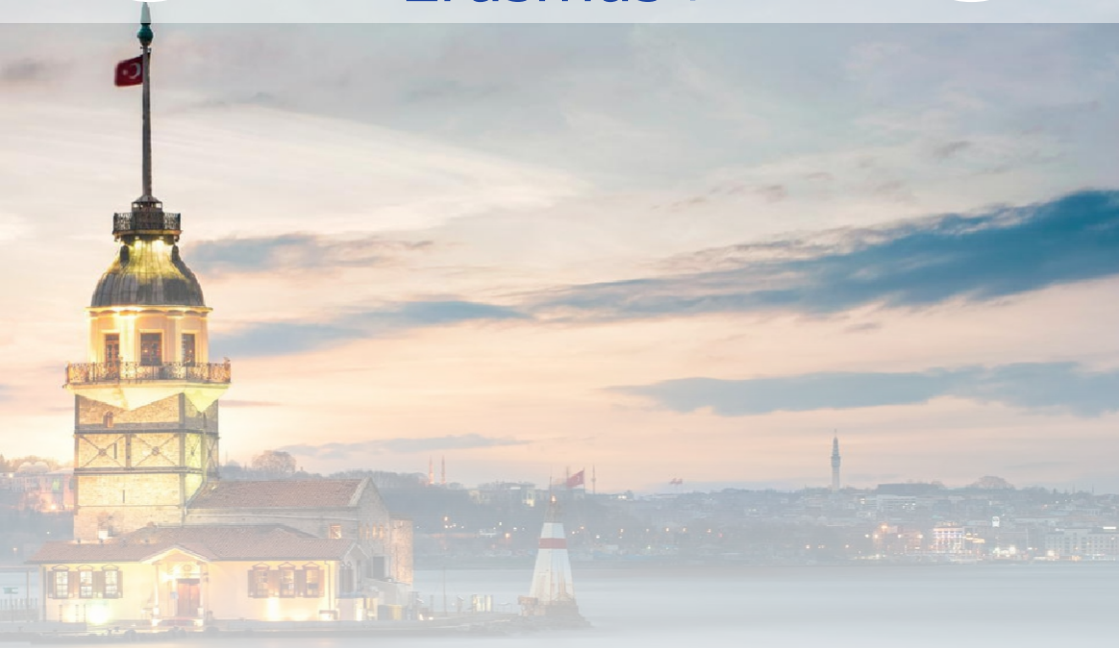
Erasmus+



Erasmus TV International

2019-2021

PREFACE

This guidebook was prepared as part of the Erasmus+ project “Erasmus TV International” funded by European Union, the main objective of which is exchange of good practices. One of the purposes of this guidebook is to provide up-to-date techniques on making professional-like videos using both cameras and smartphones which are indispensable parts of today’s digital natives’; that is, our students’ lives by elaborating on camera movements, lighting, framing, view, scale, etc. It will also enable the teachers -the digital immigrants- to be competent with these digital tools in order to be able to meet students’ needs and keep them motivated. The other purpose is to give students some tips not only on how to avoid or cope with cyberbullying which has been a problem on the rise recently but also on how to be safe online. Last but not least, copyright infringement is handled in detail so as to prevent students from using works protected by copyright law without permission where such permission is required.

This guidebook doesn’t just tell you what you need to do, it helps you do it so we owe an immense debt of gratitude to Kubilay DERİNOĞLU and Oğuzhan GÜR who enlightened our way at the beginning of our long journey. This work is of great value which will help us tackle every possible obstacle to appear on the way.

We would also like to thank all of our partners from Spain, Romania, Portugal, Poland and Italy for their faith in the project as well as for their invaluable support and contributions.

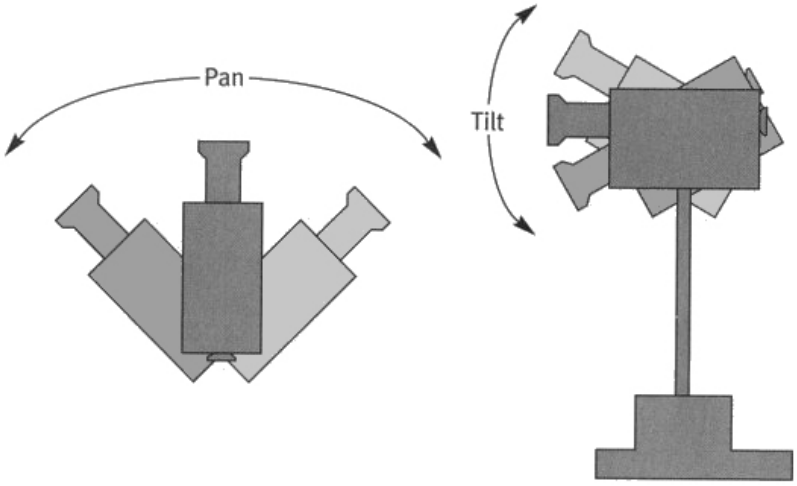
Camera

The device for simply recording the light reflected from the image is called a camera.

Camera movements

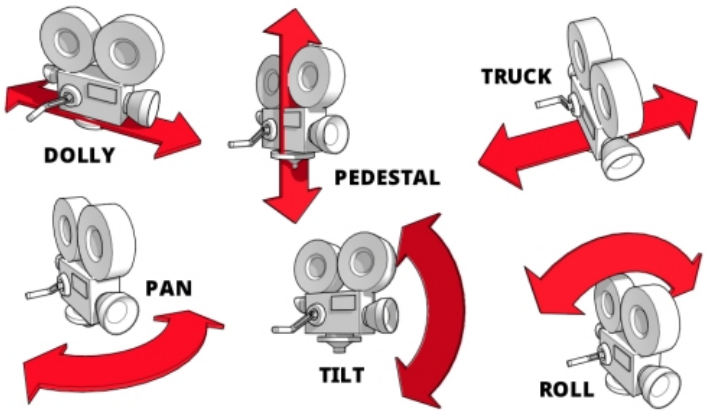
Pan: It's used to move the camera lens to the right or left.

Tilt: It's used to move the camera lens up or down.



Dolly: It is the movement of the frame on a flat surface, forward or backward.

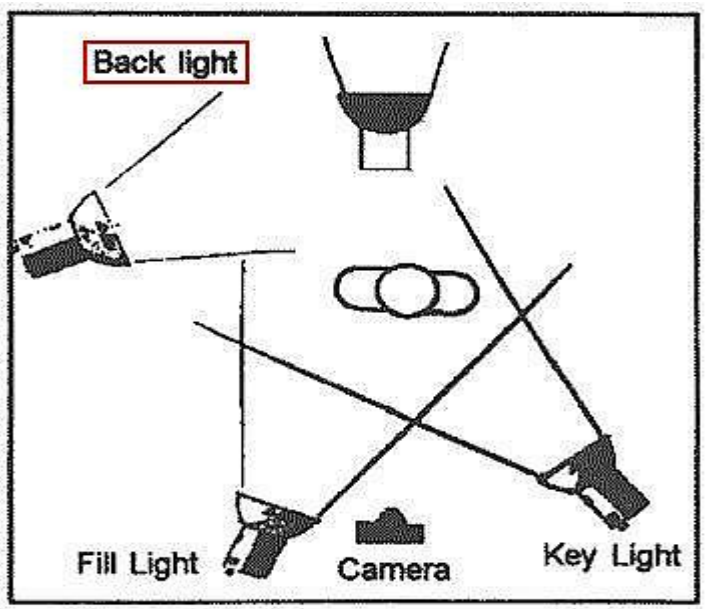
Truck: It is the movement of the camera to the right or left on a flat surface. The point to be considered in these movements; the movement is smooth and smooth.



