middle school students are now being abused or bullied from their peers. Teachers have been requested to complete this survey and complete the items honestly.

40% teachers have reported that "No" students have experienced being bullied in the school.

20% teachers have reported that "Yes" students have experienced being bullied in the school.



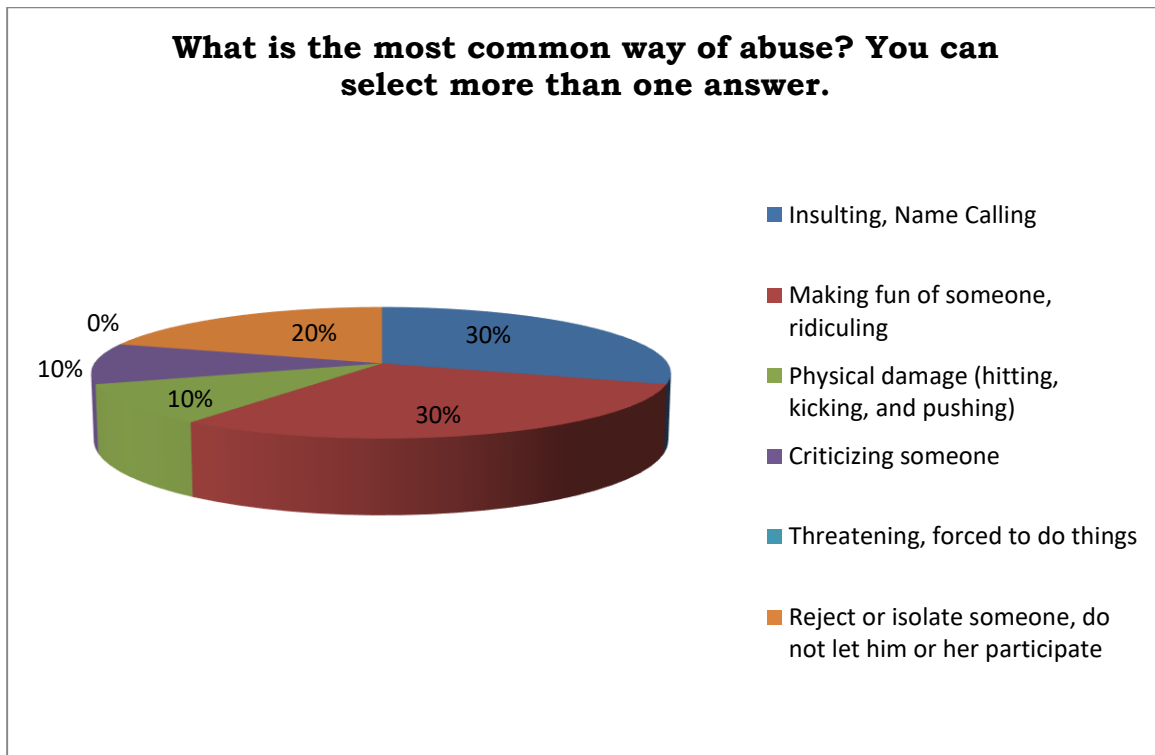
They recognized that students are displaying these emotions:

Sadness 20%

Anxiety 20%

Depression 0%

Another 20%



In the same circumstances their most common way of abuse were reported as:

