

Cool and Safe

Teacher's Handbook





SMOG e.V. thanks the "International Police Association" for their kind support.

INTERNATIONAL POLICE ASSOCIATION
Deutsche Sektion e.V.

Police officers experience every day what our children have to endure!
Police officers are familiar with the dangers our children are exposed to!
Police officers see the consequences of violence, abuse and neglect!
Police officers want to help to prevent our children from becoming victims!

57,000 police officers in Germany are members of the German branch of the International Police Association (IPA). The IPA is an apolitical and non-unionised association of members of the police service with no distinction between rank, gender, race, colour, language or religion. It is the largest professional association in the world with around 420,000 members in 64 countries.

Making children strong means not letting them become victims. The German branch of the IPA is convinced that "Cool and Safe" is the right way to make children strong. That is why IPA supports the association SMOG e.V. financially and with active help.

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1. Preface

Here you have the accompanying material for the web-based "Cool and Safe" training program in your hands. You may have already decided that you want to use "Cool and Safe" in your class, or perhaps you have just learned about it and would like more information about the program. This accompanying material therefore serves three different purposes. Firstly, it is designed to help you prepare for implementing "Cool and Safe" by providing you with information about the contents and procedures of "Cool and Safe" and presenting facts, information and definitions of the topics covered by the exercises. Secondly, it contains materials and teaching ideas that you can use to expand on the content covered by "Cool and Safe". Thirdly, this handbook is designed to help you if a difficult situation arises from the exercises and you need guidance or contact details.

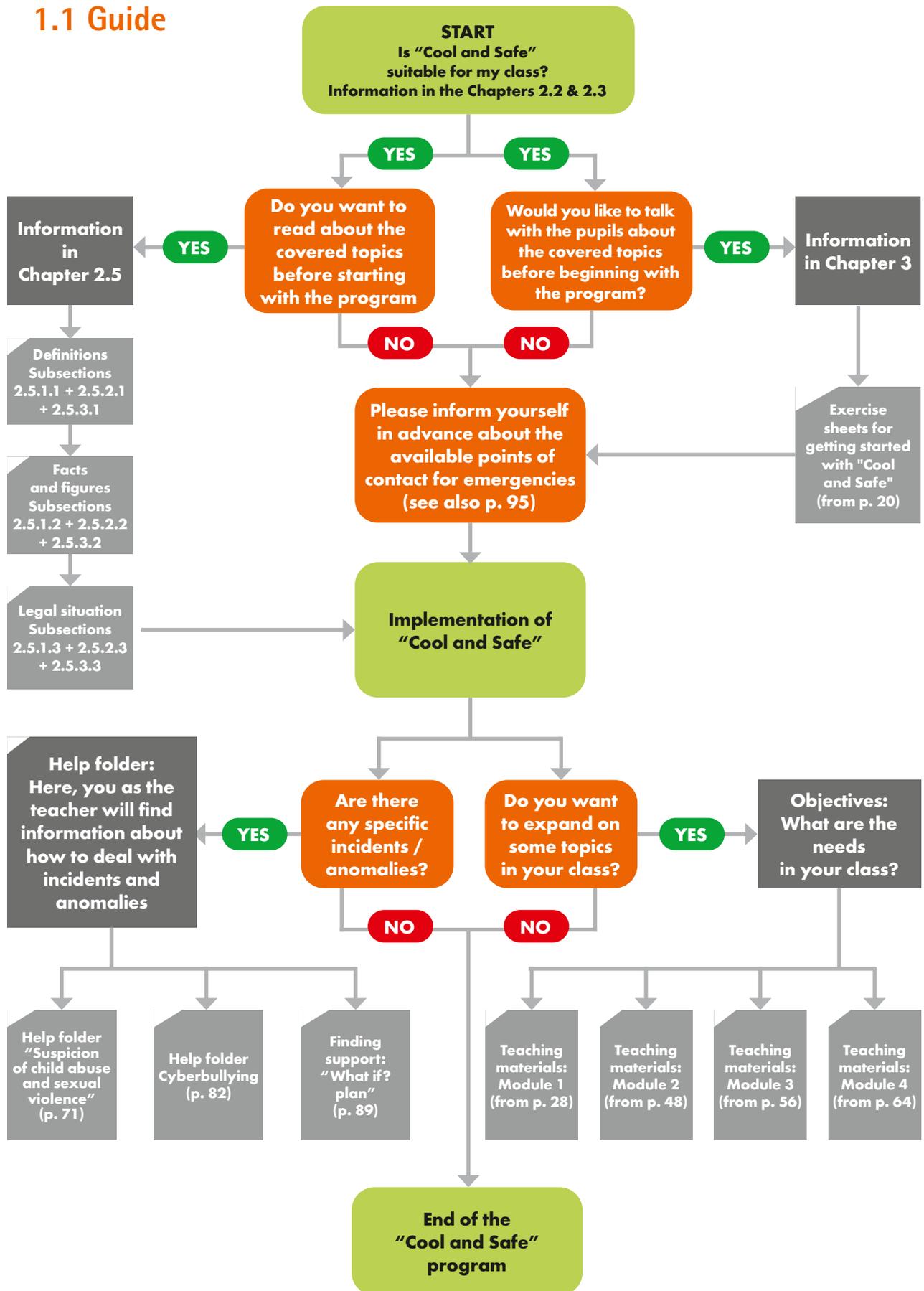
To fulfil all of these functions, the handbook is divided into three parts:

- Introduction
- Teaching materials
- Help folder

The guide on page 5 offers assistance for working with the handbook. Using the guide can help you to quickly find the right place in the handbook. You can find out if the chapters are of interest to you by consulting the guide on page 5.

Of course, this handbook cannot contain advice for every conceivable situation. For this reason, trust your experience and expertise as a teacher and if necessary seek advice to help in your particular situation.

1.1 Guide



2. Introduction

This section of the accompanying material provides you with general information about the "Cool and Safe" training program and its modules. You will also find important definitions and interesting facts about the topics covered in "Cool and Safe".

2.1 Basics – What is the idea behind "Cool and Safe"?

The "Cool and Safe" concept was developed with the aim of teaching children decision-making skills and consolidating their rights. According to case law of the German Constitutional Court, Article 6 of German constitutional law indirectly constitutes recognition of a child's own human dignity and their right to personal development (Hurrelmann & Andresen, 2007). The topics addressed in "Cool and Safe" concern various children's rights, which are also enshrined in the UN Convention on the Rights of the Child. Article 34, for example, defines protection against sexual abuse as a mandate of the UN member states. Protection against the use of violence (Article 19) is also anchored in the convention. The same applies to the protection of children's privacy and honour (Article 16) and to the protection of children and minors when accessing media (Article 17). The increasing use of the internet creates new risks in the form of sexually motivated approaches or online bullying – but also new opportunities.

"Cool and Safe" makes use of the advantages of the internet by providing a web-based training program that can be implemented anytime and anywhere. During the preparation of the concept, particular attention was paid to protecting the rights of children and to making them strong and competent in dealing with violations of their rights. Children should not be frightened or intimidated, but should be able to recognise risky situations and learn how to act in a suitable manner.

This includes children being allowed to decide for themselves about their bodies. They should also be encouraged to pay attention to their feelings so that they can identify unpleasant or transgressive situations. Important action strategies then involve moving away from a situation and seeking help from trusted people. "Cool and Safe" deals with assaults by strangers and acquaintances, but also with risky situations on the internet. The content is presented in a child-friendly manner by means of images, film examples and interactive exercises. To prevent children from being frightened by the content, the film clips do not contain any explicit scenes of sexual violence. To explain the contents, everyday touches and situations were chosen that are visibly uncomfortable for the portrayed children.

2.2 How does "Cool and Safe" work?

"Cool and Safe" is a web-based training program that is conducted on the computer. For this reason, a computer room is required where each child in your class has access to a PC connected to the internet.

"Cool and Safe" is especially suitable for children of primary school age. As the entire program features audio texts, even children with reading difficulties can easily take part. It takes about three to four hours to complete "Cool and Safe" with a school class. However, since each child works through the exercises at their own pace, variations in the completion time can occur. The training program can be called up on the website www.coolandsafe.eu.

To start "Cool and Safe", the children log on with a username (nickname) and a password. This procedure makes it possible to interrupt the program at any point and to restart it from the same place at a later time. In this way, you are very flexible in how to integrate it in your lessons. "Cool and Safe" consists of a total of five modules, which are described in more detail in the next chapter. With the standard program, the modules are in a fixed order which cannot be changed by the user. This means that it is not possible to separately work on individual modules.

However, a special teacher's version offers the possibility to select modules from within the program. This teacher's version can be accessed from the menu item "Parents/Teachers" under the heading "Using in lessons".

IMPORTANT

Before you begin to work with "Cool and Safe" in your class, it is best to complete the full program yourself so that you can familiarise yourself with the buttons and procedures.

Please do not conduct "Cool and Safe" with your class if you already have a suspicion of cases of sexual violence or other endangerment to child welfare among your pupils. In this case, first get in touch with a specialised counselling centre.

2.3 Modules in "Cool and Safe"

"Cool and Safe" consists of a total of five modules, which build on one another. The contents of the individual modules are described in the following chapters.

2.3.1 Module 1: Getting started with the program

The children learn the technical functions of the training program and meet their instructor, Smoggy. The objectives and contents of the program are presented, and in particular the children's rights are emphasised.

In a chapter about physical self-determination, for example, children learn that they can decide for themselves where they want to be touched and where not. They also learn that this can vary from person to person and from situation to situation.

To be able to assess a situation as being risky, it is important that children pay attention to their feelings. These are also important for being able to evaluate secrets. Good secrets make you feel good – children can naturally keep these to themselves. But if they feel bad, however, it is a bad secret and can be told to someone else. The children are encouraged to talk to their parents or other persons they trust about their feelings. In this context, they also learn why it is important for children to tell their parents about their whereabouts and when they will be returning home.

Cool and Safe
2. Wie funktioniert das?

Hilfe
Wenn du Angst hast oder Hilfe brauchst, kannst du jederzeit die Nummer gegen Kummer anrufen.

Kinder- und Jugendtelefon
0800 1110 333
Nummer gegen Kummer

Modul 1 Einstieg

2.3.2 Module 2: Away from home

The first part of the module is about interacting with strangers. It deals with situations in which children are approached or threatened by strangers. For example, the situation of being spoken to by motorists is presented in one of the units. The children are shown indications to help them assess situations as being safe or unsafe. This includes whether other people are nearby, whether they are being asked about personal things, or whether the person wants the child to accompany them somewhere.

As a possible course of action, the children learn to say "No!" loudly and clearly, to walk away (if several children are present, preferably all together), and to get help from other adults, at help points, or by calling the police. In situations involving motorists, the children are taught to keep far enough away from the car, and only to ride with others if this has been agreed with their parents.

The second part of the module concerns situations in the sports club and addresses assaults by acquaintances. Here, too, the first step is for the children to learn when touching is bad behaviour. To do this, they can ask themselves the following questions: Do you feel bad when you are being touched? Are you alone with someone? Does someone want you to keep a bad secret to yourself? Children are also encouraged to use appropriate action strategies (to clearly say that they do not want something to happen and to tell somebody about it). For children who do not have a person of trust or who do not want to directly tell anyone about the incident, the "Nummer gegen Kummer" ("Number against distress") organisation is presented, where children can be anonymously advised about their situation.

2.3.3 Module 3: Internet

The third module addresses situations that can occur on the internet. These include cyberbullying, friend requests and privacy settings on social networks, as well as the disclosure of information and possible harassment in chats. Another theme is the disclosure of names and addresses for online games or (apparent) competitions. Here, children learn that they are allowed to use nicknames on the internet and that they are entitled to keep personal information to themselves.

2.3.4 Module 4: At home

The first section of this module discusses the possible courses of action for children who are alone at home. It emphasises the right of children not to have to open the door.

The chapter focuses on assaults in the immediate family environment. The contents of this module are similar to those of the previously described second module.

2.3.5 Module 5: Summary and repetition

Finally, the children are shown a summary of the contents. Here they can also print out a certificate of participation on the training program.

2.4 How is "Cool and Safe" conducted in the classroom?

The "Cool and Safe" training program is designed so that it can be conducted without much preparation. However, some important steps still need to be taken into consideration before working on the program. It is recommended to inform everyone involved before starting with it. These include the children themselves, their parents and your colleagues. To begin the program with the children, you can use the introductory exercises contained in the teaching materials (page 20). A template for a parents' letter is also provided for you (page 97). Alternatively, you can organise a parents' evening where you can present the contents and methods of the "Cool and Safe" program. During the parents' evening, you can also mention how long the program takes and that the parents can take a look at it on the website www.coolandsafe.eu. In the appendix (page 88) you will find a notice for informing your colleagues.

As you may have already read in the guide (page 5), it is advisable to prepare contact information for possible incidents before starting the training program. A template for a list of contact details can be found in the appendix on page 95.

Since the training program requires a computer with internet access for each child, the school's computer room must be made available for about four schooling hours. If you have not yet reserved fixed times for the computer room, it is recommended to do this in good time. It is advisable to test the program on one of the school computers to make sure that you can log on and that the program runs smoothly.

Headphones are required for each child as the "Cool and Safe" program as is fully audio-based. If your school does not have any headphones, you could ask the children to bring their own headphones for MP3 players etc.

Once these preparations have been completed, you can start using "Cool and Safe". In the first hour of "Cool and Safe", each child must set up a user account on the website. To do this, they have to choose a username (nickname) with at least three characters and a password with at least four characters. The availability of the nickname is displayed immediately. If a desired name has already been taken, it can be extended with numbers, for example. The date and month of birth also have to be entered. This is necessary if the children forget their password and have to reset it at a later time.

Finally, the children are asked to click an animal icon to complete the registration. A window now opens where the username and password are displayed. The children can either print out or write down their logon credentials so that the registration details are not forgotten the next time they log on.

Children who are not familiar with registration procedures may need about 20 minutes to register on the website. You should therefore plan this as additional time.

TIP

For younger children, prepare a list of their birthdays. To avoid problems with the password, it is a good idea to use the same password for the entire class.

2.5 In-depth information about the program topics

This chapter provides you with general information about the topics covered in "Cool and Safe". The themes of sexual violence against children, dangers from strangers, internet security and cyberbullying are addressed here. Each chapter also contains definitions, facts and figures, as well as information about the legal situation.

2.5.1 Sexual violence against children

The term "sexual violence against children" is more far-reaching than "sexual abuse" and is therefore used here. This chapter tells you precisely what this means.

2.5.1.1 What is sexual violence against children? – Definition

Sexual violence against children covers any form of sexual activity by an adult that is carried out in front of or with a child. Adult offenders exploit their position of power and authority for their own gratification at the expense of a child. Due to the cognitive and emotional level of their development, a child cannot knowingly consent to sexual actions with adults. For this reason, any sexual contact between adults and children is considered to be sexual violence (Fegert, Hoffmann, König, Niehues & Liebhardt, 2015).

2.5.1.2 Facts and figures

In 2020, 16,921 cases of sexual violence were recorded by German police forces (German Federal Criminal Office, 2021). However, these figures only represent cases that have actually been reported. It is estimated that a much higher number of unreported cases must be assumed to have taken place. This probably equates to a ratio of one reported case to twenty unreported cases. Consequently, it is estimated that around 250,000 cases of sexual violence occur every year.

The ratio of girls and boys as victims is not balanced. Girls are much more likely to become victims of sexual violence, although boys must also be considered as potential victims. With regard to the breakdown of perpetrators, a huge majority (over 90%) are male. It is particularly alarming that in most cases the perpetrator is known to the child, and sometimes even a close member of the family is involved (Bieneck, Stadler & Pfeiffer, 2012).

Perpetrators can come from every age group, and around a third are still minors themselves (Fegert et al., 2015).