Lighting

Basic lighting requires at least 3 light sources. We can count the daylight in these illuminations.

- The light sources we installed are positioned as follows:



- The backlight causes the details of the subject to be lost. However, this technique can be selected according to the composition taken for photography, but there is no reverse light in the video.

- When shooting in daylight, the most important light issue is not to be left in the backlight. The object to be shot at the point where there is a reverse light will be very bright if the background is dark.

Framing

Golden Ratio

The aim is to draw 4 lines that divide the photo frame horizontally and vertically into 3 equal parts, to divide the photo into 9 small parts in total and to place the object in one of the 4 main points of interest.

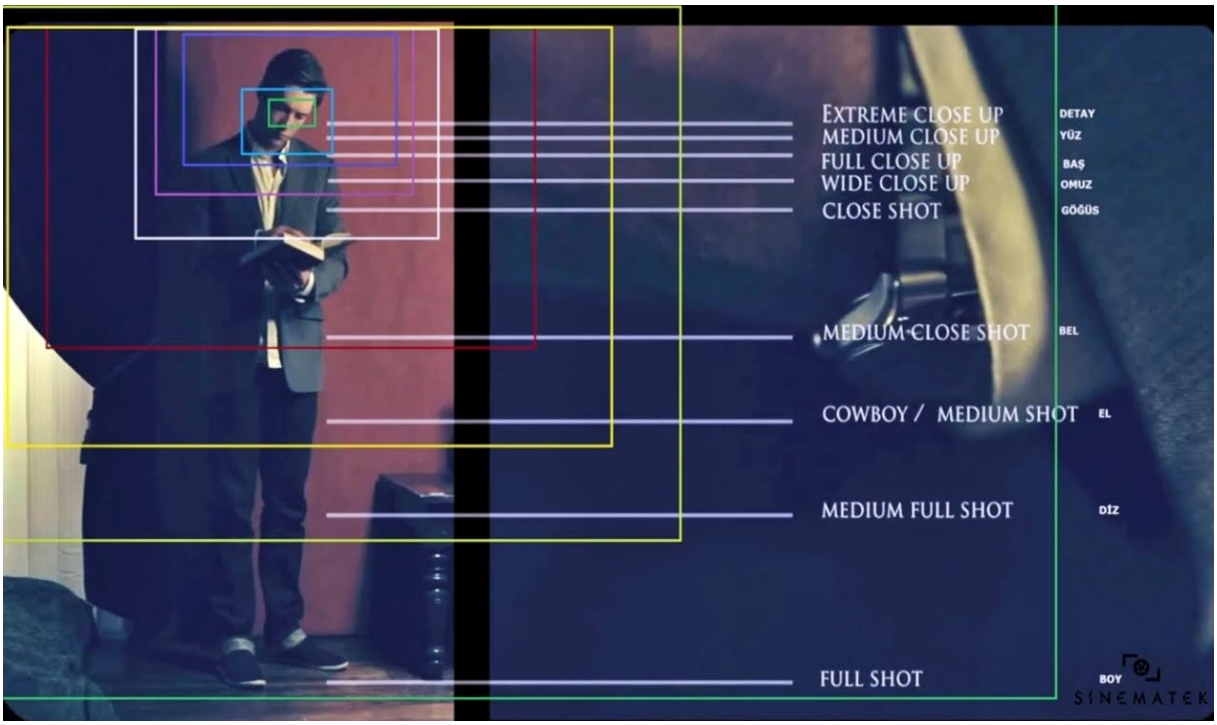
View

It is the space left in consideration of the golden ratio in accordance with the direction or position of the person or object in the frame.

FALSE

TRUE

Scale



SOME TECHNIQUES OF SHOOTING BETTER VIDEOS WITH SMARTPHONES

The cameras of smartphones automatically adjust the focus and exposure during video shooting. You can disable it and apply focus wherever you want. Simply touch and hold on the image you want the camera to focus on.

- **Avoid digital zoom**

When you use the digital zoom feature of the cameras when shooting movies, the quality of the videos you take will deteriorate. Therefore, if you want your videos to be of good quality, avoid using digital zoom during movie shooting. Instead, take your phone closer. Recently, some phones feature optical zoom. If your phone has this feature, you can use it.

- **Shoot horizontally**

Use your phone horizontally when shooting videos with your smartphones. It is even more important to shoot horizontal video, especially if you are going to use it elsewhere. Because all broadcast channels are designed to show videos horizontally. When you shoot a vertical video, you may not get the desired result in image quality. Also if you are shooting in person video or interview be sure to leave the head and glances. This will make the video look more aesthetic and professional.

- **Use a tripod**

One of the most feared things when shooting a video is video shake. Here's the quality of the video. Although most smartphones offer optical stabilization, they may not produce very good results when shooting with a lot of shake. Therefore, using a tripod will give you better quality results when shooting movies.

- **Be careful with lighting**

For video footage, choose as bright as possible. Because in poorly lit environments, even if you have the best camera, you may not be able to capture the quality videos you want. Choose to shoot in environments where light is the same in both color and intensity. Do not rely on the flash of your phone when shooting in poorly lit environments. Use different lights to illuminate the environment if possible.

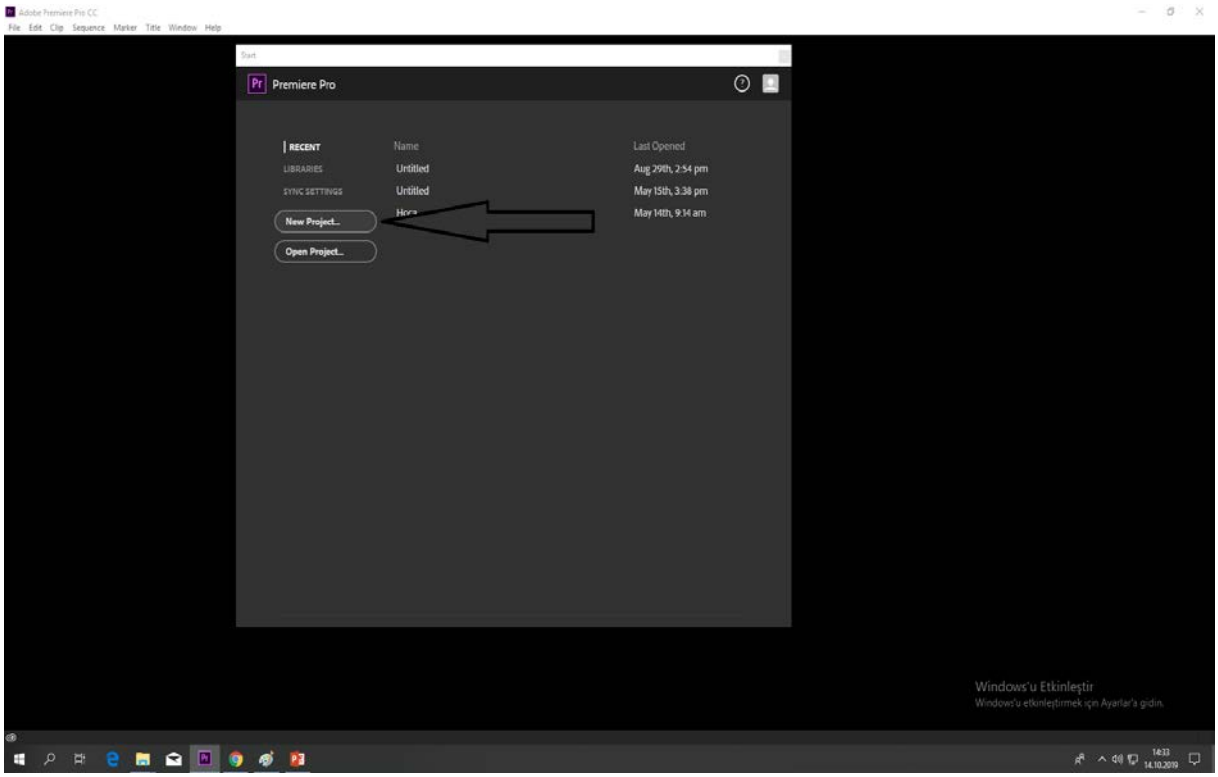
- **Adjust the sound quality**

The lower the sound reflection and the echo of the environment where you shoot the video, the better the sound you want to shoot. Always make a sound test before shooting.