Insulting, Name Calling 30%

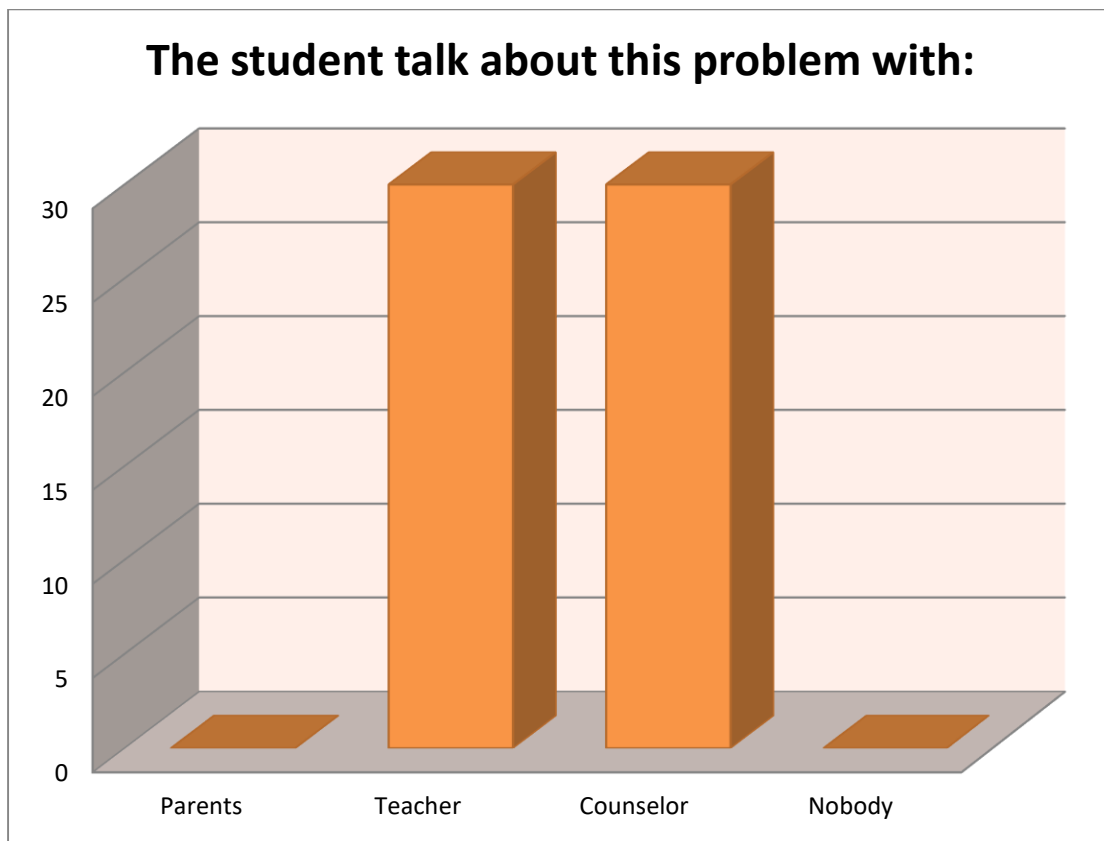
Making fun of someone, ridiculing 30%

Physical damage (hitting, kicking, and pushing) 10%

Criticizing someone 10%

Threatening, forced to do things 0%

Reject or isolate someone, do not let him or her participate 20%



Teachers reported that the students talk about this problem with:

Teacher 30%

Counselor 30%

General Budget

Campaign for Prevention of Cyber bullying Budget

EXPENSES

			ESTIMATED	REAL
TOTAL EXPENSES			\$ 54,040.00	\$ 52,054.56
PUBLISHING	ESTIMATED	REAL		
Banner- 2x5	\$ 400.00	\$ 400.00		
Brochure 8.5 x 11 satinado	\$ 1,500.00	\$ 1,500.00		
Flyer 8.5 x 5.5 Satinado	\$ 625.00	\$ 625.00		
Poster 11 x 17 Satinado	\$ 250.00	\$ 300.00		
8 Notebooks	\$ 1,000.00	\$ 1,000.00		
8 Key Chain	\$ 500.00	\$ 500.00		
30 Folder	\$ 780.00	\$ 779.86		
Rented Cameras	\$ 500.00	\$ 500.00		
Website Creation	\$ 2,000.00	\$ 2,000.00		
Video Editing	\$ 1,500.00	\$ 1,500.00		
Logo Design	\$ 400.00	\$ 400.00		
TOTAL	\$ 9,455.00	\$ 5,604.86		
			ESTIMATED	REAL
REFRESHMENT				
Food (Guest & Audience) (300 units)	\$ 3,000.00	\$ 3,700.00		
8 Soda (Guest & Audience)	\$ 330.00	\$ 425.00		
10 Bottled water (Planeta Azul)	\$ 150.00	\$ 150.00		
Disposables:				
Glasses	\$ 110.00	\$ 110.00		
Small Dishes	\$ 80.00	\$ 80.00		
Clear Dishes	\$ 450.00	\$ 449.70		
Napkins	\$ 45.00	\$ 45.00		
1 pack of Ice Cube x \$70.00	\$ 70.00	\$ 70.00		
TOTAL	\$ 4,285.00	\$ 5,099.70		