2.5.1.3 Legal situation

(Sexual) violence is a criminal offence. The German Criminal Code (StGB) contains laws governing the sexual abuse of wards (Section 174) and children (Section 176), which distinguish between the serious sexual abuse of children (Section 176a) and the sexual abuse of children resulting in their death (Section 176b). The wording of these texts can be found in the appendix on pages 91 to 93.

However, it is far more important for you as a teacher to know how to deal with suspected sexual violence against children. The next section of this chapter will therefore give you an insight into the legal basis for dealing with suspected cases. In addition, the responsible Ministries of Education in the German federal states have published handouts on dealing with (sexual) assaults.

Persons who work with children on a professional or voluntary basis should take measures to protect a child in cases of suspected (sexual) violence. This is regulated in the German Social Code (SGB) VIII in paragraphs 8a and 8b. Paragraph 8b of the Social Code deals with professional advice and guidance for the protection of children and adolescents by persons who have professional contact with them, and is therefore relevant for teachers.

Section 8b SGB VIII

Professional advice and support for the protection of children and adolescents

- (1) Persons who have professional contact with children or adolescents are entitled to be advised by an insofar experienced specialist when assessing an endangerment of child welfare in individual cases vis-à-vis the regional youth welfare agency.
- (2) The operators of institutions where children or adolescents spend the whole day or part of the day, or where they are accommodated, and the competent service providers are entitled to be advised by the regional youth welfare agency with regard to the development and application of technical action guidelines
 1. for safeguarding the best interests of children and to protect them against violence as well as
 2. with regard to procedures for the participation of children and young people in structural decisions in the institution and complaint procedures in personal matters.
- (3) The specific needs for the protection of children and adolescents with disabilities shall be taken into account with regard to specialist advice in accordance with Paragraphs 1 and 2.

In the German Act on Cooperation and Information in Child Protection (Gesetz zur Kooperation und Information im Kinderschutz, KKG), Paragraph 4 contains information about the counselling and provision of information by persons entrusted with confidential information in cases of endangerment of the welfare of children. It is to be noted that teachers are entitled to be advised by an insofar

experienced specialist if they suspect endangerment of a child's welfare. Contact with the experienced specialist will be arranged through the youth welfare department. However, no personal details may be disclosed. On the other hand, if the child is endangered which means that it is necessary to inform the youth welfare department, teachers are entitled to disclose the child's personal details.

Section 4 KKG

Counselling and provision of information by persons entrusted with confidential information in cases of endangerment of the welfare of children

(1) If

[...]

7. teachers at public and state-recognised private schools,

in the course of their professional activities, become aware of significant indications that the welfare of a child or adolescent is endangered, they shall discuss the situation with the child or adolescent and the parents or legal guardians and, if necessary, encourage them to seek assistance provided that this does not jeopardise the effective protection of the child or adolescent.

(2) The persons referred to in Paragraph 1 shall be entitled to receive advice from an insofar experienced specialist in order to assess the endangerment to the child's welfare vis-à-vis the public youth welfare agency. For this purpose, you are entitled to provide this person with the necessary details; the data must be pseudonymised before disclosing it.

(3) If averting the endangerment according to Paragraph 1 is not possible or if action according to Paragraph 1 is unsuccessful and the persons named in Paragraph 1 consider action by the youth welfare department to be necessary in order to avert an endangerment of the welfare of a child or adolescent, they shall be authorised to inform the youth welfare department; the persons concerned shall be informed of this in advance unless the effective protection of the child or adolescent is thereby jeopardised. For this purpose, the persons according to Sentence 1 are authorised to communicate the necessary details to the youth welfare department. Sentences 1 and 2 apply to the persons named in Paragraph 1 (1) on condition that they inform the youth welfare department without delay if, in their judgement, there is an urgent risk to the welfare of the child or adolescent requiring the intervention of the youth welfare department.

It is a little-known fact that some persons and professional groups are subject to a guarantor obligation. These people also include, for example,

teachers because they are the guarantors, that is the "protectors", of the persons in their charge. The guarantor obligation hereby relates to Section 13 StGB

Section 13 German Criminal Code (StGB)

Committing by omission

- (1) Anyone who fails to avert a success that is part of the offence under a criminal law is only liable to prosecution under this law if they are legally responsible for the fact that the success does not occur, and if the failure to do so corresponds to the realisation of the legal offence by means of action.
- (2) The penalty can be mitigated in accordance with Section 49 Paragraph 1.

Guarantors therefore have the obligation to provide the necessary assistance to the persons in their charge (in this case the pupils) in order to prevent harm in this way. If guarantors fail to comply with this obligation, they will not be liable to a fine or custodial sentence of up to one year as in the case of failure to provide assistance, but, depending on the severity of the consequences of the offence, a custodial sentence of more than five years can even be imposed (Detmold District Governemnt & Westphalia-Lippe Municipal Accident Insurance

Association, 2007). Of course, only those who are aware of a forthcoming offence and do not intervene despite the possibility to help can be charged with omission. It is important to note that even guarantors only have to render reasonable assistance.

Therefore, if you are aware of an acute danger to a pupil, you should take measures to avert it. However, you should always seek advice beforehand from an insofar experienced specialist.

Section 323c German Criminal Code (StGB)

Failure to render assistance

- (1) Anyone who does not render assistance in the event of an accident or common danger or emergency although this is necessary and can be expected of the person in the prevailing circumstances, in particular without considerable personal danger and without breaching other important obligations, shall be punished with a custodial sentence of up to one year or a fine.

2.5.2 Stranger danger

In addition to (sexual) violence which is more likely to originate from people who are well or very well known to the children, "Cool and Safe" also deals with the dangers posed by strangers. This usually concerns situations in which children are engaged in a conversation by strangers or are to be enticed away. Another topic is exhibitionism. In this section, you will find information about what is meant by "Stranger danger", some facts and figures on the subject, as well as information about the legal situation.

2.5.2.1 What does "Stranger danger" mean? – Definition

The generic term "Stranger danger" encompasses dangerous situations that can arise for children when they come into contact with strangers. Children often learn rules of behaviour at an early age, such as "Don't get into a stranger's car!" or "Don't accept sweets from strangers!". These rules are intended to prevent children from being harassed, abducted or enticed somewhere else by strangers.

Different motives can play a role in the abduction of children. Occasionally, children become victims of an abduction because the perpetrators hope to receive a ransom. In other cases, children are abducted by psychologically and/or sexually disturbed perpetrators who find gratification in holding their victims captive, mistreating or abusing them, and sometimes even killing them.

The psychological consequences of an abduction can be severe. All abduction offences are classified as crimes under German law and are prosecuted by the state.

Alongside abductions, exhibitionism is also a crime to which children are subjected, especially by strangers. These are men who expose themselves fully or partially naked, especially to women and children, for their sexual gratification.

2.5.2.2 Facts and figures

In 2019 and 2020, around 1,000 children under 14 years of age respectively became victims of successful or attempted kidnapping, deprivation of minors or child trafficking (Federal Criminal Police Office 2019/20).

It should be noted, however, that this also includes cases where a parent abducts a child, so this cannot be regarded as stranger danger.

In general, therefore, it can be stated that crimes committed against children by strangers are less common than media coverage would lead one to believe. However, since these crimes can be particularly serious, it is important that children learn basic safety rules for dealing with strangers. Exhibitionism occupies a special position as a sexual crime which is usually committed by strangers. The FCPO states in the police crime statistics for 2020 that 2,154 children were affected by exhibitionist or sexual acts performed in front of children (Federal Criminal Police Office, 2021).

2.5.2.3 Legal situation

According to Section 235 of the German Criminal Code, custodial sentences or fines are to be expected in cases of child abduction or the deprivation of minors. Exhibitionism is regulated in Paragraph 183 (StGB). The term 'exhibitionism' is used here only for acts by men. Exhibitionist acts by women, however, can be deemed to be public indecency offences (Section 183a German Civil Code).

2.5.3 Internet security

Internet security is an important topic in the “Cool and Safe” program. Here is a brief overview of what precisely internet security is all about, as well as some current facts and figures.

2.5.3.1 What is internet security? – Definition

Internet security covers measures that are taken to protect data, resources and passwords from being compromised by unknown persons (e.g. hackers). But internet security does not just mean protecting one’s own data on the internet, but also involves protecting web users from inappropriate content. Children must be protected from certain websites and the impressions they create, which can confuse, scare or negatively influence them. In addition, many websites contain advertising or data requests that could induce inexperienced users to reveal personal details. Another focus of internet security is the protection of internet users from contact requests by third parties, so-called “online grooming”. “Online grooming” is when (mostly older) adults get in contact with minors with the aim of establishing a (sexual) relationship. This can take the form of inappropriate messages, photographs or videos. To avoid such incidents, children should learn the knowledge and skills required to ensure safe surfing on the internet.

2.5.3.2 Facts and figures

The question “How do children and adolescents in Europe use the internet and how do they deal with the broad range of possibilities?” forms the core of the EU Kids Online project, an international group of networks that bundles European data on the usage of media by children and makes it available to international cooperation partners. In an initial survey, 25,142 children between 9 and 16 years of age from 25 European countries were questioned about their use of the internet within the scope of the “EU Kids

Online” study conducted by Livingstone, Haddon, Görzig and Ólafsson (2011). As early as 2011, it was shown that 93 % of 9- to 16-year-olds surf the internet at least once a week. About 60 % of 9- to 16-year-olds go online daily or almost every day, and even a third of 9- to 10-year-olds do so on a daily basis.

Up-to-date figures on the use of online media by children between 6 and 13 years of age are provided by the German KIM study (Kinder Internet Medien), which is run by the Southwest Media Educational Research Association Südwest (mpfs) and regularly queries children and their parents about their usage of online media. In 2020, it was established that internet searches were a daily routine for a large proportion of the children. 19 % use search engines every/almost every day to find certain information online, while another 45 % do so once or several times a week. Only 11 % have no experience of using search engines (6-7 years: 38 %, 12-13 years: 3 %). There are no differences between boys and girls, and it is not surprising that the use of search engines belongs to the daily routine of older children.

To assess the need for a training program for teaching skills in dealing with Internet security issues, it is important to know some figures regarding risks and unpleasant experiences on the internet. In a representative survey of parents, Tews, Ohlmeier and Kamp (2020) revealed that just over half (55 %) of the questioned parents stated that their child had already had negative experiences when using online media.

2.5.3.3 Legal situation

Within the framework of the German Youth Protection Act (JuSchG), guidelines are described for operating websites for children, as well as on how to deal with endangerment of their mental welfare through contact with media that are not suitable for children. Section 8 JuSchG deals with places where

children are at risk (i. e. places where there is a threat of imminent endangerment of their physical, mental or psychological welfare), while Section 18 JuSchG contains a list of media harmful to children and adolescents. Unlike films, however, there is no mandatory age or risk rating for websites, which means that it is largely up to parents and teachers to teach children how to use the internet in an appropriate manner. The German Federal Office for Information Security (BSI, 2022) recommends that child protection mechanisms should be used for tablets, smartphones and computers by setting up user accounts with restricted rights on the PC/tablet at home, configuring app stores to be child-safe so that downloads and access to them are restricted, setting up special child search engines as a browser start page, enabling parental control settings on smartphones and tablets, installing additional child protection apps and applications on the devices, and configuring black and white lists and filter settings.

2.5.4 Cyberbullying

Cyberbullying is another important topic on the "Cool and Safe" program. To help you work with this topic, this chapter gives you a brief overview of what is meant by cyberbullying and how frequently such behaviour can be observed.

2.5.4.1 What is "cyberbullying" – Definition

You are probably familiar with the terms "bullying" or "mobbing". "Bullying" is defined as behaviour that concentrates on the deliberate and repeated infliction of harm (verbal, psychological or physical) over a longer period of time (Olweus, 2006).

With "cyberbullying", the victim is deliberately harmed using modern means of communication

such as social networks, instant messengers, email or mobile phones. This may take the form of insults, humiliation, threats, harassment, or the publication and dissemination of private or intimate information, photos or videos. Likewise, the exclusion of a person from friend lists or computer gaming teams and so-called "happy slapping" (which means the posting of videos glorifying violence) are also forms of cyberbullying.

In comparison to conventional forms of bullying, cyberbullying brings with it several additional dangers. From a distance, perpetrators often remain anonymous and can interfere in the victim's private life without any time limits. Content about a person can be distributed very quickly to a very large audience over the internet, where it is difficult or impossible to delete it completely.

2.5.4.2 Facts and figures

Cyberbullying is often regarded as a growing problem as children and adolescents are integrating modern media into their daily lives to an ever greater extent. Friendships are largely lived through social networks, and user profiles are used to present the owner in as positive a light as possible. According to the KIM study (mpfs, 2020), in 2020 51% of six- to 13-year-olds communicated at least once a week using messenger services such as WhatsApp. A good third regularly used email (35%), 28% communicated by video chat and 15% played computer games or used TeamSpeak. Unfortunately, more and more schoolchildren are being affected by cyberbullying. The number of victims aged between 8 and 21 years of age rose from 12.7% in 2017 to 17.3% in 2020, an increase of 4.6%. In absolute numbers, this means that almost two million children and adolescents were affected by cyberbullying as reported in the

German study "Cyberlife III – Cybermobbing bei Schülerinnen und Schülern" ("Cyberlife III – Cyberbullying among schoolchildren"), presented by the Bündnis gegen Cybermobbing (Alliance against Cyberbullying) in cooperation with the health insurance provider Techniker Krankenkasse (TK).

As with conventional forms of bullying, in most cases victims and perpetrators of cyberbullying know one another from their everyday environment such as the school, club or neighbourhood. There is no specific perpetrator profile, and the victim profile cannot be defined either, as cyberbullying may affect not only people with a "typical victim personality", but also, for example, pupils who are well integrated in their class. The distinction between the roles of victim and perpetrator is not always clear-cut, as sometimes victims also become perpetrators and vice versa.

As with other forms of bullying, in most cases cyberbullying is triggered by everyday conflicts, broken friendships, or conflicts in the class community. Cyberbullying can also originate from boredom or the posting or spreading of personal information or photographs without any malicious intent.

2.5.4.3 Legal situation

In Germany, the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth offers a wealth of information and links for young people, parents and counselling centres on its website. The question arises time and again whether the existing legal regulations are sufficient for adequately punishing cases of cyberbullying. This is already possible today in Germany and many other countries where certain types of behaviour are concerned that may fall under the non-uniformly defined term "cyberbully-

ing". Depending on the individual case, the criminal offences of slander, coercion, defamation or even violation of verbal confidentiality may be applied at criminal law level.

As a teacher, you have a duty to supervise your pupils during school hours and at school events. You therefore bear the responsibility for their physical and mental safety. In other words, in cases of cyberbullying you should intervene directly in order to avoid potential harm to the victim as far as possible. In serious cases, you should inform the parents of the children concerned. If a pupil confides in you, try to take their claims seriously and help the child, even if the issue does not seem to be particularly serious to you. Disciplinary measures can be taken against perpetrators of cyberbullying. Your authority within the scope of your duty of care applies to all pupils at the school, even if you do not teach all the classes. Measures that you as a teacher may apply when children break school rules are set out in the education legislation of the respective German federal state. Certain rights of the children must not be violated in this regard. Particularly critical in this context is the question of whether it is possible to ban pupils from having mobile phones at school. The answer to the question "Can schools generally prohibit mobile phones?" is clearly "No!". Because it is not the mobile phone itself, but only its use that can be prohibited. What schools are allowed to prohibit is regulated in the school regulations of the German federal states. For this reason, the rules governing the usage of mobile phones may differ from state to state and in some cases from school to school. A "principle of proportionality" always applies, however. The school regulations of most federal states explicitly provide for the possibility of a "temporary" confiscation of mobile phones by teachers to enable them to enforce a ban on their use.

3. Teaching materials

This chapter contains numerous materials and suggestions that are intended to help you to introduce "Cool and Safe" in your class or to expand on the program's contents with your pupils. The individual contents are divided into modules in line with the "Cool and Safe" structure. There is a "Getting started" module as well as the modules 1 to 4, which correspond to the contents of the first four "Cool and Safe" modules.