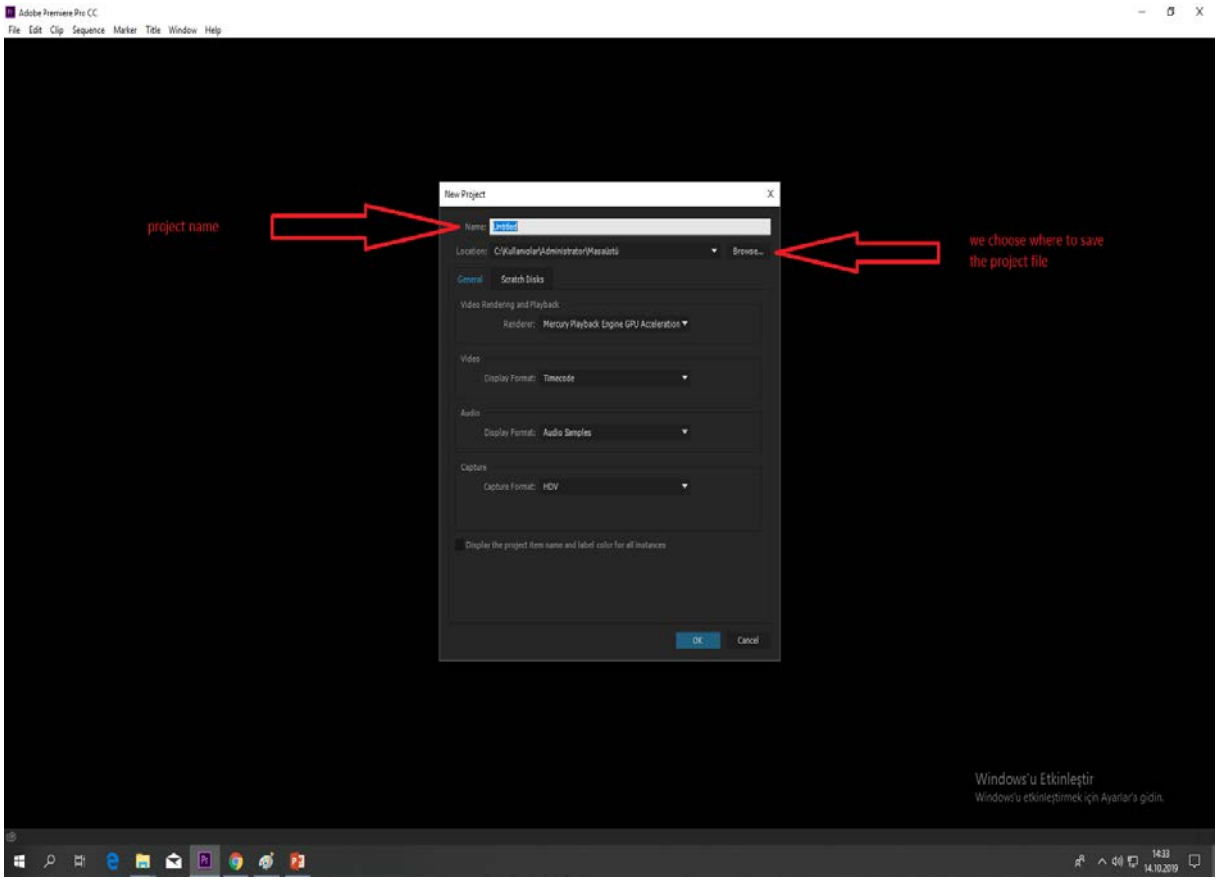
ADOBE PREMIERE

Step 1

Step 2



Step 3


project name
we choose where to save the project file
New Project
Name:
Location:
Browse...
General
Scratch Disks
Video Rendering and Playback
Renderer:
Mercury Playback Engine GPU Acceleration
Video
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Timecode