SITE		
20 Chairs	\$ 200.00	\$ 300.00
1 table for the Audiovisual Equipment	\$ 500.00	\$ 600.00
3 Tablecloth	\$ 700.00	\$ 700.00
Border (Tablecloth)	\$ 400.00	\$ 400.00
Podium	\$ 650.00	\$ 650.00
1 Laptops	\$ 12,000.00	\$ 12,000.00
1 TVs	\$ 10,000.00	\$ 10,000.00
1 HDMI Cable (Video)	\$ 350.00	\$ 400.00
1 Projector	\$ 5,000.00	\$ 5,000.00
1 Speakers (Audio)	\$ 4,000.00	\$ 4,000.00
1 Pointer	\$ 1,500.00	\$ 1,500.00
2 Microphones	\$ 2,000.00	\$ 2,000.00
TOTAL	\$ 37,300.00	\$ 37,550.00

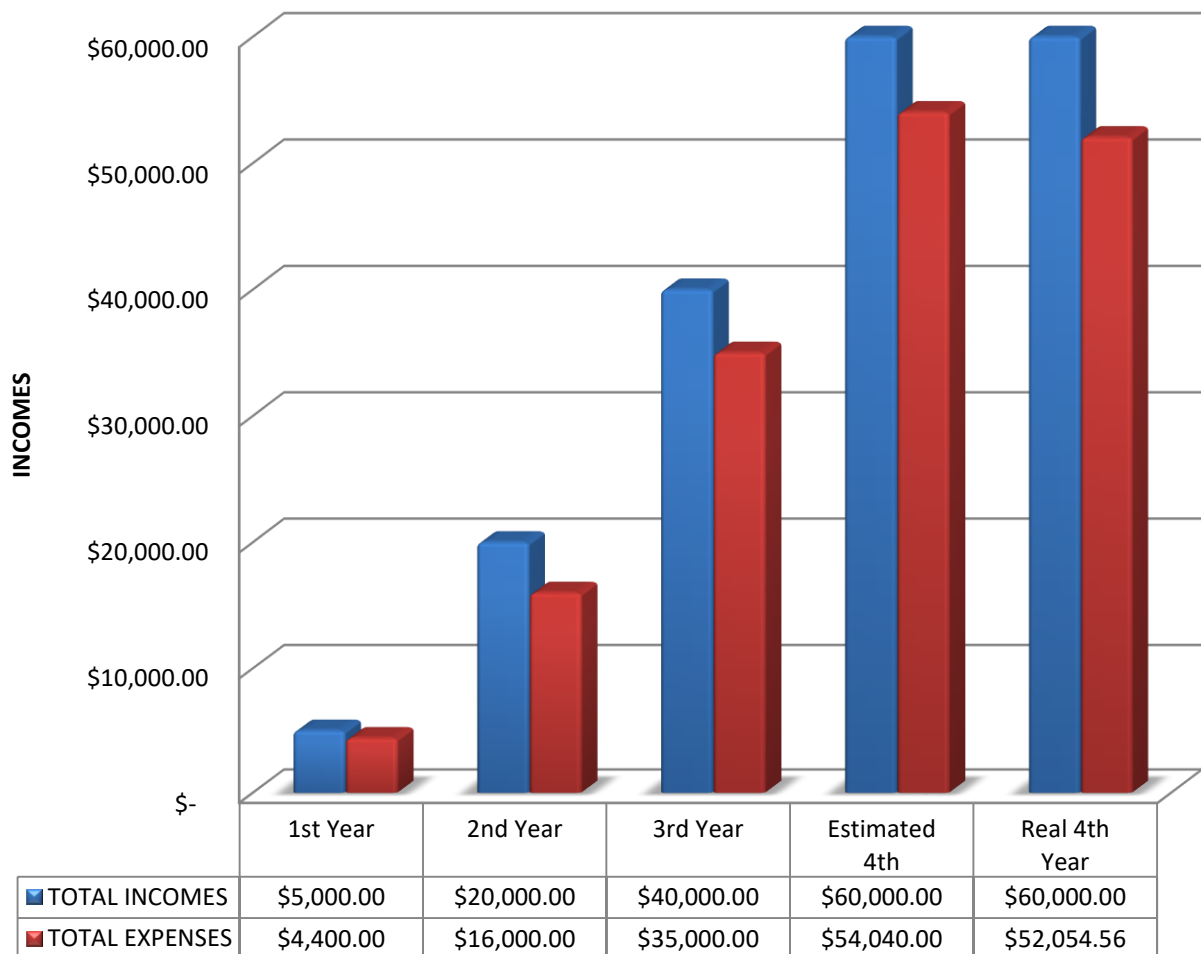
	STIMATED	REAL
OTHER		
Transportation	\$ 600.00	\$ 800.00
Phone	\$ 1,000.00	\$ 1,500.00
Internet	\$ 800.00	\$ 900.00
TOTAL	\$ 2,400.00	\$ 3,200.00