These materials are by no means to be regarded as a substitute for implementing the "Cool and Safe" web-based training program. Rather, they

supplement and expand the program contents and are intended to consolidate what has already been learned in the long term. The exercises do not build on each other so that they can be worked on in any order. Individual topics can naturally be specifically addressed.

The teaching materials require little preparation and can therefore also be used at short notice if required.

Alongside the description, you will often find copy templates, worksheets or other materials to help you with your preparation.

IMPORTANT

Please read all the information and additional notes carefully beforehand, as not every exercise is equally suitable for all age groups, for example.

For using some of the teaching materials, in addition to your own thorough preparation, an introduction and the raising of awareness of collective rules is important. Rules may already be in place in your class that you can use.

If this is not the case, this would be a good opportunity to agree on rules with your pupils. In particular, the following general principles can be useful when working with "Cool and Safe":

- Pupils are allowed to not say anything about a topic.
- Everyone listens to each other and allows them to finish speaking.
- Laughing is allowed – laughing at someone is forbidden.
- Children may ask questions at any time if they are unsure about something.
- Every child speaks for themselves, not for others.

This list of rules is to be understood as a suggestion, and other rules can obviously be added as required. For example, you could do this in consultation with the children in your class, and then write down the rules together on a poster and hang it up in a clearly visible place in the classroom. Afterwards, you can refer to the rules whenever necessary.

Perhaps you will also find that the rule list is useful and practicable for the pupils to accept the methods and topics of "Cool and Safe".

IMPORTANT

During each exercise, listen to the children's reactions and allow them to decide to stop doing the exercise if they feel uncomfortable. Afterwards, talk about it with the child concerned if necessary (see help folder).

It is best to allow sufficient time for each exercise so that you are not put under any pressure. The times given here are estimates, and it may take you longer to complete an exercise or your class may finish it more quickly. Here you are the expert, and you can therefore integrate the exercise into the daily teaching routine in the best way.

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Cool and Safe

We are doing
"Cool and Safe"!



Topics: "Cool and Safe" program, awareness for your own feelings

Method: Body exercise

Years: 1-4

Duration: approx. 15 minutes



Getting started

Listen to feelings

Getting started with "Cool and Safe" on the topic of feelings

Goals:

- Getting started with the "Cool and Safe" program
- Demand awareness for your own feelings

Procedure:

- The children are sitting in their places. Explain to them you are going to do a relaxation exercise with them. Calmly say the following instructions:
 - Sit comfortably and upright, put your hands in your lap.
 - Anyone who wants to can close their eyes.
 - Now try to sense exactly how it feels to be sitting. Can you sense your feet on the floor? Try to feel the floor as much as possible.
 - Next, concentrate on your legs. Can you feel where they are resting on the chair? Do you sense warmth in your legs? Or do your legs feel heavy?
 - Now we sense our back and stomach. Can you sense how you are sitting upright? Can you feel your breath?
 - Breathe deeply in and out. Can you sense how this makes your rib cage move?
 - Now listen very deeply into yourselves again and concentrate on how you feel. Are you calm or tense? Do you feel tired or awake? Do you have a queasy feeling in your stomach or do you feel safe? What other feelings can you recognise in yourselves? Listen into yourself and think about what feeling you can sense.
 - You can now open your eyes again and shake your arms and legs a little, bend and stretch your back once more until you are fully here again.
 - After the exercise, ask the children about their perceptions. Could you sense a feeling? Do any of you want to tell us what feeling they sensed in themselves?

Topics: "Cool and Safe" program, awareness for your own feelings

Method: Body exercise

Years: 1-4

Duration: approx. 15 minutes



Getting started

- Let the children talk about their experiences, then take the "Smoggy" poster and hang it up in the classroom. Explain to the children that it is very important to pay attention to their own feelings because it will help them to better assess difficult situations. Then tell them what "Cool and Safe" is all about:



- I've brought you a picture of Smoggy from the "Cool and Safe" training program. "Cool and Safe" is a computer program that we will be doing in class in the next few weeks. On the program, you will learn when it is especially important to listen to your feelings.
- For example...
 - ... when you are spoken to by strangers.
 - ... when you are touched.
 - ... when you are on the internet.
 - ... when situations could get dangerous.
- "Cool and Safe" also teaches you...
 - ... where you can get help in an emergency.
 - ... what you can do if you have bad feelings.
 - ... who you can tell bad feelings to.
- You should then clarify any questions the children may have, but do not talk about the topics of the training program in any more detail.
- If appropriate, you can go directly to the computer room with the children and begin with the "Cool and Safe" program.

Material:

- "Smoggy" poster (you can find this on page 23)

Topics: "Cool and Safe" program
Method: Warm up, movement/body exercise
Years: 1-4
Duration: approx. 15 minutes



Getting started

"Cool and Safe" – quiz

The children's existing knowledge is activated in a playful manner

Goals:

- Getting started with the "Cool and Safe" training program
- Collective introduction to the topics

Procedure:

- Prepare the room beforehand by moving the tables and chairs to the side. Hang up an "Agree" sign and a "Disagree" sign on two opposite walls of the classroom. Stick a question mark symbol onto one of the remaining walls.

- Explain the playing rules to the children:

- I will now read out some statements to you, and you can decide if they apply to you or not by standing at the respective side of the room. If you can't decide because you are unsure or because both statements could apply, then go to the question mark.
- It is important that everyone stands where they think it is right. It's not about being right or wrong.

- Now begin with some general statements to get started, which you can naturally vary, for example:

- You feel great today.
- You like maths.
- You like going to school.

- Once the children have understood the principle of the exercise, you can carry on with the "Cool and Safe" topics:

- You like to get a good-night kiss from your parents in the evening.
- You've been in a situation where you were scared or you had an uncomfortable feeling in your stomach.
- You always keep secrets to yourself.
- Your parents always know when you go anywhere.
- Talking to strangers can be dangerous.
- If something bad happens, as a child you can also call the police.
- You don't have to do anything you don't like.
- You play computer games.
- Sometimes you go on the internet.
- On the internet, you have to say your real name when you are asked for it.
- You know who to ask for advice or help if you don't know what to do in a situation.

Topics: "Cool and Safe" program
Method: Warm up, movement/body exercise
Years: 1-4
Duration: approx. 15 minutes



Getting started



- Gather the children in the sitting circle and talk about the game. Place the Smoggy poster in the middle of the circle.
 - You've seen that you didn't always agree on the questions earlier.
 - Children were often standing by the question mark because they weren't sure.
 - I've brought you a picture of Smoggy from the "Cool and Safe" training program. "Cool and "Safe" is a computer program that we will be doing in class in the next few weeks, and is about issues like the ones we just mentioned.
 - For example...
 - ... How do you deal with strangers?
 - ... Why is it important to listen to your own feelings?
 - ... What do you have to pay attention to when you are on the internet?
 - ... What can you do in dangerous situations?
 - ... Where can you get help in an emergency?
 - ... What can you do if your rights are not respected?
- You should then clarify any questions the children may have, but do not talk about the topics of the training program in any more detail.
- If appropriate, you can go directly to the computer room with the children and begin with the "Cool and Safe" program.

Material:

- "Smoggy" poster (you can find this on page 23)

Topic: Feelings
Method: Creative exercise as an individual task
Years: 2-4
Duration: approx. 45 minutes



Module 1

Drawing feeling words

Getting to know feeling words, drawing them and talking about them in class

Goals:

- To be able to better assess feelings
- Consolidating non-verbal and verbal skills with regard to feelings

Theoretical reference:

In "Cool and Safe", the topics revolve around good and bad feelings. In this exercise, the children can expand their knowledge of how to express feelings. The children deal with the subject through pictures, and in doing so gain self-confidence in how to assess and express feelings.

Procedure:

- Hand out the worksheet and have the children read through each of the terms once.
- Clarify any unknown words together with the children.
- The children should then choose four feeling words (*two good / two bad*) and draw them in one picture.
- A conversation in the class rounds off the exercise. For example, you can talk about which colours were used or which motifs the children chose. You can also ask why a particular term was chosen.

Special notes for the teacher:

If children have difficulty drawing, help them by discussing an example for the situation together or suggest recalling a situation with the feeling in question.

Material:

- Worksheet and colouring pencils or water colours
- Blank sheets of paper



Worksheet

Drawing feeling words

Module 1

Choose two **good** feelings from the examples and draw a circle around them with a pencil.

expectant	excited	calm	optimistic	curious	relieved
thrilled	proud	funny	relaxed	astonished	
joyful	strong	lively	carefree	secure	inquisitive
in love	satisfied	touched	quiet	gentle	
hopeful	peaceful	fascinated	surprised	courageous	rapt
even-tempered	gleeful	safe	reassured	motivated	
confident	enchanted	moved	cheery	happy	awake
effortless	pleased	cheerful	laid-back	lively	

Now choose two **bad** feelings from the examples and draw a circle around them with a pencil.

tense	panic-stricken	devastated	impatient	irritated	helpless
unhappy	lethargic	annoyed	strained	petrified	
confused	worried	nervous	concerned	fidgety	depressed
indifferent	sad	fearful	perplexed	irate	
feeble	dismayed	tired	lonely	desperate	faint
frustrated	bewildered	bitter	restless	shy	
enraged	uncertain	exhausted	shocked	angry	disheartened
hateful	sorrowful	bored	disappointed	uneasy	

Draw the encircled feeling words. You can draw a picture that shows all the feelings together or a separate picture for each feeling. You can decide how you want to draw the feelings.

Topic: Feelings
Method: Body exercise in the large group
Years: 1-4
Duration: approx. 30 minutes



Module 1

Miming feelings

The children mime feeling words

Goals:

- Practice how feelings can be expressed without language
- Broadening of the vocabulary with regard to feelings
- Broadening of non-verbal communication skills

Theoretical reference:

In "Cool and Safe", children learn that there are good and bad feelings. Feelings can be expressed not only verbally, but also non-verbally through body language.

Procedure:

- Give the children the worksheet and let them each choose a feeling they want to convey.
- Each child mimes a feeling and the other pupils have to try to recognise and name which feeling is being mimed.
- Encourage the children to verbally explain how they recognised a feeling or why they found it difficult.
- Alternatively, you can also split up the children into two groups that compete against each other.
- You can extend the exercise even further by asking the children beforehand to bring a small mirror to school to help them mime feelings.

Special notes for the teacher:

If you notice that some pupils have difficulty understanding the terms, it may be useful to discuss them as a class.

Material:

- Worksheet
- A mirror for each child as required



Worksheet

Miming feelings

Module 1

Select a feeling word and then mime it (without using words).

excited	frustrated	relieved	exhausted	relaxed	tired
dissatisfied	tense	confused	astonished	secure	panic-stricken
surprised	lively	bored	lively	angry	curious
offended	fearful	annoyed	thrilled	lonely	disappointed
funny	irritated	courageous	helpless	cheery	nervous
impatient	unhappy	touched	uncertain	fascinated	enraged
joyful	desperate	appalled	proud	rapt	calm
pleased	nervous	quiet	in love	sad	happy

Topic: Feelings

Method: Warm up or concluding round in the large group

Year: suitable for all ages

Duration: approx. 10 minutes



Module 1

Feeling weather report

Assign a weather symbol to a feeling and indicate where this is sensed

Goals:

- To find the way to one's own feelings
- To express feelings on a non-verbal level
- To capture the feelings in the entire group

Theoretical reference:

Good and bad feelings are investigated in "Cool and Safe". Before a child can identify their own feelings, they must first learn to understand and categorise them.

Procedure:

- Use the worksheet as a basis.
- You can now either hang up a piece of string in the classroom and let the children attach the cut-out weather symbols to it with clothes pegs, or alternatively you can hang the symbols on the blackboard and let the children stick a coloured adhesive dot onto the appropriate picture according to their feeling.
- The children can explain why they have selected a particular symbol, but they do not have to.

Special notes for the teacher:

You should motivate the children to listen to themselves and not to join a friend. During or after the exercise, make it clear that feelings can change again, so that the next day a completely different image could be chosen, for example.

Material:

- Worksheet
- Coloured adhesive dots or clothes pegs
- String as required



Topic: Safety, responsibility
Method: Structured discussion in the large group
Years: 1–4
Duration: approx. 30 minutes



Module 1

"I'm going now!"

Group discussion on the topic of letting people know

Goals:

- To deepen the knowledge of when and how to let people know
- To strengthen the sense of responsibility
- To communicate safety measures

Theoretical reference:

"Cool and Safe" emphasises that children should tell their parents where they are going and when they will be returning. Examples are discussed in this exercise.

Procedure:

- Work with the children on the accompanying worksheet.
- Afterwards, consider together what speaks for or against letting people know.
- You can use the following guiding questions:
 - Why is it important to tell your parents where you are going?
(In the event of an emergency they do not have to look for the child first; faster help; if they stay away without having said so beforehand, the parents know that something is wrong)
 - Why should you tell them how long you want to be away?
(To avoid unnecessary worry; if the child disappears, help can be sought as quickly as possible; if the child is late coming home, the parents know that something is wrong)
 - Do you know situations where you also want to know where a person has gone and how long they will be away? How did you feel?
 - Is it enough to take a mobile phone with you?
(No, taking it with you is not enough because the battery could be empty, you could be somewhere where there is no reception, or you could lose your phone.)
 - Is it enough to let your best friend know?
(No, because parents can't know who knows where the child is.)
 - What do you think how your parents will be annoyed if you come home too late?
(Because they're worried; because you didn't keep to the agreement)
- You can then think about other situations together with your pupils where it would also be important for the parents, or at least other adults, to know a child's whereabouts.
- After the discussion, ask the children to remember the relevant "Cool and Safe" exercise, and at the blackboard join them in talking about the various ways to tell an adult (*face-to-face; leave a message; text or call them*).
- To make this even more comprehensible for everyone, you can now ask all the children to draw these four possibilities on a sheet of paper.

Topic: Safety, responsibility
Method: Structured discussion in the large group
Years: 1-4
Duration: approx. 30 minutes



Module 1

Special notes for the teacher:

Accept the children's answers if they have understandable arguments from their point of view regarding whether or not to inform the parents. Afterwards, you can discuss why it is still important for parents to know where their child is.

Material:

- Worksheet

Worksheet "I'm going now!"

Module 1



Sophia is in Year 4 and is doing very well at school. Her parents are often strict with her because they want Sophia to go to grammar school and then one day to university. That's why she doesn't have time to play with other children very often. For a few weeks now, however, she has become very good friends with her new classmate, Monika.

One day, their music teacher is ill and the class teacher tells them that the last lesson on the next day will therefore be cancelled. Monika asks Sophia if she would like to come over and play in the time that has become free. Sophia is afraid that her parents won't allow this and is thinking about what she should do.

What would be your answer to Sophia's text?

Mike has arranged to play computer games with Andreas. Because his mother is not there at the moment, he leaves her a note. Then he rides his bike to Andreas, who is already waiting for him. Andreas is beaming over his whole face and proudly holding his new skateboard under his arm, which he received yesterday from his uncle.

He suggests they ride together to a skate park at the other end of town. There they could both try out the skateboard. Mike is thrilled. They quickly tie the board to Andreas's bike and set off.

What has Mike forgotten to do?



Topic: Secrets, discretion
Method: Group discussion
Years: 1–4
Duration: approx. 20 minutes



Module 1

"I know something you don't know."

Joint discussion on the topic of secrets

Goals:

- To be able to distinguish between good and bad secrets
- Deeper knowledge about who could act as a person of trust
- Understand that a secret can also be good and important

Theoretical reference:

"Cool and Safe" addresses the fact that there are good and bad secrets, so that children learn that they can turn to a trusted person for help if they need it. This may require collective contemplation, as it is not always clear to every child how to recognise good and bad secrets.