Audio
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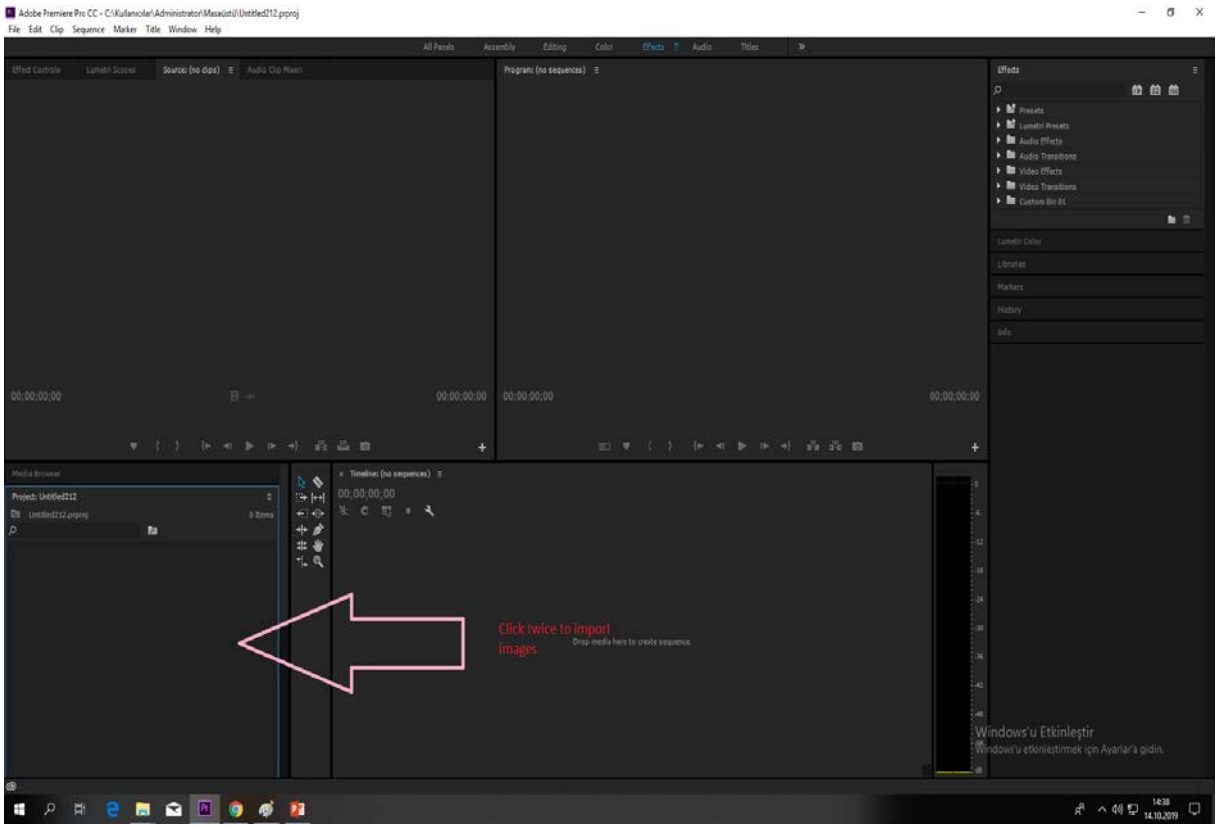
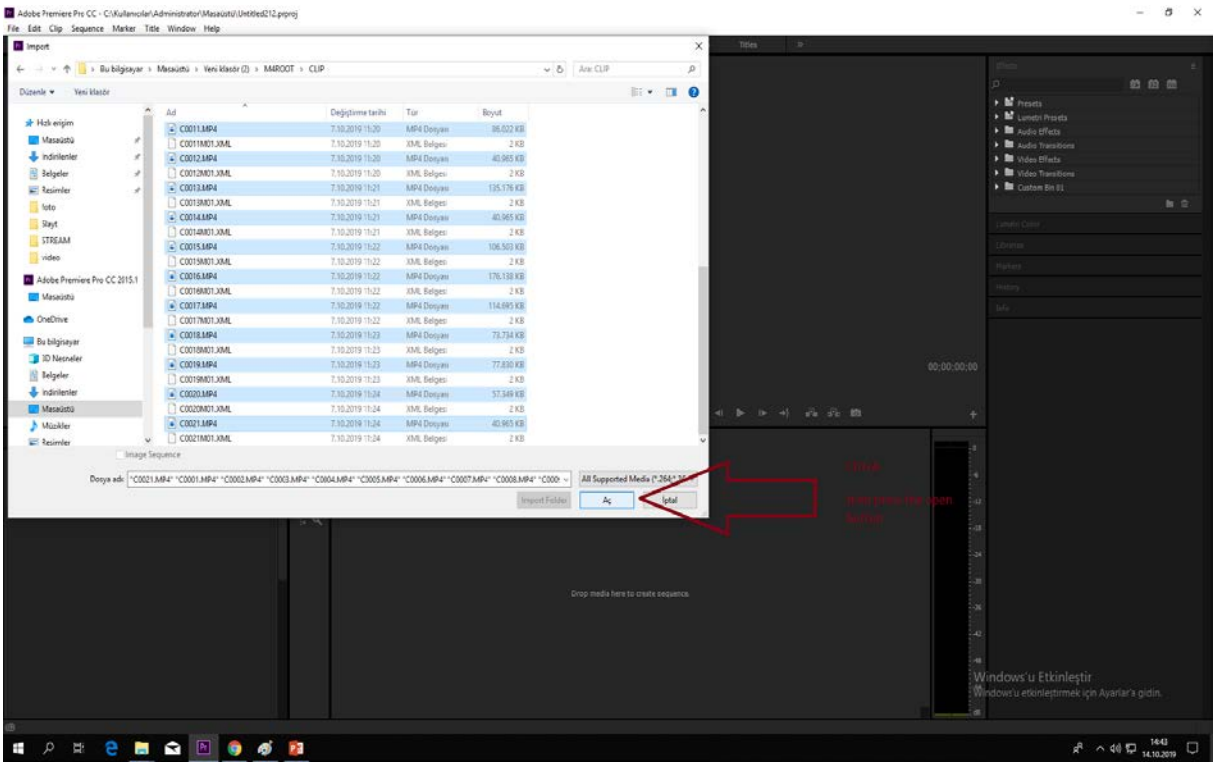
Capture Format:
HDV
OK
Cancel
Windows'u Etkinleştir

Step 4


Click twice to import images
Drop media here to create sequence.
Windows'u Etkinleştir