BUDGET OF THE CAMPAIGN

SUMMARY OF PROFITS

	1st Year	2nd Year	3rd Year	Estimated 4th	Real 4th Year
TOTAL INCOMES	\$ 5,000.00	\$ 20,000.00	\$ 40,000.00	\$60,000.00	\$ 60,000.00
TOTAL EXPENSES	\$ 4,400.00	\$ 16,000.00	\$ 35,000.00	\$54,040.00	\$ 52,054.56
TOTAL PROFITS	\$ 600.00	\$ 4,000.00	\$ 5,000.00	<u>\$ 5,960.00</u>	<u>\$ 7,946.56</u>

SUMMARY OF PROFITS



Conclusion and Recommendations

In this project for to get better results is recommendable for the school community the following:

- ✓ The schools should have a politics of intervention for to know how to act and what should be done to front this problematic.
- ✓ Keep open communications between parents and the school.
- ✓ Each teacher and administrators staff in the school should know the phenomenon, know what it is about and differentiate it from others conflict.

- ✓ The discipline that the school keeps in the classroom and the general space is basically essential for constructs in the students a good behavior.
- ✓ Establish mechanism for to cater complaints from the children.
- ✓ According to the "Center for the Study and Prevention of Violence", Adults at schools should be aware of the extent of bully/victim problems in their own schools. They also argued that these adults should involve themselves in changing the situation.
- ✓ Adults must clearly and consistently communicate that bullying is not acceptable behavior.
- ✓ Students should report bullying and cyber bullying
- ✓ Students will not bully other students.
- ✓ Students will try to help students who are bullied.
- ✓ Students will make it a point to include ALL students who are easily left out.

- ✓ When students know somebody is being bullied, we will tell a teacher, parent, or adult we trust.
- ✓ Students should never bully back.
- ✓ Students should Avoid being alone or click on strange web pages neither to converse with people they don't know through internet.
- ✓ Students should be assured that telling an adult is not "tattling."
- ✓ Parents should to promote social and spiritual values in students to form citizens capable of living in the society.
- ✓ Parents should observe their child for signs they might be being bullied.
- ✓ Parents must support emotionally their children if they are being bullied.
- ✓ Parents should communicate the situation to the institution for the relevant investigations.

- ✓ Parents do should not encourage the child to take revenge.

- ✓ Parents should take in a count Extra security measures for teenagers including, special security settings, privacy assessment applications, age-orientated control mechanisms and deactivation of all online components.

- ✓ Parents should keep the communication with their child.

As conclusion, since this project was created and implemented to prevent and create awareness in the schools community involving parents, teacher and students it's important to mention that Cyber bullying can be very damaging to individuals, and disruptive to school life.

School staffs have been targeted as well as pupils, and cyber bullying can adversely affect their well-being and the important contribution that they make to their school community.

Though new technology brings incredible opportunities for educators as well as young people, it is crucial that everyone knows how to use this technology responsibly and that policies are in place to support and encourage responsibility.

This project took into account the knowledge about the bullying and made them aware of what cyber bullying is, and made them clear about how they report it and support in place to help them deal with incidents quickly and effectively.

This project considers that the School leaders should ensure that measures are in place to identify, prevent and respond to cyber bullying. They should ensure that their work in this area includes and supports school staff, and that they have policies and practices in place to meet the specific needs of school employees.