Procedure:

- Ask the children to sit in a circle and start a discussion about the topic.
- Possible questions could be:
 - What is a secret?
(A secret is knowledge that only certain people have and hide from others)
 - Are you allowed to keep a secret to yourself?
(That depends on whether the secret is good or bad)
 - What is a good secret? What is a bad secret?
*(Good secret: no bad feelings, nobody gets hurt;
bad secret: bad feelings, someone gets hurt)*
 - What feelings make a good or a bad secret?
*(Good secret: joy, suspense, butterflies in the stomach, excitement;
bad secret: stomach cramp, headache, anxiety, faintness, fatigue, fear, trembling knees)*
 - Who can you always trust when you are unsure whether you can share a particular secret? *(Every person you trust; the "Nummer gegen Kummer" ("Number against distress) help hotline)*
 - Have you ever told someone a secret by mistake, even though you didn't actually want to?
 - What if someone discloses a secret when they were asked not to do so?
(Compare the conflict between relief / release with bad secrets on the one hand, but betrayal / breach of trust in the case of good secrets on the other)

Special notes for the teacher:

Try to differentiate that even a supposedly good secret can sometimes be bad for others – explain that this is always the case when someone is excluded from the group.

Material:

- No materials are required

Topic: Self-determination, body awareness

Method: Individual body exercise

Years: 1-4

Duration: approx. 45 minutes



Module 1

Body poster

Create a picture that illustrates the appropriateness of touching

Goals:

- Deepen knowledge of different sensations when the body is touched
- Raise awareness about personal boundaries and needs when one is touched

Theoretical reference:

In "Cool and Safe", children learn what rights they have with regard to their bodies. Self-determination in the sense of personal development (Article 2, Paragraph 1 of German constitutional law) and individual self-determination over one's own body is a central theme which is to be deepened with this exercise.

Procedure:

- Copy and distribute the worksheet by giving the boys and girls the appropriate version.
- Ask the children to mark on their own worksheet the places where they like to be touched and those where they do not like being touched.
- Referring to the drawings, stimulate a discussion in the class.

The following questions could be helpful:

- Where do you like to be touched and by whom?
(Clarify the difference between different groups of people – trusted vs. less well-known people)
- Are there people who are not allowed to touch you there?
(Clarify that this can vary from child to child; take cultural differences into consideration)
- Is this the same for all children?
(Clarify that this can change with age – e.g. letting parents dry you off; also changes in the situation – e.g. a kiss before bedtime or on the school playground)

Special notes for the teacher:

Accept if a child does not want to participate in the exercise or stops taking part.

Material:

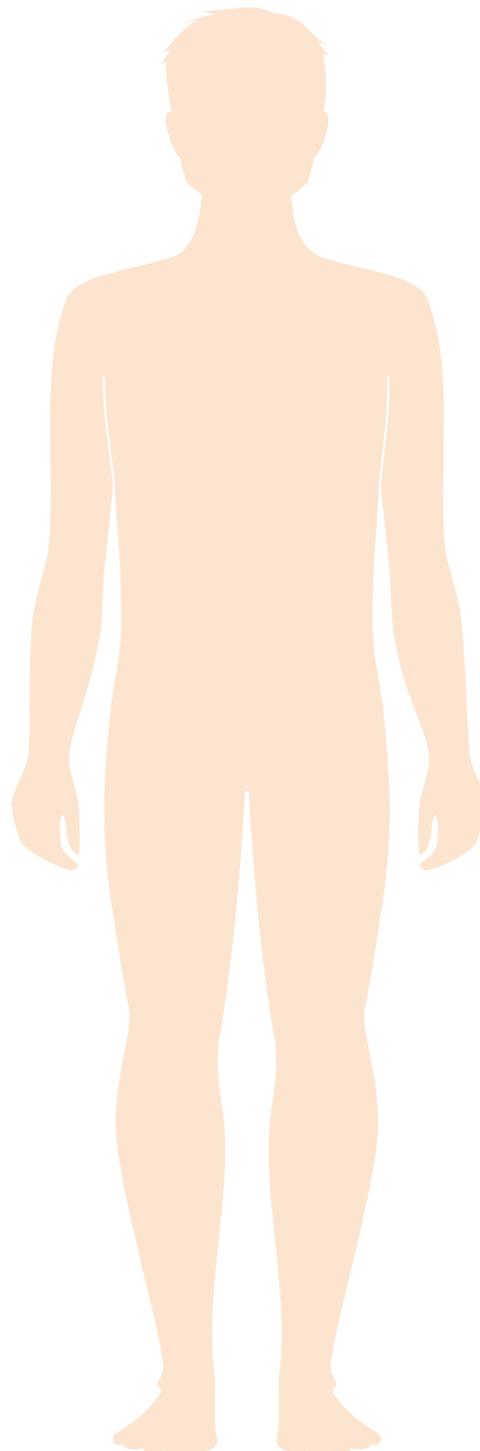
- Worksheet
- Coloured pencils



Worksheet
Body poster for boys

Module 1

Consider what the parts of the body are called. Do you know a word for each part of the body? Mark the places where you like to be touched and those where you don't like being touched. Use two different colours.

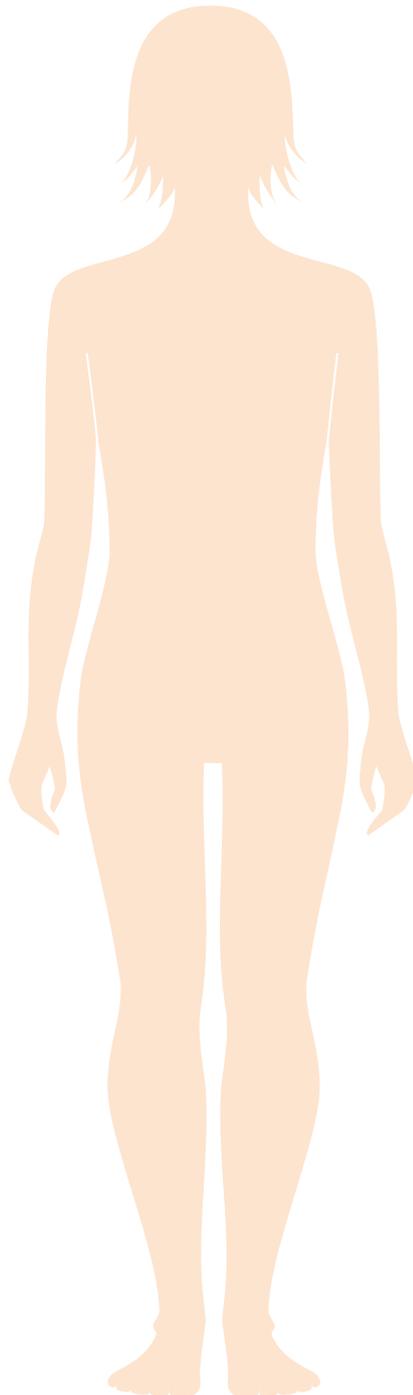




Worksheet
Body poster for girls

Module 1

Consider what the parts of the body are called. Do you know a word for each part of the body? Mark the places where you like to be touched and those where you don't like being touched. Use two different colours.



Topic: Demanding that your rights are respected
Method: Contemplation or introduction to the topic
Years: 1–4
Duration: approx. 15 minutes



Module 1

My rights

The children learn about situations in which they should defend their rights

Goals:

- Make the children understand what rights they have
- Explain to the children when they have the right to say "no"

Theoretical reference:

The theme in "Cool and Safe" is that children have rights. In this exercise, the children should understand that it depends on the situation when they should and should not demand that their rights are respected.

Procedure:

- The children are given the worksheet and should complete it for themselves or together with the child sitting next to them.
- The task is to judge in which of the described situations it is reasonable and appropriate to defend oneself, and when it is not.
- The worksheet is then discussed in the class.

You should address the following questions:

- What can the children concerned do to demand their rights?
(Try to talk with those involved; clearly state your own reasons and arguments)
- Why is it important that sometimes the other persons are in the right?
(Some prohibitions protect children – for example, over-18 films or unsuitable websites; sometimes it is necessary to decide what is best for a larger group – e.g. the family)

- Solutions to the examples:
 - Examples 1, 3, 4 and 7: The child can demand that their rights are respected
 - Examples 2, 5, 6 and 8: The child is not in the right

Material:

- Worksheet



Mark whether the child can and should demand that their right to say "Stop" be respected in the illustrated situation. Tick the box where the child is allowed to demand that their rights be respected.



If the child is not in the right, put a cross in the box. The last field is empty. Think of a situation for yourself and write it down. Decide whether or not the child should say "Stop!" here as well.



1. Lisa likes to write a diary. She doesn't want anyone else to read it. Her mother picks up the book to browse through it. Lisa says she shouldn't do that.
2. Max doesn't want to go to school in the morning because he's still tired. His parents, however, say that he must go. Max refuses and pulls the bedspread over his head.
3. Hannes is sitting in his room and talking on the phone with his friend Paul. Suddenly, his little sister comes into the room and sits down on his bed. Hannes says that she must knock on the door before she comes in, and he can decide whether to let her in or not.
4. When Clara gets home, she sees an opened letter from her pen pal lying on the kitchen table. The letter is addressed to her. She goes to her mother and complains that her letters are simply being opened.
5. Ole's parents have to move house. Ole will therefore have to change schools. Ole finds the move stupid and doesn't want to live somewhere else. Ole says he'd rather stay here and says it's his right to decide where he lives.
6. Patrick wants to watch a film and grabs an over-18 DVD from the shelf. His mother immediately takes it off him and tells him he is too young for this film. Patrick demands to be allowed to decide for himself what he is allowed to see.
7. Lena is due to go to her uncle's house over the weekend because her mother is in hospital and her father is very busy with his work. She is afraid of her uncle and refuses to go there. She asks her parents to find another solution.
8. Kevin loves to sit at the computer and surf the internet. But it annoys him that his parents pay close attention to what he is doing online, and that he cannot visit some sites at all. He demands to be able to decide this for himself.
9. Here you can write your own example: _____

Topic: Good and bad secrets
Method: Group game
Years: 3–4
Duration: approx. 45 minutes



Module 1

Top secret: good or bad?

Quiz on the topic of "good and bad secrets"

Goals:

- To be able to distinguish between good and bad secrets
- Understand that a secret can also be good and important
- Think about dealing with different kinds of secrets

Theoretical reference:

The children should learn to divide different kinds of secrets according to whether they are good or bad secrets. This exercise is designed to help them develop a feel for when to share a secret and when not to share it.

Procedure:

- Read out the secrets one by one in random order (see material).
- The children should decide whether the example is a good or a bad secret.
- If a large room is available, the children could make their choice by walking to a certain corner of the room, for example. If this is not possible, the children can also communicate their decision from their seats by holding up paper signs (see worksheet).
- Once the children have made their decision, ask them a few questions:
 - Why did you decide that?
(Clarify which group is right.)
 - What can you do with bad secrets?
(Write them down; call the help hotline; tell your parents; tell a trusted person)
 - Who can you tell bad secrets to?
(Any person you trust)

Special notes for the teacher:

You can modify the exercise for Years 3 and 4.

The instructions would then be as follows:

- The children are each given a blank sheet of paper.
- Each child should think of a good or a bad secret and write it down without anyone seeing what they have written.
- Collect the sheets of paper.
- Continue with the above instructions.

Materials:

- Worksheet where applicable
- 1–2 white DIN A6 sheets of paper per child where applicable
- Scissors where applicable



Good secrets:

1. Lisa's parents have planned a party for her 10th birthday and invited all her friends. Since Lisa is not supposed to know anything about it, everyone has to keep the party a secret.
2. Tino sees that his schoolmate Lukas goes to ballet lessons. But Luke doesn't want the others in the class to know this because he's afraid of being laughed at. He asks Tino to keep the secret to himself.
3. Annabel likes Tim very much but doesn't want anyone to know. During a visit by her friend Leonie, Leonie sees a piece of paper on which Annabel has drawn lots of little hearts and written Tim's name. Annabel asks Leonie not to tell anyone else about it.
4. Sarah has had a new best friend since a month, Monika. Today she shows Monika her secret hideaway, a little cave in the woods where she always goes to play, read and think about things. She asks Monika to play with her there. But no one else is allowed to know about the cave!
5. Leonard plays football at the sports club. In the last game, he missed a penalty. Now he secretly practices with his friend Nico. He asks Nico to keep the secret to himself so that he can surprise everyone at the next training session.

Bad secrets:

1. Caro goes back into the classroom. Just as she wants to go in, she sees a boy taking something out of somebody else's satchel and quickly putting it in his pocket. The boy asks her not to tell anyone about it. Later, a purse is missing in Caro's class.
2. Moritz has noticed that Stefan writes mean things about other people on the internet under a false name. When he tells him to stop doing this, Stefan laughs. He says he can do whatever he wants and threatens to tell people that Moritz likes Lisa.
3. In the morning on the way to school, Cem has to dodge a cat on his bike. In doing so, he scrapes a parked car and scratches it. Cem thinks about whether he should keep this to himself or tell his parents.
4. Dimitri's sports coach has invited him to his house several times. But Dimitri doesn't like how he sometimes looks at him, and that he occasionally touches him in places where he doesn't want to be touched. The coach has said Dimitri is not allowed to talk to anyone about these things, otherwise he will leave him out of the team.
5. Melanie, Sofia, Max and Karl are together at the open-air pool. There is also an older boy from her school that day. Fooling around in the water, he keeps on trying to take off other people's swimming trunks against their will. He tells them they shouldn't tell anyone about it.



Good secret:



Bad secret:



Topic: Good secrets
Method: Creative exercise alone or in pairs
Years: 2-4
Duration: approx. 45 minutes



Module 1

Our secret code

The topic of secrets is taken up once again using the example of a secret code

Goals:

- Learning process that good secrets can be useful
- Differentiated consideration of good secrets

Theoretical reference:

The children creatively deal with the topic of good secrets based on the secret code story in "Cool and Safe".

Procedure:

- This exercise would be especially practicable after the lesson "I know something you don't know".
- The worksheet describes various methods for creating a secret code, which can be tried out together.
- They can also motivate the children to bring in their own ideas and to invent a completely new kind of secret code, or even a secret language.
- Together with the children, consider which secrets can or cannot be encrypted with the help of a secret code.
- Ask the children to contemplate the following questions:
 - When can secret codes not be used?
(In class work; in notes for parents etc.)
 - Who can be told about a secret code?
(If everyone feels comfortable with this, the secret code should only be revealed after agreement with the other people who know about it)
 - When is a secret code not a good secret?
(When it is used to exclude others from a group or to make fun of them)

Special notes for the teacher:

Point out that secret codes are not good if they are used to exclude other children from the group.

Material:

- Varies according to the secret code



Mirror writing

This is how it works:

Every letter and the entire sentence is written back-to-front.

Mirror writing can best be written with the help of a pocket mirror and deciphered again later.



Split code

This is how it works:

Simply write a text in lower case letters and insert random spaces.

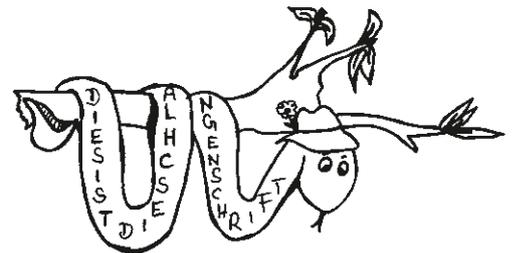
It could look like this:

thi ssn ota talle asy, bu twit hali ttle pr acti ceyo u wi llsur elyw ork itou tqui ckly.

Snake writing

This is how it works:

In the first column, write each letter from top to bottom, in the second line from bottom to top, in the third line from top to bottom again, and so on. The text is then read not from left to right, but in snake lines.



ABC writing

This is how it works:

In the first row, the alphabet is in the correct order, and in the second row exactly the other way around. The text is now written by replacing the letters in the second row with the correct letters one after the other.

It could look like this:

Z MVD PRMW LV XLWV.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Z	Y	X	W	V	U	T	S	R	Q	P	O	N	M	L	K	J	I	H	G	F	E	D	C	B	A

Alternatively, you can fill the second row with numbers.