Step 5



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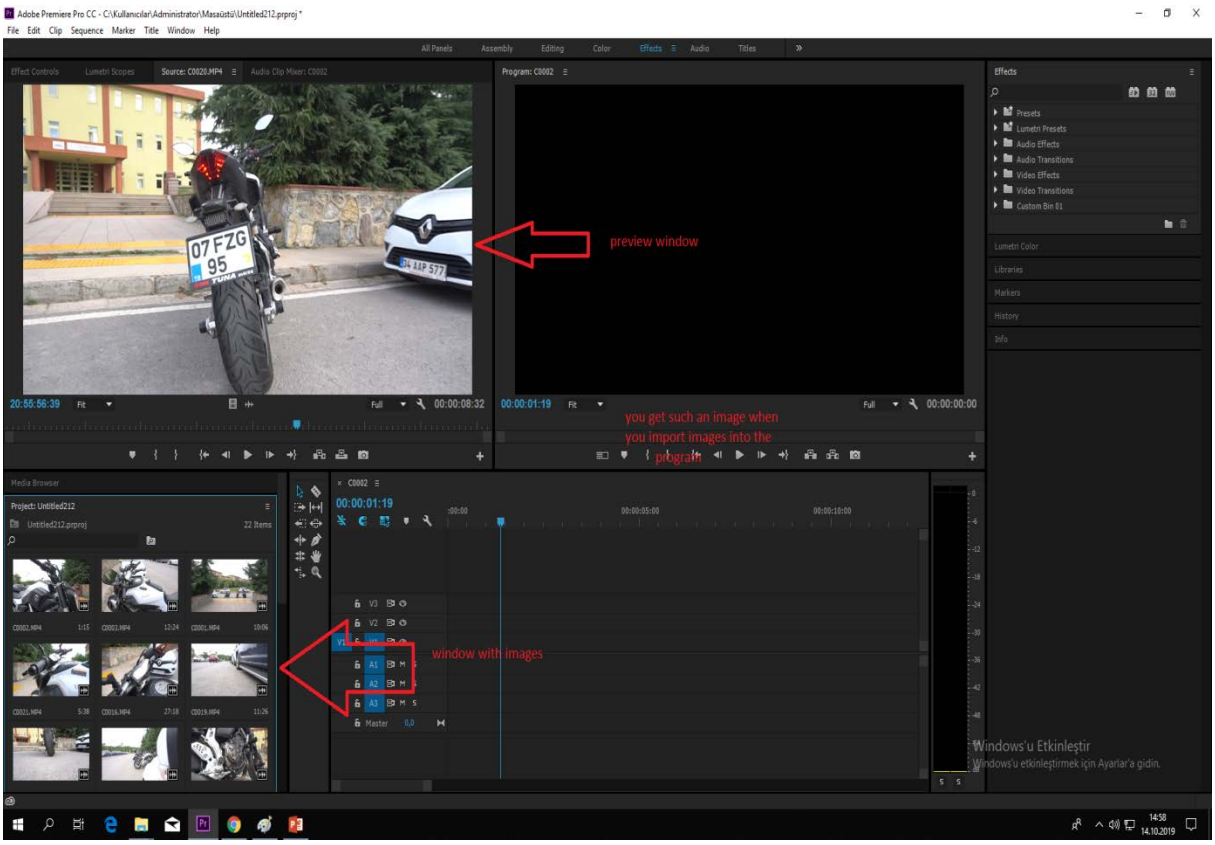
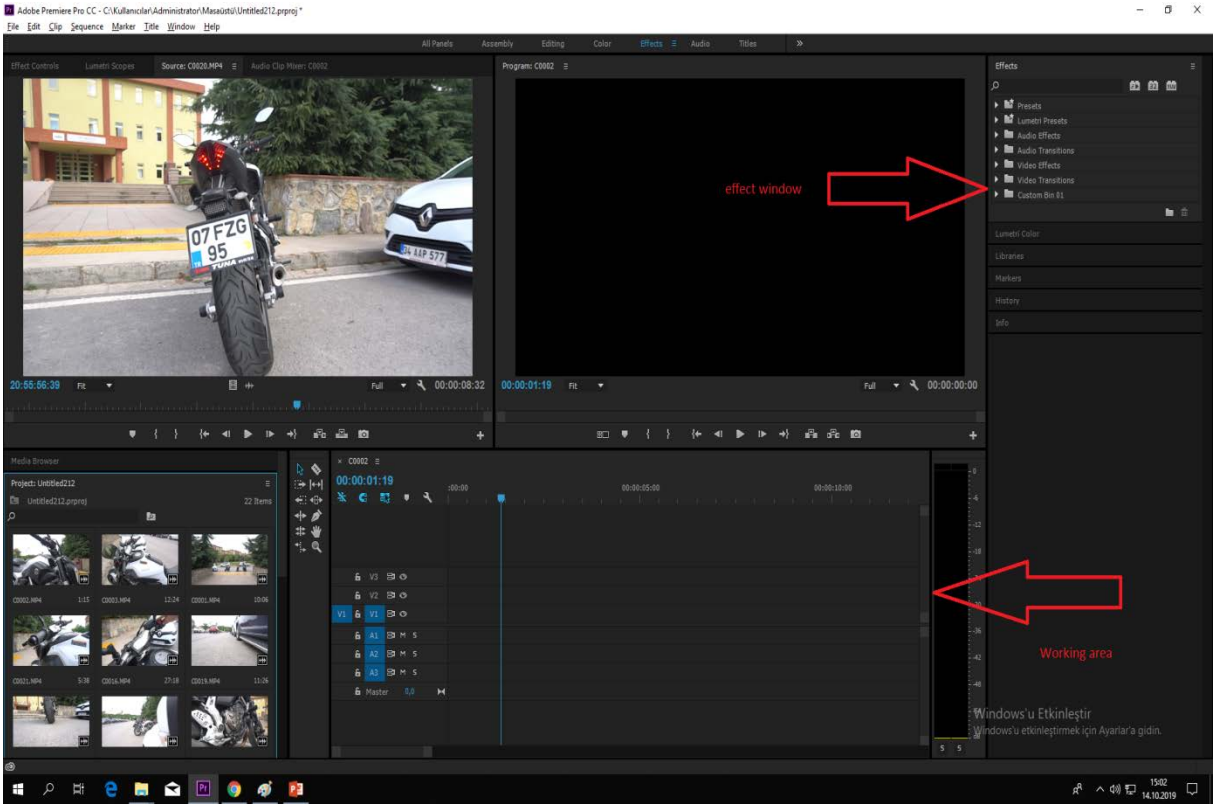
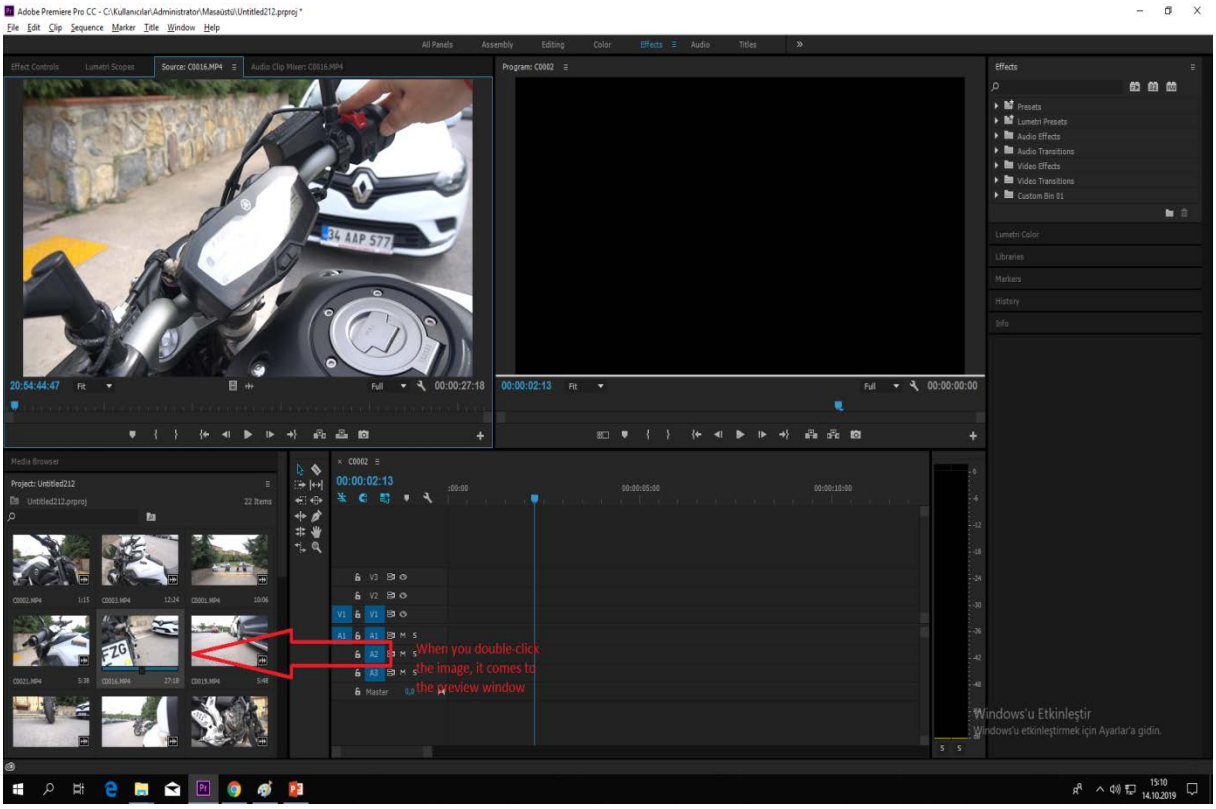

preview window
you get such an image when
you import images into the
program
window with images

