

SITUATION and ACTION

1. Seriousness

	Impact	Action
<input type="radio"/>	Critical	Immediately
<input type="radio"/>	Considerably	As soon as possible
<input type="radio"/>	Minimal	Within a certain period of time

2. Persons involved

3. Description

Place the content of this document in the Student Tracking System.

5. Actions, together with the parents!

5.1. Restore damage

This we can do ourselves:

- Collect evidence

video [www.youtube.com/...](http://www.youtube.com/) turn into [www.ssyoutube.com/...](http://www.ssyoutube.com/) save video
print screen on the keyboard press **Prt Sc**, paste and save in Word
picture of the screen, take a picture of the screen of a mobile phone and save it

- Request removal of online reputation damage to the parties involved. For example: remove pictures, text or video.

This requires external help:

- I want advice
 Helpline Belgium www.clicksafe.be
 Phone 116 000

The Helpline is designed to answer all your questions about safe and responsible Internet access and to assist you should any problems online. Anyone can contact us: children and young people, parents and professionals (teachers, school principals, educators, social workers, etc.). Our trained consultants will answer your questions or work with you to look for a solution to your problem online.

- Serious cases
 Reporting via www.ecops.be

eCops is an online reporting service to which you Belgian crimes related to Belgium on or through the Internet can register. You don't need to worry about "Who is qualified for what", eCops ensures that your report is being investigated by the competent authorities.



5.2. Awareness involved persons

Structure of the action

- Before the conversation: assignment
- The conversation: possible questions
- After the conversation: give information
- Follow-up

Scenario	Appendix
Situation where the person is doing reputation damage to themselves .	A.1
Situation where the person is doing reputation damage to others .	A.2

5.3. Punishment involved persons

Punishment with pedagogical value

Besides raising awareness, it is possible that agreements are violated. For violating the agreements there is **always a punishment**.

APPENDIX A.1

1. Situation where the person is doing reputation damage to themselves.

1.1. Before the conversation

Assignment:

- You get a sheet with characteristics: **see next page**. Indicate five characteristics that will suit you.
- The person conducting the interview will look at the evidence. After looking at the evidence he or she makes the same exercise. Indicate five characteristics that fit the evidence.

1.2. The conversation

Possible questions

- Is the **image** that this person has about you the same as the image you have of yourself? Why did that person identify other matters?
- Suppose this evidence is **online for a month**. What **impact** could this have?
- Suppose your teacher for **next year** has seen this evidence before the start of school. What **impact** will this have on you?

1.3. After the conversation

Provide following information:

- Everyone makes mistakes in life. Making mistakes is not bad, but know that **mistakes on the internet** can haunt you for a lifetime.
- You never get a second chance to make a **first impression**. Not in school, not at work, not meeting new friends. It is very difficult, once someone has an image of you, to change his thoughts about you.
- Often people go on the Internet looking for a **first impression of you**.



2.Characteristics

shy	offensive	thoughtful
cheeky	common	lonely
silent	malignant	stubborn
retired	frightening	romantic
open	tempting	charming
uncertain	sporting	realistic
arrogant	lazy	docile
aggressive	stingy	caring
confident	greedy	helpful
present	hostile	listening
curious	sloppy	getter
dreamy	murderous	quitter
imaginative	charitable	loving
perfectionist	searchingly	genius
intelligent	cocky	jealously
friendly	selfish	tough
funny	depressed	antisocial
boring	picky	
Thank	easy	
pressure	social	
boastful	spontaneously	
jumpy	cheerful	
nice	sad	



APPENDIX A.2

1. Situation where the person is doing reputation damage to others.

1.1. We plant a seed

The goal of this conversation is to encourage the offender to **reflect on his actions**. The goal is **not** that the offender expresses what you want to achieve.

1.2. Before the conversation

Assignment:

- You get a sheet with three components: **see next page**. I want to know your feelings, your intent and your result. (The feelings and the intention are background information for the discussion leader. We try to estimate the situation. Angry and sad probably reflects revenge while not angry and sad may indicate a bad joke. Only angry koud indicate beuling.

1.3. The conversation

The conversation is about **the consequences** for the offender.

Postille questions

- What are real friends to you? What do you think is important in a friendship? (**Trust** is the key element during this conversation.)
- Why is "Trusting on someone" important? (**Keeping a secret** is a central idea in this conversation.)
- We look at the consequences that you have indicated. How do you feel when you think about that? In what way can we **restore trust**?

1.4. After the conversation

Provide following information:

- Trust: hard to gain but easy to lose.



2. Assignment before the conversation

2.1. My feelings

Mark one or several feelings.

- | | |
|--|--|
| <input type="checkbox"/> I am angry | <input type="checkbox"/> I am sad |
| <input type="checkbox"/> I am not angry | <input type="checkbox"/> I am not sad |

2.2. My intention

What did you expect to happen?

How did it end?

2.3. My consequence

What you did, has consequences for you.

Mark one or several consequences.

- The teacher might not **trust** me anymore.
- Other students may not **trust** me anymore.
- Other students may be **afraid** of me.
- I maybe will lose my friends.
- Maybe others now get a **negative image** of me.