Secret ink

This is how it works:

The message can be written on a sheet of paper using a toothpick and lemon juice. The writing can be made visible by carefully ironing the sheet of paper or holding it under a strong light bulb.

Attention: Make sure that the paper does not get too hot and catches fire!



Topic: Group feeling, belonging, strength
Method: Movement exercise (tag) in the large group
Years: 2-4
Duration: approx. 20 minutes



Module 2

Together we are strong

Tag for a good sense of community

Goals:

- Experience and strengthen a sense of community
- Have positive experiences with the classmates

Theoretical reference:

Through the positive experiences gained from belonging to a group, children are more likely to seek the closeness and strength of a community in risky situations as well. This can be of great assistance in dangerous situations.

Procedure:

- A playing field is designated (gym or school playground). The playing field has 2 ends – start and finish. The taggers stand at one end (finish) and the children who are to be tagged stand at the other end (start).
- The aim is for the children to get to the finish end without being tagged.
- Initially, 2 or 3 children are chosen as taggers who then have to tag the other children.
- The children are only allowed to move around when they are alone.
- If 2 children are holding hands, they cannot be tagged, nor are they allowed to run around. The children therefore have to alternate between standing together (maximum 3 seconds) and running to the finish end.
- You as the teacher give the start signal.
- The taggers then try to tag the other children, who in turn attempt to get from one side of the room to the other.
- When a child is tagged, they have to leave the playing field and take no further part in this round.
- A particularly important aspect is the contemplation of the game afterwards.

For this you can ask the following questions:

- How was it for you to get help from someone?
- Did you find the help given by others pleasant?
- How did you feel when you couldn't find anyone to hold your hand?
- Why is it important to sometimes stand together as a group in real life as well?

(When several children are standing together, there is less likelihood of something happening to one of them; the group offers protection; in an emergency, one member of the group can get help; it is important not to disperse as a group)

Special notes for the teacher:

Make sure that the children really do alternate between standing together and running on their own so that the game keeps flowing.

Material:

- No materials are required

Topic: Safety, closeness and distance
Method: Role play in large or small groups
Years: 1–4
Duration: approx. 20 minutes



Module 2

"Come and get in the car!"

At a parked car, the children practice keeping far enough away

Goals:

- To raise the awareness of possible dangerous situations, to communicate possible actions
- To intensify the experiencing of closeness and distance

Theoretical reference:

In "Cool and Safe", children learn to keep enough distance away from strange cars. In this exercise, children can try out how far away they need to stay from a car to avoid being in danger.

Procedure:

- Take the children to the school car park where there is a parked car. If possible, you or another adult should sit in the car. Show the children how far you can extend your arm out of the open window and how far away they have to stand.
- Ask the children different questions and let them try them out:
 - How close should you get to the car?
(Keep at least 3 steps away)
 - What should you do if the adult reaches out with their hand?
(Walk away, say no, call for help)
 - Should you get in the car if you are promised a toy, for example?
(No, never get into strange cars)
 - How loudly should you speak when answering an adult's question?
(Always speak loudly enough so that other people can hear what is being said; speak louder rather than move closer)

Special notes for the teacher:

Make sure that the children do not get scared. If possible, ask another person to help with the exercises.

Material:

- Parked car

Topic: Practising verbal and physical assertion

Method: Body exercise for pairs

Years: 2-4

Duration: approx. 10 minutes



Module 2

"Come here!" – "Go away!"

Non-verbal and verbal exercises to demand that the other person keeps their distance

Goals:

- Keep eye contact, understand facial expressions
- Firm body stance
- Speak loudly

Theoretical reference:

Some children have problems expressing themselves to another person verbally and using body language, and in standing up for their point of view. They should practice this here.

Procedure:

- Form two lines together with the children so that they are each standing opposite another child and looking at them.
- One child from each pair starts to gesture with their hands and says "Come here!". The other child responds by holding up their hand to imply "Go away!" Then the roles can be changed.
- Finally, there follows a short evaluation with the children:
 - How was it for you to talk loudly?
 - What has changed for you?
 - What did you notice and observe?

Special notes for the teacher:

This exercise can also be performed by adults with pupils. Here, the adult takes on the role of the person saying "Come here!", while the child takes on the role of the refusing and resisting person.

Material:

- No materials are required

Topic: Riding with other people
Method: Individual / silent exercise
Years: 2-4
Duration: approx. 10 minutes



Module 2

Car-sharing agreement

Preparation of a personal car-sharing agreement

Goals:

- To perceive one's own feelings
- Work on the topics "Who is a stranger to me?" and "Who do I trust?"
- Fostering communication between children and adults

Theoretical reference:

Children are often unaware of the danger to themselves from riding in other people's cars, and do not initially recognise that it can be dangerous. The topic of "Riding in other people's cars" should therefore be intensified again to ensure greater intrinsic safety.

Procedure:

- A template for the car-sharing agreement can be found on page 53.
- The children should consider who they are allowed to ride with and discuss this at home. The agreement should then be written down.
- The children should think carefully about who you would ride with. The child's emotional perception is decisive here. Allow sufficient time for the task.
- The children are then given the assignment to take the car-sharing agreement home with them and to discuss it with their parents.
- The children give the car-sharing agreement they have discussed at home back to you the next day.

Special notes for the teacher:

Please make sure that each child gives the car-sharing agreement back to you again on the next day. Make a copy of the agreement for each child and give it to them.

Material:

- Worksheet



You probably sometimes travel by car with adults other than your parents.

This is why it is important that you and your parents carefully consider who you are allowed to ride with.

This is what this CAR-SHARING AGREEMENT is for.

Step 1: Please think carefully about which grown-ups you are allowed to travel with. Think about how you feel about certain people and which adults you trust. Don't write down too many people in the agreement, but focus on noting down the names of two to three adults. Pay careful attention to your feelings.

Step 2: After you have carefully considered everything and written down the names of the grown-ups, take this car-sharing agreement home with you.

Step 3: Then discuss the car-sharing agreement with your parents. Perhaps you or they can think of another person who is allowed to pick you up from school. Please discuss this with your parents and continue listening to your feelings!

Step 4: After you have discussed everything at home, give the car-sharing agreement back to your teacher. Your teacher can then make a copy of the agreement for you.

Have fun filling it in!



CAR-SHARING AGREEMENT
between

_____ and _____
(Name of child) (Name of parent)

We hereby declare that we have jointly agreed upon the following persons with whom

_____ may travel by car:
(Name of child)

Last name, first name	Address (street, town)	Telephone
		 Landline:  Mobile:
		 Landline:  Mobile:
		 Landline:  Mobile:

We hereby declare that we will contact the school without delay in the event of any changes and that we will also inform the responsible class teacher about the changes.

Date: _____

Signature of child: _____

Signature of parent: _____

Topic: Strength, assertiveness, rejecting things that are unpleasant

Method: Group exercise

Years: 1–4

Duration: approx. 10 minutes



Module 2

Say 'No' like a lion!

Different ways of saying 'No'

Goals:

- Being able to say 'No' (verbal and non-verbal).
- Being able to better judge one's own body and voice.

Theoretical reference:

In "Cool and Safe", children learn that it is important to say 'No'. As part of this exercise, children can practice saying 'No'. They learn to express their own opinion and to actively strengthen their inner defence also through verbal statements.

Procedure:

- The children form pairs.
- Both children in a pair should then stand far apart opposite one another so that all the children in the class form an alley.
- The pupils now have to try to express a negative answer in a verbal manner. One side of the children's alley begins the exercise, followed by the other side.
- The child who is not yet in turn to say 'no' runs off, pays attention to the given signal, and only stops when they have understood a clear and distinct 'No'.
- Encourage the children to try out different voice volumes and intensities.
- You can then repeat the exercise and ask the children to express their 'No' just with the body (*shake the head; turn away; gesture with the index finger; make an 'angry' face; ignore the other person*).
- In the third round, you can make the same exercise a little more creative. Ask the children how animals would possibly say 'No' non-verbally and verbally if they could speak. Encourage the pupils to directly try it out [e.g.: – the bear? (*energetically, roaring loudly*); – the cat? (*coquettishly, with a low miaow*); – the snake? (*defensively, hissing quietly*); – the dinosaur / dragon? (*forcibly, snarling noisily*); – the mouse? (*shyly, squeaking quietly*)].
- A particularly important aspect is the contemplation of the game afterwards. For this you can ask some of the following questions:
 - How was it for you when you were still allowed to speak?
 - How easy was it to express a 'No' without speaking?
 - How did you feel when you were supposed to behave like an animal?
 - What things did you find easy and not so easy?
 - How did you feel when your classmates approached you or said 'No'?
 - When did you find the 'No' particularly clear and how did you feel, hear and/or see it?
 - So how should you best say 'No' in the future when you want someone else to understand and respect your 'No'?

(*Loudly and clearly, emphasise with your body – stand upright, hold up your hands etc.*)

Topic: Strength, assertiveness, rejecting things that are unpleasant

Method: Group exercise

Years: 1-4

Duration: approx. 10 minutes



Module 2

Special notes for the teacher:

Help the children to say 'No' if you notice that they are having difficulties.

Material:

- No materials are required

Topic: Safe chatting behaviour

Method: Discussing in pairs

Years: 3-4

Duration: approx. 15 minutes



Module 3

"That's none of your business!"

Dealing with possible questions in chat rooms

Goals:

- Learn to distance yourself
- React in good time

Theoretical reference:

Adults can also be present in chat rooms who want to make contact with children and adolescents in order to establish a trusting relationship. Some children consequently have unpleasant encounters and cannot cope with them. The purpose of this exercise is to explain what information should not be disclosed in chat rooms, and what children can say with a clear conscience.

Procedure:

- The children work in pairs through the worksheet and discuss which statements and remarks infringe on the child's privacy and are none of the business of the fictitious chat partner.
- The children should then cross out the statements they find unpleasant.
- A discussion within the class should then be offered.

Ask the following contemplative questions:

- Which statements did you think were odd?
- What do you think the other person was trying to achieve by saying them?
- Why is it important to stop chatting if you feel uncomfortable with it?

(In chat rooms, there are sometimes people who want to get others to send them pictures or give them their address, or who just enjoy annoying other people. The faster you end the chat, the less chance there is that someone will succeed in doing this.)

- What can you do if someone writes something to you that you find alarming or unpleasant?

(End the chat; block the user; contact the chat moderators; tell your parents about it; take a screenshot in serious cases)

Special notes for the teacher:

Make it clear that children should trust their feelings and can end a conversation or chat at any time if they feel uncomfortable.

Material:

- Worksheet



Worksheet

That's none of your business!

Module 3

Here you can read some comments from a chat. Imagine that a stranger is sending you these messages. See which comments and questions are OK, and at which ones you should stop the chat immediately and tell your parents about them.

Cross out the questions and comments that make you feel uncomfortable or which seem odd to you. Discuss them with a partner.

Privat mit CrazyC23

(14:14) 🧑 CrazyC23: Hey wie gehts dir? Lust zu chatten?
(14:15) 👸 PrinzessinSusi: Hey, wie alt bist du?

✓ 😊 ⚠

Privat mit Milow

(14:12) 🧑 Milow: hey wie gehts dir so?
(14:15) 👸 PrinzessinSusi: Gut und dir?
(14:15) 🧑 Milow: ja auch was machste so?
(14:17) 🧑 Milow: ?
(14:20) 👸 PrinzessinSusi: Hör Musik und surfe im Internet

✓ 😊 ⚠

Privat mit Fantasiefreund

(09:10) 🧑 Fantasiefreund: Hey, wie alt bist du?
(09:11) 🐹 Mausezähnhchen: Das verrate ich dir nicht!
(09:11) 🧑 Fantasiefreund: Geheimnisvoll...
(09:11) 🧑 Fantasiefreund: 🤔👉
(09:11) 🧑 Fantasiefreund: Du kannst mir vertrauen!
(09:11) 🧑 Fantasiefreund: Bist du allein zu Hause?

✓ 😊 ⚠

Privat mit Wölkchen

(09:04) 🧑 Wölkchen: Kannst du die etwa nicht leiden?
(09:04) 🧑 Wölkchen: tsss
(09:05) 🧑 Wölkchen: Tina...
(09:05) 🧑 Wölkchen: Was ist das auch schon für ein Name
(09:05) 🧑 Wölkchen: Es gibt schon komische Menschen
(09:05) 🐹 Mausezähnhchen: Ja das finde ich aber auch, die ist echt total komisch.
(09:06) 🐹 Mausezähnhchen: 🤪
(09:07) 🧑 Wölkchen: Bist du gut gelaunt heute?
(09:08) 🐹 Mausezähnhchen: Ja geht so, wenn ich etwas über andere lästern kann, gehts mir immer gut.

✓ 😊 ⚠

📌 Viel Spaß beim chatten...

** TobiAusKASSEL_PROFIL hat den Raum verlassen.
** GAST_Wuscheligo hat den Raum betreten ...
** GAST_icecream_fan hat den Raum betreten ...

🗨️ GAST_Wuscheligo sagt: Hallo icecream_fan wie gehts?
🗨️ GAST_icecream_fan sagt: Hi! Mir geht's gut und dir?
🗨️ GAST_Wuscheligo sagt: Danke auch gut!
🗨️ GAST_icecream_fan sagt: Hast du eine Web-Cam?
🗨️ GAST_Wuscheligo sagt: Nein, und du?
🗨️ GAST_icecream_fan sagt: Du brauchst keine Angst zu haben!

Topic: Safe behaviour on the internet

Method: Individual work

Years: 3-4

Duration: approx. 25 minutes



Module 3

Data maze

Maze task about safe internet behaviour

Goals:

- Competent handling of personal data
- Assessment of who may receive what data

Theoretical reference:

Most children treat their personal data on the internet without any reservations. "Cool and Safe" explains that personal information should not be made publicly known. The most important rules are reiterated again in this exercise.

Procedure:

- The children are given the worksheet with the mazes.
- They should draw the correct path through the maze that ends at the behaviour that is acceptable in an online context.
- Discuss the results with the children.
- Possible questions could be:
 - Are you surprised that this solution is correct?
 - Can you explain why this is the correct solution?



Special notes for the teacher:

Have the children complete the worksheet and then discuss the solutions afterwards in the class.

Material:

- Worksheet



Follow the path in the maze to the correct solution!

What should you do first if you want to register somewhere on the internet?

I register first and then tell my parents.

I ask my parents if I can register and always read everything carefully.

I register and don't tell my parents.

A circular maze with a central circle labeled 'START'. Three paths lead outwards to three different solutions. The top path leads to a box with the text 'I register first and then tell my parents.' The left path leads to a box with the text 'I ask my parents if I can register and always read everything carefully.' The right path leads to a box with the text 'I register and don't tell my parents.'

What information can you provide on the internet?

I reveal as much about myself as possible because I want to be found on the internet.

I show a profile picture of myself that everyone can see.

I think carefully about what information I provide because not everyone should know everything about me.

A rectangular maze with a 'START' label and an arrow pointing to the left side. Three paths lead to different solutions. The top path leads to a box with the text 'I reveal as much about myself as possible because I want to be found on the internet.' The top-right path leads to a box with the text 'I show a profile picture of myself that everyone can see.' The bottom-right path leads to a box with the text 'I think carefully about what information I provide because not everyone should know everything about me.'



Follow the path in the maze to the correct solution!

What pictures would you send to other people?

I send funny pictures of myself to anyone who wants them.

I very carefully choose which pictures I send from my computer and make sure that only people I trust can see them.

Nobody is allowed to see pictures of me.

Should you share your address and phone number with everyone?

No problem, what could happen?

I share as much information as possible so that people can write to me or call me.

I only share contact information with people I know and trust in real life.

Topic: Safe behaviour on the internet, rules for safe surfing
Method: Contemplation
Years: 3-4
Duration: approx. 10 minutes



Module 3

How things stay pleasant on the internet

Working on the topic of data security. Creating a list of rules for the internet

Goals:

- Learning internet rules, consolidating the learned rules
- Questioning about what content should be made public on the internet

Theoretical reference:

In "Cool and Safe", children learn that they should not arbitrarily disclose information on the internet. The object of this exercise is to consolidate the learned content and to create a list of rules.