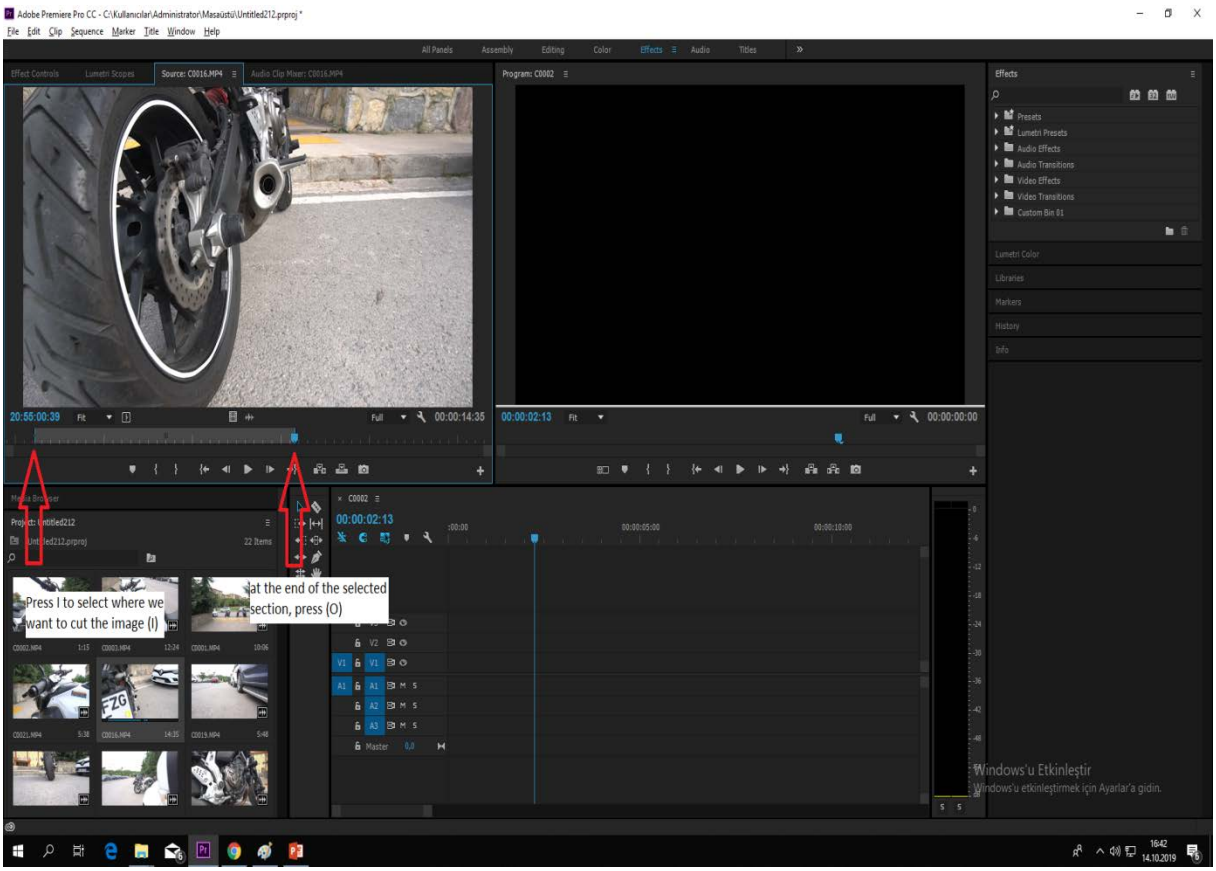
Step 7


effect window
Working area

Step 8


When you double-click the image, it comes to the preview window

Step 9



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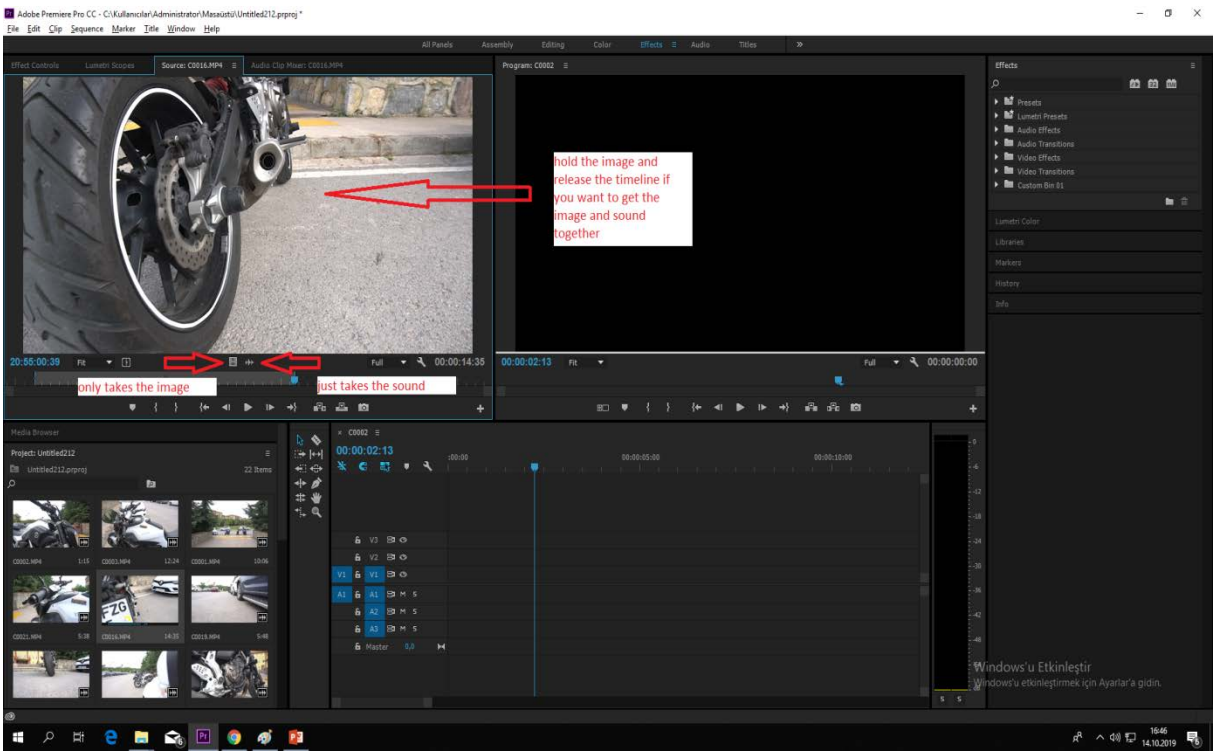

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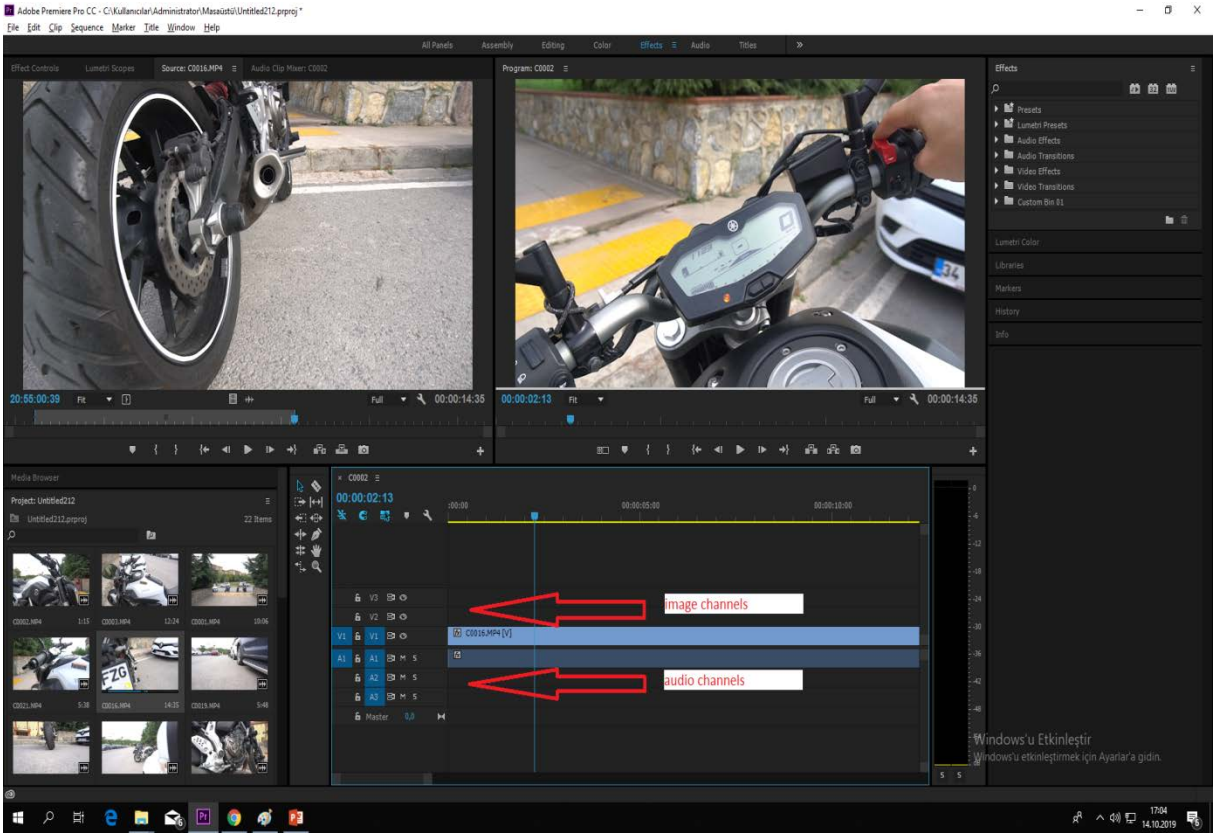