Annex



Senior Students applying the Campaign for Prevention of Cyber bullying in “*The Escuela Peter Dorse Brand*”.



Campaign for Prevention of Cyber bullying 2017 2018.





Esmairon presenting the concepts of Bullying



Idamerly presenting the different types of Bullying









Students of 6th Grade





Victoria presenting the Causes and consequences of Bullying



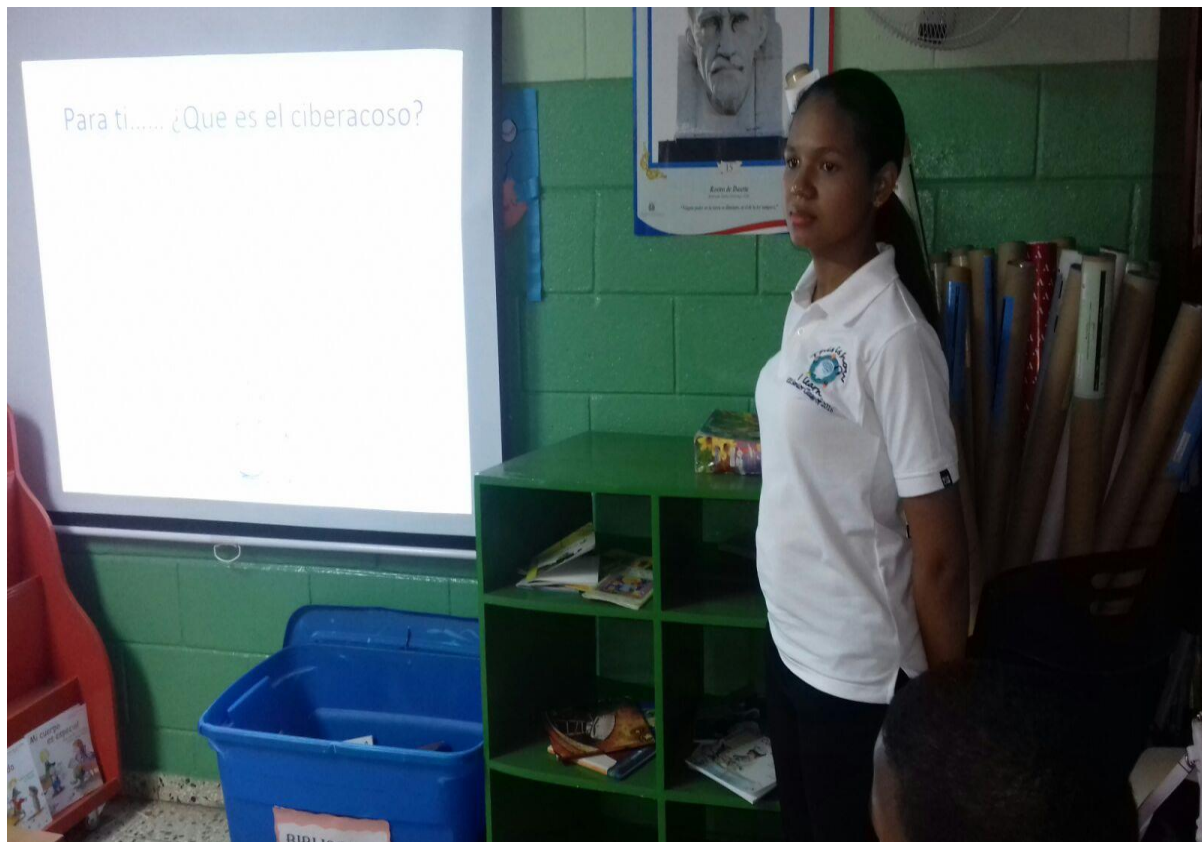
Psychologist of the School



Psychologist of the Peter Dorse Brand

Educator of the “Escuela Publica Peter Dorse Brand”







Angelica delivering the Survey



Idamerly Observing the Process



Victoria providing the Survey

Campaign for Prevention of Cyber bullying 2017 2018.



Students of the School filling out the Survey



Esmairon monitoring the Students while they fill in the Survey



Victoria explaining the survey (Clarifying any concerns)



Idamerly observing the students

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