Procedure:

- Have the children fill in the worksheet.
- Discuss with the class what information the children would or would not disclose to everyone.
 - What information is everyone allowed to see?
(Nickname)
 - Would you post a photo of yourself on the internet?
(Photos should preferably only be released for certain people and not made publicly accessible)
 - What information should only be made available to your friends?
(This can be viewed differently on an individual basis, explain the advantages and disadvantages)
- Draw up a list of rules for using the internet with the children. What behaviour is OK and what behaviour isn't OK.

Special notes for the teacher:

You can write the rules on a poster and hang it up in the computer room.

Material:

- Worksheet

Topic: Safe behaviour on the internet, rules for safe surfing

Method: Contemplation

Years: 3-4

Duration: approx. 10 minutes



Module 3

How things stay pleasant on the internet

Rule suggestions for teachers

Here are possible rules that you can arrange with your class. You can obviously use them with your class in a different order and add some more rules.

1. I don't send pictures to people I don't know.
2. I use a nickname when chatting. I don't use my real name.
3. If someone offends me in a chat room, I'll get help and tell somebody.
4. I don't have to put up with everything people say to me in a chat room.
5. Even if I don't like someone, I don't annoy them on the internet.
6. If somebody asks me stupid questions, I don't answer them.
7. I don't meet anyone in person who I only know from the internet.
8. I only chat with people I really know from my everyday life.
9. If I have trouble with others in the chat room, I tell my parents or teachers.
10. If someone I don't know offers to send me pictures, then I always refuse.
11. On the internet, I don't say where I live and which school I go to.
12. I don't reveal my age, gender, appearance, address, place where I live, phone number or email address to anyone in the chat room.
13. If someone wants to talk to me about sexuality on the internet, I end the conversation.
14. I only chat in moderated chat rooms where I can get help in an emergency.

Worksheet

How things stay pleasant on the internet



Module 3

Do you like to surf the internet as well?
 Now you can think about what you know about yourself and how you would describe yourself. Fill in the following profile.



We then discuss in the class which pieces of information can be put on the internet and which are better not made public.

My profile		Everyone is allowed to see that!	Not everyone is allowed to see that!
Last name, first name		<input type="checkbox"/>	<input type="checkbox"/>
Nickname		<input type="checkbox"/>	<input type="checkbox"/>
Birthday		<input type="checkbox"/>	<input type="checkbox"/>
My gender		<input type="checkbox"/>	<input type="checkbox"/>
I speak these languages		<input type="checkbox"/>	<input type="checkbox"/>
My religion		<input type="checkbox"/>	<input type="checkbox"/>
My address		<input type="checkbox"/>	<input type="checkbox"/>
My phone number		<input type="checkbox"/>	<input type="checkbox"/>
Email address		<input type="checkbox"/>	<input type="checkbox"/>
Siblings		<input type="checkbox"/>	<input type="checkbox"/>
School		<input type="checkbox"/>	<input type="checkbox"/>
My friends		<input type="checkbox"/>	<input type="checkbox"/>
My favourite film		<input type="checkbox"/>	<input type="checkbox"/>
My favourite music		<input type="checkbox"/>	<input type="checkbox"/>
My favourite food		<input type="checkbox"/>	<input type="checkbox"/>
My favourite book		<input type="checkbox"/>	<input type="checkbox"/>

Topic: Safety
Method: Individual work
Years: 3-4
Duration: approx. 10 minutes



Module 4

Alone at home

Draw up rules of conduct for the situation "Alone at home"

Goals:

- To develop strategies for the situation "Alone at home"
- Communication of safe behaviour

Theoretical reference:

The children are reminded about how to behave safely and responsibly when they are alone at home. This represents a deepening of the knowledge conveyed in "Cool and Safe" that you do not have to open the door and answer the phone when you are alone at home.

Procedure:

- Hand out the worksheets and each child tries to complete the task without any help. The collective discussion takes place afterwards as a class.

Special notes for the teacher:

The solutions may differ depending on the children's individual situation or arrangements with the parents.

Material:

- Worksheet



Worksheet Alone at home

Module 4

Here are some rules of conduct that you should always follow to make sure that you are safe at home when you are alone. A few mistakes have crept in, however. Check the behaviour tips as a "child detective" and cross out the wrong ones so that only the correct and safe tips are left over.

IF YOU ARE ALONE AT HOME...

... and someone you don't know rings at the door, you don't open it.

... and someone rings at the door, then you don't open it if you are not sure who is there (look out of the window or ask using the door intercom).

... then make sure that neighbours you know well can be reached by phone in case of an emergency.

... you should know where your dad or mom can be reached in an emergency.

... then do not let anybody else into the house.

... then you should know the emergency numbers 110 and 112.

... and someone calls on the phone, then you must not reveal that there are no adults with you. You may lie if necessary (e.g. your mother is in the bathroom and will call back later).

... then you stay away from the front door.

... and the phone rings, you say you can't talk now because you are alone at home.

... and someone rings at the door, you ask them to come in if it is raining.

... then mum or dad's mobile phone number should be stored in the phone.

... and it rings, you can open the door a little way.

... and a grown-up you know is standing at the door, then you open it and say that you are alone before quickly closing the door again.

... then you can make everyday noises (turn on loud music or the vacuum cleaner, flush the toilet, bang doors, switch the TV on etc.) so that anybody outside thinks there are a lot of people at home.





Solution sheet for teachers

Alone at home

Module 4

Here are some rules of conduct that you should always follow to make sure that you are safe at home when you are alone. A few mistakes have crept in, however. Check the behaviour tips as a "child detective" and cross out the wrong ones so that only the correct and safe tips are left over.

IF YOU ARE ALONE AT HOME...

... and someone you don't know rings at the door, you don't open it.

... and someone rings at the door, then you don't open it if you are not sure who is there (look out of the window or ask using the door intercom).

... then make sure that neighbours you know well can be reached by phone in case of an emergency.

... then do not let anybody else into the house.

... you should know where your dad or mom can be reached in an emergency.

... and someone calls on the phone, then you must not reveal that there are no adults with you. You may lie if necessary (e.g. your mother is in the bathroom and will call back later).

... then you should know the emergency numbers 110 and 112.

... then you stay away from the front door.

... and the phone rings, you say you can't talk now because you are alone at home.

... and someone rings at the door, you ask them to come in if it is raining.

... then mum or dad's mobile phone number should be stored in the phone.

... and it rings, you can open the door a little way.

... and a grown-up you know is standing at the door, then you open it and say that you are alone before quickly closing the door again.

... then you can make everyday noises (turn on loud music or the vacuum cleaner, flush the toilet, bang doors, switch the TV on etc.) so that anybody outside thinks there are a lot of people at home.



Topic: Touching by known persons

Method: Individual work

Years: 2-4

Duration: approx. 15 minutes



Module 4

"Not everyone is allowed to do that!"

The children learn which forms of touching they allow by which persons

Goals:

- Children can differentiate what behaviour they accept on the part of which persons.
- Differences between different groups of people are made clear.

Theoretical reference:

Through "Cool and Safe", the children learn that they can decide for themselves who can touch them, including adults they know. This exercise is designed to encourage them to contemplate what touches and activities they find OK or not OK with different people.

Procedure:

- The children are given the worksheet and may, each for themselves, indicate which touches and actions by the described persons they would find pleasant or unpleasant.
- Afterwards, discuss the exercise in the class. The point of this is not for individual children to present their results, but rather for you to initiate a discussion on the following topics:
 - What did you notice while you were doing the exercise?
 - Which person gets the most ticks and the most crosses?
 - What do you think is the reason for this?

Special notes for the teacher:

Remind the children that there are no right or wrong answers, and that this worksheet can be filled in quite differently by different children.

Material:

- Worksheet



Worksheet

"Not everyone is allowed to do that!"

Module 4

Not everyone is allowed to do everything with you! Read the sentences carefully and decide what you want to allow and what you don't want to allow with which people. There is no right or wrong answers, you can decide for yourself.

Label:

the person is allowed to do this

the person is not allowed to do this

WHO MAY DO WHAT?	Mother	Father	Grand- ma	Grand- pa	Uncle	Friends	Strangers
Take me in the car	<input type="checkbox"/>						
Take me by the hand	<input type="checkbox"/>						
See me naked	<input type="checkbox"/>						
Fondle my head	<input type="checkbox"/>						
Kiss me	<input type="checkbox"/>						
Cuddle me	<input type="checkbox"/>						
Massage me	<input type="checkbox"/>						
Give me a plaster	<input type="checkbox"/>						
Shout at me	<input type="checkbox"/>						
Hug me tightly	<input type="checkbox"/>						
Tickle me	<input type="checkbox"/>						
Smack me on the bottom	<input type="checkbox"/>						
Take a bath with me	<input type="checkbox"/>						
Give me presents	<input type="checkbox"/>						

Topic: Rights of children vis-à-vis adults
Method: Group advice
Years: 3-4
Duration: approx. 45 minutes



Module 4

Children advise children

The children advise each other about their rights vis-à-vis adults

Goals:

- Raising awareness of children's rights
- Accepting help from others

Theoretical reference:

"Cool and Safe" emphasises the rights children have vis-à-vis adults. To reinforce this, in this exercise the children are confronted with possible infringements of their rights and work out solutions together.

Procedure:

- You will find examples of violations of children's rights in the suggestions for teachers. You can use these examples or let the children think up other ones. To do this, ask the children to write down a situation on a blank sheet of paper in which a child's rights are not being respected (the situation should have something to do with the topics in "Cool and Safe").
- Collect the statements in the middle of a seating circle or place the statements cut out of the worksheet in the middle of the circle. A child should then pick out one of the statements.
- This statement forms the basis for the following group discussion – plan about 15 minutes for this and tell the class as well.
- A child should take charge of the discussion and decide who is allowed to speak. At least one child should write down the solution ideas, and at least one child should keep an eye on the time. Several children can also share a task. All the other children can make suggestions.
- The children's task is to think up ideas and possible courses of action for resolving the situation. What rights the children have should also be addressed.

Special notes for the teacher:

Do not intervene too quickly in the discussed situation, but remain in the role of observer for the time being. You can trust the children's abilities with regard to the discussed situation. If the young counsellors are unable to offer proficient solutions, you should intervene in a supportive way.

Material:

- Index cards or moderation cards
- Writing material
- Possibly suggestions for teachers (cut out)



My aunt always wants
a kiss from me.

May I say to her
that I find that disgusting?

I don't like to get undressed
when other people are in the
bathroom, but the rest of my
family doesn't care.

May I forbid them
from just coming in?

When my parents are not there,
my big brother always says
he can now determine
what I can and cannot do.

Is that true?

If I have bad marks
for my schoolwork,
my parents hit me
whereby I try
really hard.

What should I do?

My father says to me,
that I must always
be good...

Do I?

Our female coach always comes
into the shower room when
we are showering.

Is she allowed to do that?

4. Help folder

"Suspicion of child abuse and sexual violence"

The help folder is intended to assist you in actively and constructively dealing with suspected cases of child abuse and sexual violence, for you to be able to offer help, but also to help you find support yourself. In detail, the help folder is used for preparation purposes and as the first source of information should the children experience anxieties or uncertainty while working through the "Cool and Safe" program. In the following you will find an overview of possible anomalies and signals displayed by a child who has experienced sexual violence, courses of action, information about how to deal with parents and documentation forms. There is also a "What if?" plan (page 89) which offers you possibilities on how to deal with the situation in a structured and objective

manner. If required, the folder can be supplemented with school-specific information sheets and always kept up to date.

4.1 Function of the help folder

In the development of "Cool and Safe", care was taken not to use content that is difficult for children to process. However, in the case of a subject such as sexual violence, despite all our efforts children can still get agitated and scared by the content. For this reason, we have compiled a help folder containing important information for the worst-case scenario which can help you to cope well with incidents.

IMPORTANT

Prepare yourself thoroughly for a potential incident before beginning the project. You can do this by carefully reading the entire folder.

Inform your colleagues that you are going to do the "Cool and Safe" program so they are prepared for possible events. You can find an appropriate notice on page 98.

Obtain the necessary contact details and prepare any addresses and phone numbers you may need. Keep them at hand in case of an emergency. See page 95 for a corresponding list for your preparations.

You should also clarify in advance the procedures and responsibilities among the school staff in the event of suspicions of an endangerment of a child's welfare, and identify possibilities for your colleagues to obtain professional advice which they can quickly resort to if necessary.

4.2 Possible anomalies and signals given by a child who has experienced (sexual) violence

In this chapter, we address the anomalies, signals or sudden reactions that may be observed with a child who has become a victim of (sexual) violence and/or is being subjected to further (sexual) violence and who is participating on the "Cool and Safe" program.

Please do not generalise, but remember that each case is to be regarded and judged on an individual basis.

During the "Cool and Safe" program, a child may start to behave in such a way that could indicate that they have experienced sexual violence. However, you should question them first without drawing any premature conclusions. A child does not necessarily react anxiously to a topic because they have experienced violence. Ask them questions with an open mind and allow the child to stop working with "Cool and Safe" if they no longer wish to participate.

Possible signs of discomfort during the program could include:

- Signs of withdrawal during the exercises
- Sexual remarks untypical for their age
- Exaggerated shame or inhibitions
- Crying, shouting, cramping
- Sudden physical ailments such as stomach ache, headaches or nausea
- Sudden aggressive behaviour such as abuse, damage to property, or assaulting other children

These signals may be indicative of a child's previous (sexual) experience of violence, but they should not be seen as a firm indication of the consequences of domestic and/or sexual violence. A professional assessment and diagnosis must be undertaken by trained specialists in such cases. Nevertheless, you should take the signals seriously and look after the child.

Perhaps you can recall clues from the child's behaviour over the past four weeks that may indicate experience of (sexual) experience. We have compiled a list for you here.

Other possible characteristics:

- Sexualised language and behaviour untypical for the child's age
- Conspicuous behaviour during lesson topics that deal with sexuality, love and feelings
- Sudden change in personal appearance
- Child wets themselves, even in lessons
- Exaggerated shame or exhibitionist behaviour
- Fear
- Depression and withdrawal symptoms
- Physical complaints
- Visible external injuries (e.g. bruises, abrasions)
- Aggression or delinquency
- School / learning problems
- Behavioural disorders (e.g. abnormal eating behaviour)

None of these behavioural patterns alone is conclusive enough to be a certain implication of sexual violence. So far, they are indications that you should continue to keep under observation. Therefore, do not draw any premature conclusions and remain calm. Please refer to chapters 4.3 and 4.4 for further information.

4.3 Direct reaction – immediately necessary courses of action

While working with the “Cool and Safe” program, a child may display signs of discomfort, insecurity, aggressive mood swings, or tell you about violent assaults. You will certainly ask yourself what you should do in such situations. To make it easier for you to handle them, this chapter provides you with an overview of directly and immediately crucial courses of action. This should help you not to overlook anything essential.

Different steps will have to be taken depending on the specific reaction of a child during the “Cool and Safe” program. Here we describe some situations that could occur as possible reactions. Regardless of a child's specific reaction to the program, you

should, however, allow the child to discontinue with the exercise straight away if it triggers any signs of evident discomfort. It is also important that you attempt to talk to the child in order to clarify the possible causes of their behaviour. However, depending on the child's immediate response, other things may be important before you do so.

Generally speaking, the following always applies: Even if you have suspicions, do not attribute them to (sexual) violence, but consider other causes that might explain the behaviour. For this reason, formulate all your questions as openly as possible and give the child space and time to give an explanation.