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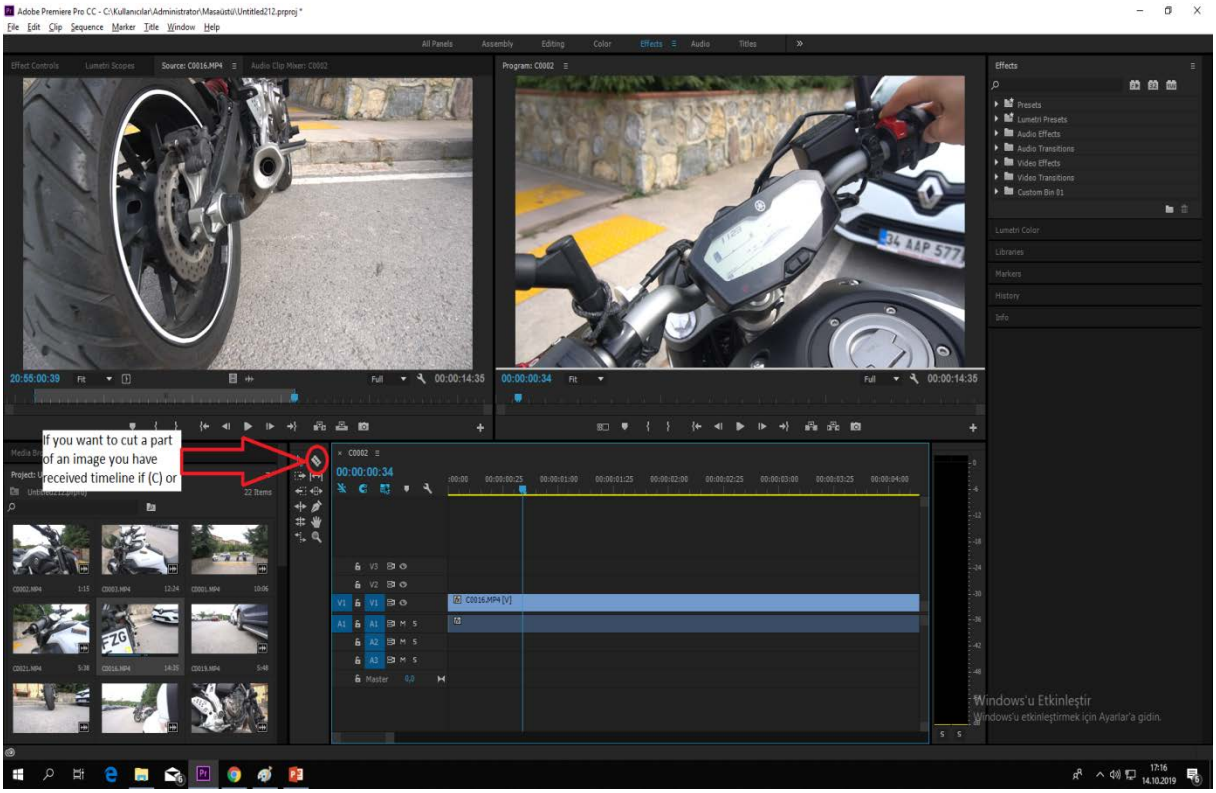

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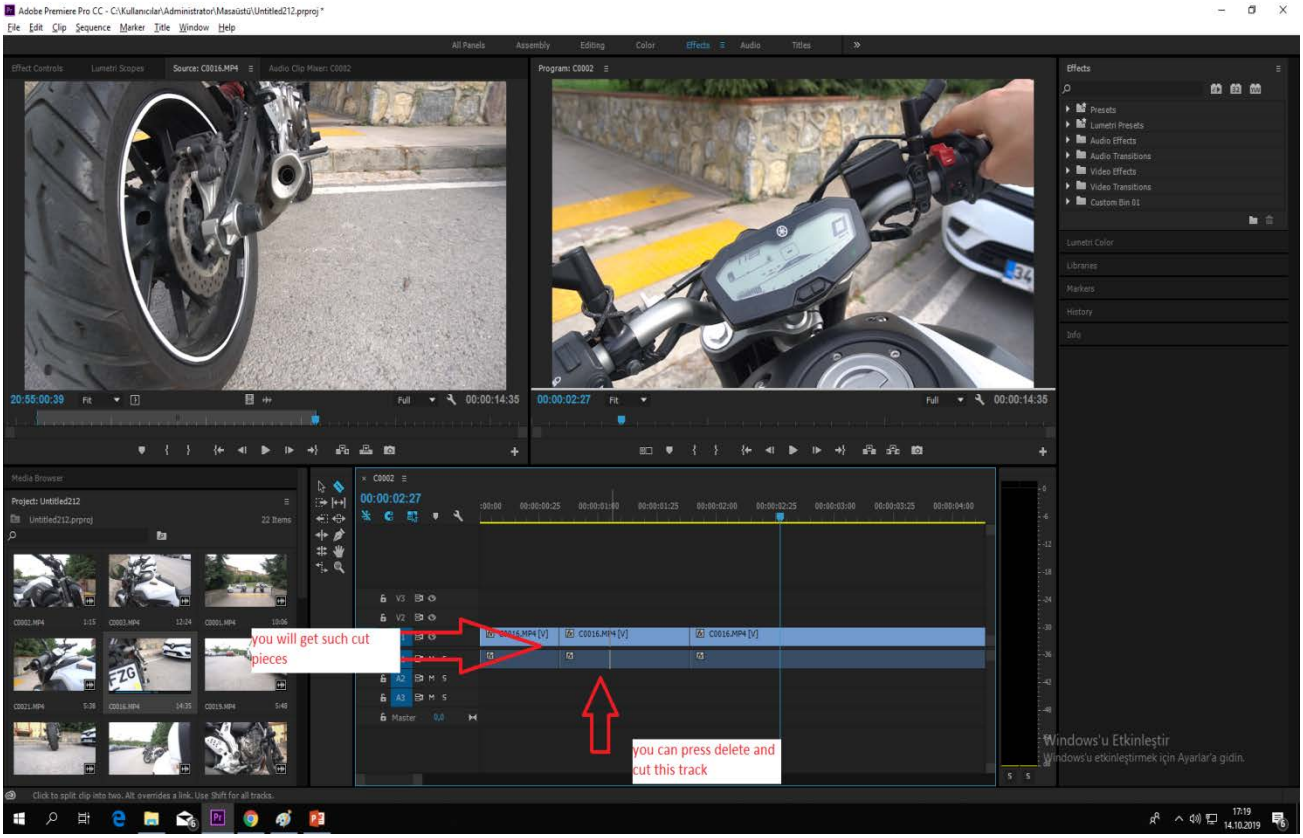