The child cries or is otherwise emotionally distraught, and there is a suspicion that the child has experienced sexual violence:

- First of all, it is particularly important that you, as a teacher, sensitively handle the situation.
- Whatever you do, do not force the child to continue with the program. Respond sensitively to the child and ask whether they want to continue with the program or not.
- Is a second adult present or available? Take the child out of the classroom if necessary.
- Do not leave the class or the child alone.
- If a second adult is not present or available, try to reassure the child.
- You should make an unconditional offer to the child to have a chat afterwards with either you or a socio-pedagogical expert at the school, but you must always accept the child's decision in this situation to accept the offer or simply to have some rest.
- Write down the "incident" and make a note of the module and sequence in which the child displayed a strong emotional reaction. Use the documentation sheet in the appendix, which you can find on page 99. This may allow conclusions to be drawn regarding cases of violence the child could have experienced.
- If you notice any signs and/or abnormal behaviour in a child, it is important that they stay calm and do not try to clarify the causes with excessive zeal and overaction, because otherwise you could make the child's situation even worse.
- Do not rush to inform the child's parents! A prematurely expressed accusation of the wrong person can put a lot of strain on a family.
- In some cases of (sexual) violence within the family, children also talk about a stranger or other relative as being the perpetrator before they have enough confidence to admit that a family member was in fact responsible for an assault.

The child behaves aggressively or is quick-tempered:

- It is important that you as the teacher remain calm even if there is initially no apparent reason for the child's aggressive behaviour.
- If another adult is present or can be found, ask them to watch over the class while you leave the room with the child.
- If no other adult is present or can be found, do not leave the child or class alone. Try to reassure the child there and then.
- Ask the child what exactly in the exercise triggered the emotions that made them become aggressive. Do not pressurise the child into giving an answer. If the child does not want to answer, ask if they would like to have a talk afterwards.
- Do not force the child to continue with the program. Say that they can stop if they want to.
- If the child cannot be calmed down and does not want to talk, think carefully about who you ask for assistance. Immediately getting in touch with the parents is not always the best decision. You may want to seek the advice of a colleague first.
- Write down the "incident" and make a note of the module and sequence in which the child reacted aggressively or quick-tempered. Use the documentation sheet in the appendix, which you can find on page 99.

The child tells you about or implies experiences of (sexual) violence:

- When a child confides in you, believe them. Reassure the child that they are not responsible for the incident. Unmistakeably take the child's side.
- Respond objectively. Expressions of horror or regret, or judgemental comments, are often unsettling for children.
- Do not ask "why" questions, as these can easily trigger feelings of guilt and cannot be answered by the child.
- Do not use phrases such as "Come on, tell me why you were crying!", "I just want to help you!" or "I hope you are telling me the truth." Or even "You have to tell me the whole truth, otherwise I can't help you!". These turns of phrase could cause the child to shut themselves off to you.
- Encourage the child to talk to you. Assure the child that you will treat the conversation confidentially, but explain that you will seek advice, support and assistance if necessary.
- Use "I" messages, such as "I have the feeling that you are not alright", "I'm worried" or "I have the feeling that you're very unhappy and don't really want to talk about it."
- Signalise to the child that they can talk about what they have experienced, but do not pressurise them or ask too many questions. Keep in mind that the child alone decides what they tell, to whom and when. Listen carefully.
- Respect resistance, do not develop a need to investigate. Be patient with the child, and show understanding for their difficulties in talking about the experiences.
- If a child tells you about an experience of (sexual) violence, do not respond by saying "Oh, that doesn't matter" or something like that, but take the child seriously in their words and descriptions, and listen attentively at first. Children sometimes initially only talk about a small part of what has happened to them.
- Do not make any promises that you cannot keep, such as not to tell anyone about the matter.
- Create a pleasant atmosphere for a conversation, do not ask probing questions, and do not put your conjectures in the child's mouth.
- Document everything you learn from the child or observe yourself. Clear statements by the child about sexual violence are best written down verbatim. You will find a documentation form which you can use as a guide in the appendix on page 99. If you do not use it, remember to sign and date your own documentation.
- In your documentation, distinguish between the facts you have learned and your conjectures.
- The documentation must be treated confidentially and kept in a secure place. These documents can be of great value in the event of a criminal charge.

The child talks about experiences that you consider to be innocuous:

- Always take the child seriously and show how much you appreciate that they have told you about the experience.
- Avoid using judgemental remarks about the experience, such as "That's not really so bad at all," but consider together what the child could do the next time in a similar situation.
- Encourage the child to talk about what they have experienced with other people you know the child trusts.

A child reacts with distress or fear to "Cool and Safe" without a suspected experience of (sexual) violence:

- Try to find out what exactly caused the child problems (e.g. a certain part of a film?).
- Make it clear that the film scenes are only acted and nothing has happened to anyone.
- Make it clear that it is very unlikely that something will actually happen to the child themselves, but that it is important to be prepared to help oneself if necessary (after all, a fire drill takes place every year in the school even though there has never been a fire).
- Emphasise the skills the child has and think together about strategies that the child could use in the fear-provoking situation.
- If the child has not calmed down by the end of school, please inform the parents.

IMPORTANT

Take a step back, listen to the child, and give them sufficient space to express their fears and concerns.

4.4 Next steps

4.4.1 General recommendations for action

Should the situation arise that a child tells you about (sexual) violence or you have relevant indications of such an endangerment of the child's welfare, then you should approach your next steps carefully and act in a well-considered manner. You will find appropriate recommendations on this page.

Directly after the incident:

- Write down the child's statements and the facts. Please document them in detail (refer to the documentation template on page 99).
- Do not act hastily. Try to keep calm and get support (e.g. from an insofar experienced specialist. Legally regulated in accordance with Sections 8a and 8b, German Social Code (SGB) VIII

What else needs to be considered?

- Recognise and accept your own limitations and possibilities. Do not do anything you are not confident about or if you are unsure. As a teacher, you are not responsible for resolving the case or for taking the child into your care. However, you should make sure that the child receives assistance (e.g. from an insofar experienced specialist, counselling centres, youth welfare department) and nevertheless remain a person of trust for the child.
- Seek advice from the official school psychological service or another specialist counselling service in your region, for example.
- Find a healthy mixture of compassion and detachment, a professional interlacing of closeness and distance. The affected child will not be helped if, for instance, you intervene out of great concern too quickly or imprudently.

4.4.2 Dealing with the topic in the classroom

Whether or not you additionally talk about the topic with your class depends on the actual circumstances and the statements made by the child concerned. Without question, you should address the situation that arose while working with the "Cool and Safe" program as such and not simply leave it undiscussed so that the rest of the class can think about it and process what happened for themselves. Make the point that a pupil has reacted in the way that they did and could be observed, that all emotions are perfectly alright, and that it is now time to think about how to deal with them together. Do not tell the class about the child's suspected problem, but talk about the reaction yourself to make it manageable for your other pupils. To sum up, it is therefore not important to make a reflective disclosure of the overall situation, but rather to cautiously and sensitively review the past lesson so as not to additionally unsettle the rest of the pupils.

4.4.3 Get help

If a child gives you confidential information about a possible endangering situation while working on "Cool and Safe", do not under any circumstances act hastily. Follow your school's guidelines and reporting procedures. For example, it may be necessary to first inform the school management before obtaining external advice.

4.5 Key points of contact

If there is a suspicion of sexual violence against a child, it is important to be aware of the available support services and to take advantage of them at an early stage. As a teacher, you are entitled to be advised by an insofar experienced specialist (Section 4 German Act on Cooperation and Information in Child Protection (KKG), see also chapter 2.4.1.3).

Alongside internal points of contact at the school such as teachers, the school management and/or administrative staff, who can help you in a directly

occurring problematic situation in order to take care of the class or the child, further points of contact are also important.

Therefore, before starting with the "Cool and Safe" program, if at all possible you should prepare the address list by entering helpful contact details for your specific school / region. The list on page 95 can be used as a template. Due to possible staff changes, it is a good idea to update this list around every six months.

Important contact details can be as follows:

- Insofar experienced specialist / child protection specialist
(Should be called upon if an endangerment of a child's welfare is suspected)
- School psychologists
(Can give support in discussions with the child or advise you beforehand)
- School social worker
(Can assist in cases of suspected family difficulties that do not have to be reported to the youth welfare department)
- Youth welfare department
(Should be informed in cases of an acute endangerment of child welfare. You can also get initial advice here without disclosing the child's details.)
- Social services (ASD)
- Regional police station or police emergency number
(Should be informed in cases of acute danger to the child. In cases of suspected (sexual) violence, it is important that you initially seek the advice of an insofar experienced specialist before contacting the police.)
- Counselling centres and associations in your region
(Here you can obtain non-binding information and advice on the theme)

On page 90 you will find a list of internet addresses and telephone numbers where you can get advice, search for counselling centres in your area or obtain

further information on the subject of (sexual) violence and endangerment of child welfare.

5. Cyberbullying help folder

The help folder is intended to assist you in actively and constructively dealing with suspected cases of cyberbullying, for you to be able to offer help, but also to help you find support yourself. Specifically, the help folder is used for preparation purposes and as an initial source of information in the event that you are confronted with a cyberbullying incident in your class while working with the "Cool and Safe" program.

5.1 Function of the Cyberbullying help folder

In the following you will find an overview of possible anomalies and signals on the part of a child who has experienced cyberbullying, as well as assistance for dealing with children and parents and documentation forms. There is also a "What if?" plan (page 89) which offers you possibilities on how to deal with the situation in a structured and objective manner. If required, the folder can be supplemented with school-specific information sheets.

5.2 What has happened? – Anomalies and indications of cyberbullying

Compared to conventional forms of bullying, it is even more difficult to recognise bullying on the internet because it takes place not only in everyday interaction, but primarily in the private environment and unnoticed by outsiders. In most cases, the victims do not deal openly with their problems, and even tend to play down the harm to which they are being subjected or invent excuses for their conspicuous behaviour.

When you work with the "Cool and Safe" program with your pupils, this can encourage children who have become victims of cyberbullying to seek your help.

Cyberbullying can occur in a variety of ways, and its effects range from being relatively innocuous to causing serious harm to the victims.

Possible indications of cyberbullying:

- Withdrawal from the class community
- Fear of going to school
- Depression
- Physical ailments
- Worsening academic achievements
- Missing or damaged personal items
- Changes or deterioration in the class community
- Changes and break-ups of friendships (based on Rack & Fileccia, 2012)

As a teacher, you also have the opportunity to detect indications about their private lives in the pupils' schoolwork. If there are any problems in the children's everyday life, they could be noticeable in the spelling or contents of their essays. Setting up an "anonymous mailbox" also creates a possibility for affected pupils to get help from you without having to contact you directly.

5.3 Direct reaction – possible courses of action

While working with the "Cool and Safe" program, a child displays signs of discomfort, insecurity, aggressive mood swings, or tells you that they are suffering from cyberbullying. You will certainly ask yourself what you should do in such situations. To make it easier for you to handle them, this chapter gives you with an overview of important courses

of action. This should help you not to overlook any relevant action steps.

Different steps will have to be taken depending on the specific reaction of a child during the "Cool and Safe" program. Here we describe some situations that could occur as possible reactions.

However, regardless of a child's specific reaction to the program, if they show any evident signs of discomfort you should immediately ask the child whether they want to stop working on the exercises. It is also important that you attempt to talk to the child in order to clarify the possible causes of their behaviour. However, depending on the child's immediate response, other things may be important before you do so.

Generally speaking, the following always applies: Formulate all your questions as openly as possible and give the child space and time to answer them.

The child cries or is otherwise emotionally distraught, and there is a suspicion that the child has experienced cyberbullying:

- First of all, it is particularly important that you, as a teacher, sensitively handle the situation.
- Whatever you do, do not force the child to continue with the program. Respond sensitively to the child and ask whether they want to continue with the program or not.
- Is a second adult present or available? Take the child out of the classroom if necessary.
- Do not leave the class or the child alone.
- If a second adult is not present or available, try to reassure the child.
- You should make an unconditional offer to the child to have a chat afterwards with either you or a socio-pedagogical expert at the school, but you must always accept the child's decision in this situation to accept the offer or simply to have some rest.
- Write down the "incident" and make a note of the module and sequence in which the child has displayed a strong emotional reaction. Use the documentation sheet in the appendix, which you can find on page 102.

The child behaves aggressively or is quick-tempered:

- It is important that you as the teacher remain calm even if there is initially no apparent reason for the child's aggressive behaviour.
- If another adult is present or can be found, ask them to watch over the class while you leave the room with the child.
- If no other adult is present or can be found, do not leave the child or class alone. Try to reassure the child there and then.
- Ask the child what exactly in the exercise triggered the emotions that made them become aggressive. Do not pressurise the child into giving an answer. If the child does not want to answer, ask if they would like to have a talk together anyway.
- Do not force the child to continue with the program, but rather advise them to stop working on the exercises.
- Write down the "incident" and make a note of the module and sequence in which the child reacted aggressively or quick-tempered. Use the documentation sheet in the appendix, which you can find on page 102.

The child tells you about or implies incidents of cyberbullying:

- Always take the child seriously and show how much you appreciate that they have told you about the incident.
- Avoid using judgemental remarks such as "That's not really so bad at all," but consider together what the child could do.
- Encourage the child to tell other people they trust about it.
- Consider how serious the case is and try to gauge the accuracy of the account.
- How well is the victim coping with the situation?
- Is there any conjecture about who the perpetrator could be? In cases of cyberbullying, these are frequently unknown.
- Find out exactly what the problem is, and discuss together how the conflict could be resolved. Which medium is being used? Where exactly is the problem?
- Encourage the child to save photos or texts. Offer your help. Every computer and notebook has a screenshot function with which an image of what is displayed on the screen can be easily made. If necessary, search the internet to find out how to create a screenshot.
- Make sure the child knows that they do not have to be scared of seeking help for their problem.

A child reacts with distress or fear to "Cool and Safe" without any suspicion of cyberbullying:

- Try to find out what exactly caused the child problems (e.g. a certain part of a film?).
- Make it clear that the film scenes are only acted and nothing has happened to anyone.
- Make it clear that it is very unlikely that something will actually happen to the child themselves, but that it is important to be prepared to help oneself if necessary (after all, a fire drill takes place every year in the school even though there has never been a fire).
- Emphasise the skills the child has and think together about strategies that the child could use in the fear-provoking situation.

This is very important: Take a step back, listen to the child, and give them sufficient space to express their fears and concerns. Generally speaking, there is no established procedure for dealing with cases of cyberbullying.

It will be helpful for you personally to document the incident, or what you have learned about it, in detail (see page 102). This will not only help you to assess the case and decide what steps you can now take, but will also be beneficial when you talk to colleagues or the school management about the problem or in getting help from a counselling centre.

5.4 Next steps

Further steps may have to be initiated in serious cases. This chapter contains information about steps that may be required.

5.4.1 Further steps for preventing cyberbullying incidents

As a teacher and contact person for the victim, you can give some tips on what the affected child can do to deal with the situation.

If the victim is being contacted over social networks, they can initially ignore the person(s) or report more serious cases. This can be done in the respective person's profile with the command "Report" / "Ignore" / "Block". Similarly, images posted there that show prohibited content or were uploaded without the consent of the depicted person can be reported to the site operators. Also, advise a victim of cyberbullying to configure their own profile page settings so that strangers do not have access to private information and photos.

Help for the most widely used networks in Germany:

- Facebook: <http://facebook.anleiter.de/> (instructions for use)
- wer-kennt-wen: <http://www.wer-kennt-wen.de/static/jugendschutz/> (help topics)
- General help topics for YouTube: <http://support.google.com/youtube/?hl=de>
(Policies and security, help for reporting abuse cases)

5.4.2 Dealing/speaking with the parents

If a child is involved in a cyberbullying incident, it is important that you inform their parents about it. The parents of minors have a fundamental right to be informed about events concerning their children and their development at school. It is also important that you report serious incidents in your class to the school management.

5.4.3 Dealing with the topic in the classroom

If any specific cases arise in your class, you can address the problem of cyberbullying during the lesson as well. Educate your pupils about the dangers and possible consequences for victims and perpetrators. This makes sense as a preventive measure even in the absence of any problems, but becomes all the more important in the event of specific incidents.

Think about the extent to which the class already knows about the conflict that has occurred or is even involved in. In a case that concerns the class as a whole, it is expedient to discuss the situation openly with everyone. However, if a conflict only exists between individual children or within a small group, it could be harmful for the victim to involve the whole class as this could escalate or aggravate the problem. In addition, data privacy regulations prohibit you from disclosing details that only affect one pupil. So think carefully about what you want to talk about in class and how you do it.

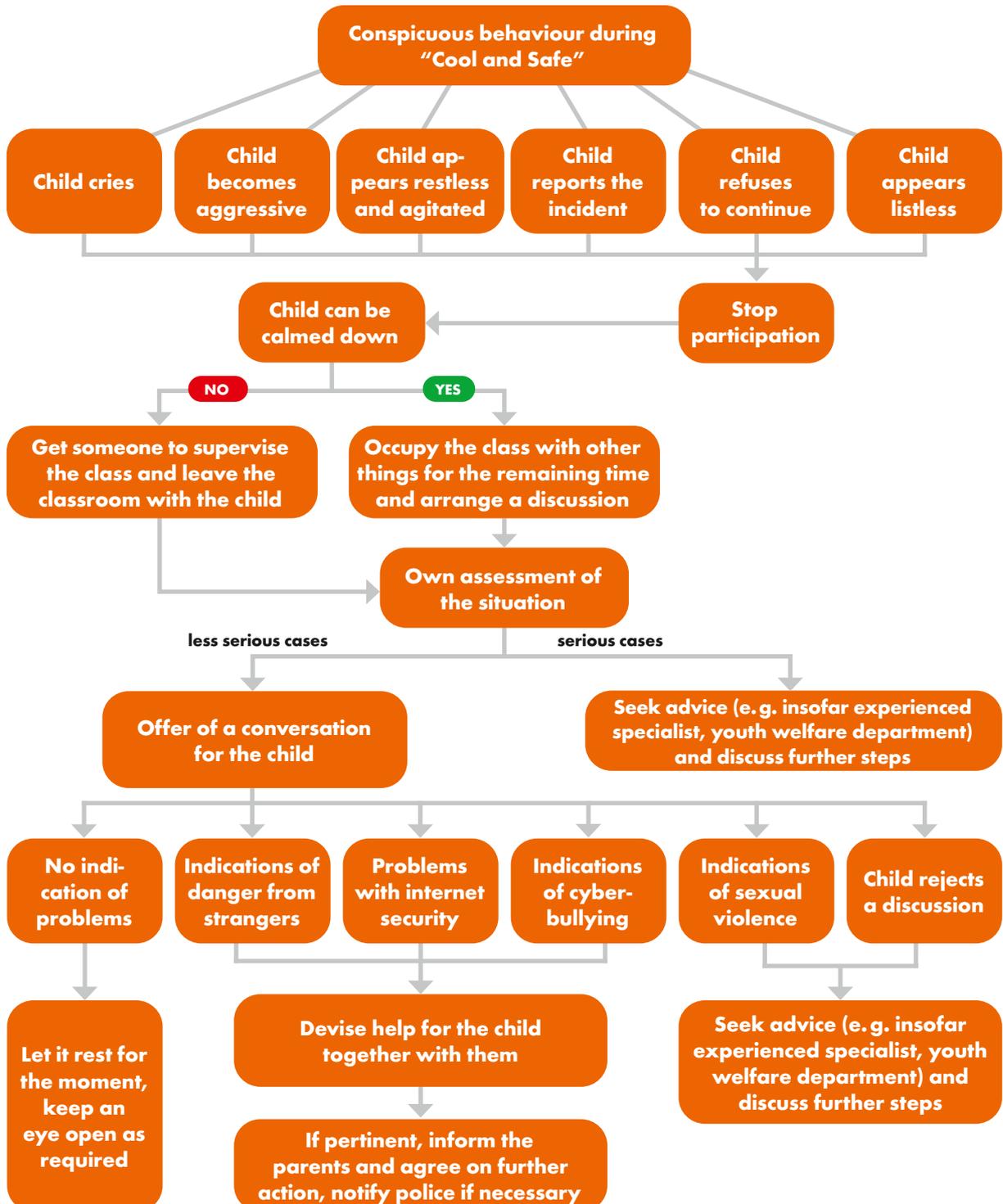
It is also very helpful to set up rules of conduct. For example, usage of the internet and mobile phones can be regulated and restricted during school time. Rules concerning the classroom climate and how conflicts are handled can also be included. Involving the children in compiling the rules and discussing them in class will help to instil greater acceptance and compliance with them. You can also hang up a poster with the arrangements in a clearly visible place in the classroom. Appropriate sanctions for infringements can be agreed and implemented.

6. Appendix

The documents listed below are provided on the following pages.
These can be printed out or copied as required.

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6.1 What if? – Help for difficult situations



6.2 Information and addresses for cases of suspected (sexual) violence

Here you will find nationwide advice:

Provider:	Web address:	Contact by phone:	Email:
	 Website: www.nina-info.de	 Telephone: 01805 - 12 34 65 Office hours: Monday 9 a.m. – 1 p.m. Thursday 1 p.m. – 5 p.m.	 Email: mail@nina-info.de

➔ "National helpline, network and point of contact for sexual violence against girls and boys"
Nationwide, phone-based help centre for parents and teaching staff for recognising sexual violence, getting help and obtaining materials.



 Website:
www.dunkelziffer.de

 Telephone:
040 - 42 10 700 10

 Email:
info@dunkelziffer.de

Office hours:
Tuesday 10 a.m. – 1 p.m.
Thursday 10 a.m. – 1 p.m.

➔ For children who have been victims of sexual violence and children of responsible adults
Online counselling at <http://www.dunkelziffer.de/fuerkids/Hilfebekommen.html>

Local point of contact by entering the postal code or region:



 Website:
www.wildwasser.de

➔ Emergency calls, counselling and refuge centres

Information on the topic:

Independent delegate for
child sexual abuse issues

 Website:
www.beauftragter-missbrauch.de

 Telephone (free of charge):
0800 - 22 555 30

Office hours:
Monday 8 a.m. – 2 p.m.
Tuesday, Wednesday, Friday 4 p.m. – 10 p.m.
Sunday 2 p.m. – 8 p.m.

German Society for Preven-
tion and Intervention for
Child Abuse and Neglect

 Website:
www.dgfpi.de

6.3 Legal texts on the subject of sexual abuse from the German Criminal Code (StGB)

Section 174 German Criminal Code (StGB)

Sexual abuse of wards

- (1) Whoever engages in sexual acts
 1. with a person under sixteen years of age placed in their charge for purposes of education, training or guidance in the conduct of their life,
 2. with a person under eighteen years of age placed in their charge for purposes of education, training or guidance in the conduct of their life, or subordinate to them in the scope of a service or employment relationship, in abuse of a dependency connected with the education, training, care, service or employment relationship, or
 3. with their natural or adopted child who is not yet eighteen years old, or who allows such acts to be performed on themselves by the ward, shall be punished with a custodial sentence of between three months and five years

- (2) Whoever, under the requirements as laid down in Paragraph 1 (1-3),
 1. engages in sexual acts in front of the ward or
 2. forces the ward to perform sexual activities in front of them for the purposes of sexual arousal of themselves or the ward, shall be punished with a custodial sentence of up to three years or a fine.

- (3) The attempt is a punishable offence.

- (4) In cases covered by Paragraph 1 (1), or by Paragraph 2 in conjunction with Paragraph 1 (1), the court may refrain from imposing a punishment under this provision if, taking into consideration the conduct of the ward, the wrongdoing of the act is deemed to be slight.

German Criminal Code in the version announced on November 13, 1998 (BGBl. I S 3322), as was last amended by Article 8 of the Act dated April 8, 2013 (BGBl. I p. 734).

Section 176 German Criminal Code (StGB)

Sexual abuse of children

- (1) Whoever performs sexual acts with a person under fourteen years old, or who allows such acts to be performed on themselves by the child, shall be punished with a custodial sentence of between six months and ten years.
- (2) Anyone who forces a child to engage in sexual acts with another person or to allows another person to engage in such acts with the child shall likewise be punished.
- (3) In especially serious cases, a custodial sentence of not less than one year shall be imposed.
- (4) Custodial sentences of between three months and five years shall be imposed on anyone who
 1. engages in sexual acts in front of a child,
 2. forces a child to engage in sexual acts, insofar as the offence is not punishable under Paragraph 1 or Paragraph 2,
 3. influences a child by means of written texts (Section 11, Paragraph 3) in order to induce it to engage in sexual acts the child is to perform with or in front of the perpetrator or another person or which are to be performed by the perpetrator or another person on the child, or
 4. influences a child by showing them pornographic images or representations, by playing audio recordings with pornographic content or by speaking accordingly.
- (5) A custodial sentence of between three months and five years shall be imposed on anyone who offers or promises to offer a child for an act in accordance with Paragraphs 1 to 4 or who arranges a meeting with another person for such an act.
- (6) The attempt is punishable; this shall not apply in the case of acts in accordance with Paragraph 4 (3, 4) and Paragraph 5.

Section 176 German Criminal Code (StGB)

Serious sexual abuse of children

- (1) Sexual abuse of children shall be punished with a custodial sentence of not less than one year in cases covered by Section 176, Paragraphs 1 and 2, if the perpetrator has been legally convicted for such a crime within the last five years.
- (2) Sexual abuse of children shall be punished with a custodial sentence of not less than two years in cases covered by Section 176, Paragraphs 1 and 2, if
 1. a person over eighteen years of age has sexual intercourse with the child, or engages in similar sexual acts with the child, or has such acts performed on them by the child, which involve penetration of the body;
 2. the act is committed collectively by several persons or
 3. the perpetrator, as the result of the act, puts the child at risk of serious harm to their health or significant harm to their physical or mental development.
- (3) A custodial sentence of not less than two years shall be imposed on a person who, in cases covered by Section 176, Paragraphs 1 to 3, 4 (1) or (2) or by Section 176, Paragraph 6, acts as perpetrator or another involved party with the intention of making the act the subject of pornographic material (Section 11, Paragraph 3) which is to be distributed in accordance with Section 184b, Paragraphs 1 to 3.
- (4) A custodial sentence of between three months and five years shall be imposed for less serious cases covered by Paragraph 1, and of between one and ten years for less serious cases covered by Paragraph 2.
- (5) A custodial sentence of not less than five years shall be imposed for cases covered by Section 176, Paragraphs 1 to 3, if the child is seriously physically abused or there is a danger of death as a result of the act.
- (6) The term referred to in Paragraph 1 shall not include the time during which the perpetrator has been detained in custody by order of the authorities. In the cases referred to in Paragraph 1, an offence that has been prosecuted abroad shall be deemed to be equivalent to an offence prosecuted in Germany were it to be such an offence under German criminal law in accordance with Section 176, paragraph 1 or 2.

Section 176 German Criminal Code (StGB)

Sexual abuse of children resulting in death

If the perpetrator at least recklessly causes the death of the child through sexual abuse (Sections 176 and 176a), a custodial sentence of life imprisonment or imprisonment for not less than ten years shall be imposed.



6.4 Documentation sheets / print templates

Key points of contact

Information created on: _____

Last update: _____

Next update on: _____

At school:

Institution:	Contact partner:	Phone Number:	Email:	Address:
Head teacher		 Landline:  Mobile:		
Deputy head teacher		 Landline:  Mobile:		
Secretarial office		 Landline:  Mobile:		

Direct cooperation partners:

Institution:	Contact partner:	Phone Number:	Email:	Address:
Youth welfare department:		 Landline:  Mobile:		
Social services		 Landline:  Mobile:		
Responsible school psychologist		 Landline:  Mobile:		
Responsible school social worker:		 Landline:  Mobile:		
Insofar experienced specialist:		 Landline:  Mobile:		
Regional counselling centre(s):		 Landline:  Mobile:		
		 Landline:  Mobile:		
		 Landline:  Mobile:		

Key points of contact

Other important phone numbers:

Institution:	Contact partner:	Phone Number:	Address:
Police emergency number:		 Landline: 110	
Local police station:		 Landline:	
		 Landline:  Mobile:	



Important web addresses:



Notes:

Cool and Safe

To the parents

Date: _____

We are doing "Cool and Safe"!

Dear parents,

In our class, we will soon begin working on a training program to consolidate skills for acting in risky situations. The training program is called "Cool and Safe" and is conducted on the computer. If you would like to learn more about this program, please visit www.coolandsafe.eu.

On this training program, the children learn how to behave safely when dealing with difficult situations and are taught awareness of their own rights. The following topics are addressed:

1. Children's rights
2. Feelings
3. Good and bad secrets
4. Safe behaviour towards strangers and acquaintances and safe behaviour on the internet.

To improve children's safety awareness, it is important to educate them about situations that may be dangerous and give them advice on what to do in such situations.

This is what we learn during the "Cool and Safe" lessons, which in total take about 4 hours.

If you have any questions, please do not hesitate to contact me.

Kind regards,



Cool and Safe

For your information

Class _____

will be working with the "Cool and Safe" training program
over the next few weeks!

Please inform me if you notice any conspicuous
behaviour among your pupils!

Thank you!

Name and date



Documentation template for cases of suspected (sexual) violence

STRICTLY CONFIDENTIAL

Name and position of the recorder:	_____
Date:	_____
Name of pupil:	_____
Age and class:	_____
Gender:	_____
Nationality:	_____

Form of communication / cause of suspicion:	
What happened during "Cool and Safe":	
Content of the conversation (as verbatim as possible):	
Specific statements made by the child (verbatim if possible):	

Physical Injuries:	
External, clearly visible injuries:	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please describe:
The external injuries have been photographed:	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please describe:
The child described other injuries:	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please describe:
According to the child, the injuries were caused by:	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please describe:

(Important: You may only document the descriptions. NEVER undress the child and have the child show you the injuries!)

Child's behaviour during the conversation:	
Observable behaviour during the conversation:	
Your own retrospective conjectures and hypotheses from the conversation:	

Previous and next steps:	
The child has also already confided in the following persons:	<ul style="list-style-type: none"> • • • • •
You have already informed these persons about the incident (include the date!):	<ul style="list-style-type: none"> • • • •
Assistance and next steps agreed with the child:	<ul style="list-style-type: none"> • • • • • • •

Information and contact:

Persons informed about the incident:	
Contact with a specialist counselling centre:	Yes <input type="checkbox"/> No <input type="checkbox"/> Name of the counselling centre: Name of the contact person:
Contact with the youth welfare department (general social services)	Yes <input type="checkbox"/> No <input type="checkbox"/> Name of the caseworker:
Contact with the school psychological service:	Yes <input type="checkbox"/> No <input type="checkbox"/> Name of the psychologist:
Contact with the parents/guardians:	Yes <input type="checkbox"/> No <input type="checkbox"/> Name:
Transmitted information:	

Place, date: _____ Signature: _____

Documentation template for suspected cyberbullying

STRICTLY CONFIDENTIAL

Name and place of the school:	_____
Name and position of the recorder:	_____
Date:	_____
Name of the victim:	_____
Age and class:	_____
Gender:	_____
Nationality:	_____

Form of communication:	
Content of the conversation (as verbatim as possible):	
Particularly specific statements made by the child (verbatim if possible):	

Records:	
Records (emails, messages, texts, videos)	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please describe:
These records have been secured (saved, screenshot):	Yes <input type="checkbox"/> No <input type="checkbox"/>
The perpetrators are known:	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, name(s) of the alleged perpetrator(s):

Child's behaviour during the conversation:

Observable behaviour during the conversation:

Your own retrospective conjectures and hypotheses from the conversation:

Previous and next steps:

The child has also already confided in the following persons:

-
-
-

Other children (in the class) who are involved in the incident:

-
-
-

Assistance and next steps agreed with the child:

-
-
-
-

Information and contact:

Persons informed about the incident:

Contact with the parents/guardians:

Yes No

Name:

Transmitted information:

Place, date: _____ Signature: _____

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Legal notice

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