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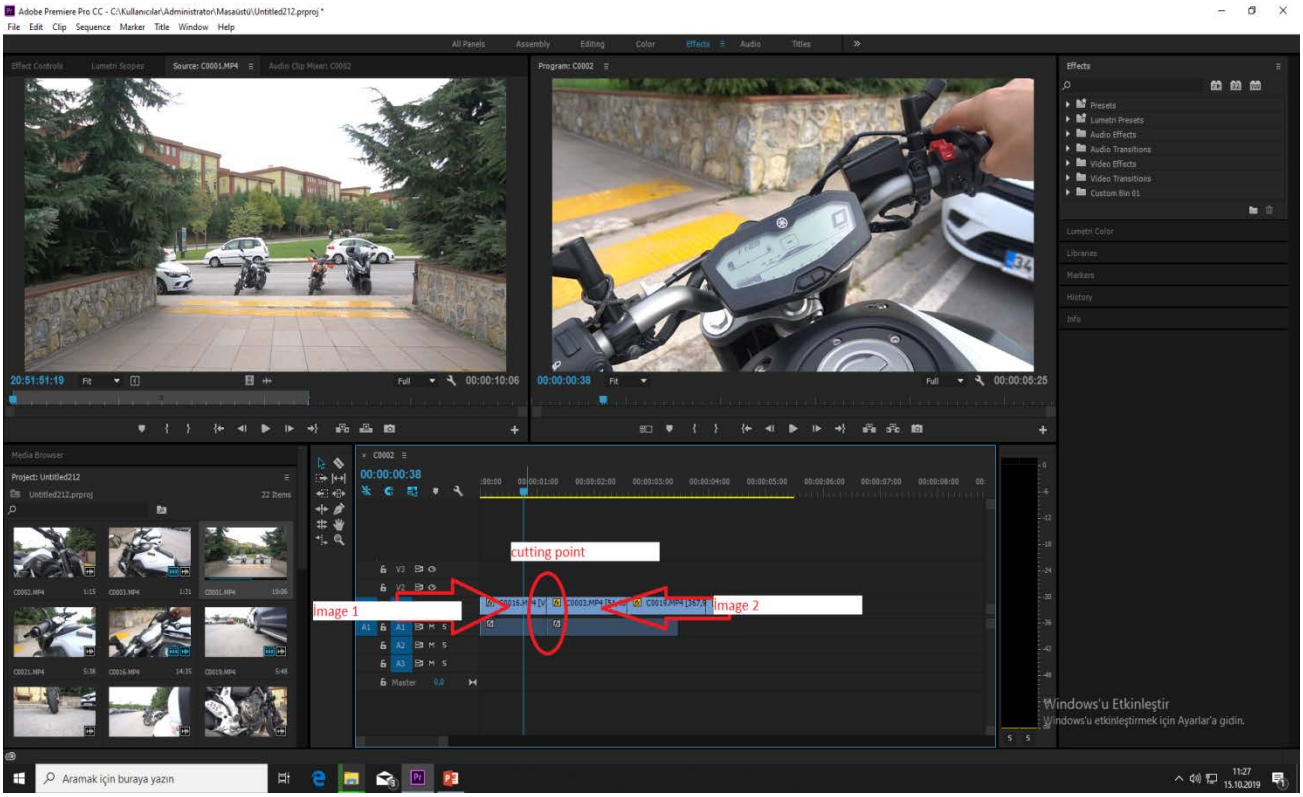

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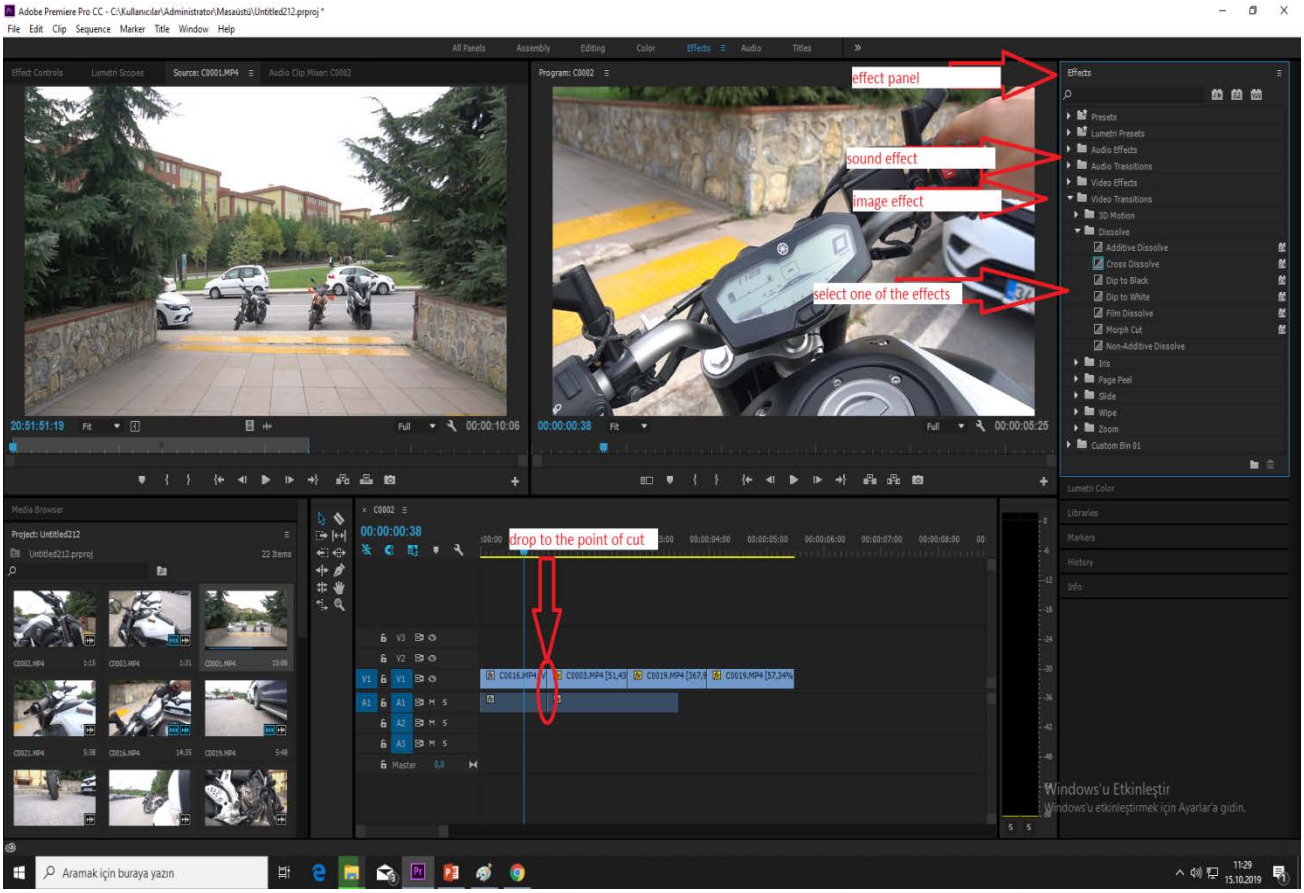

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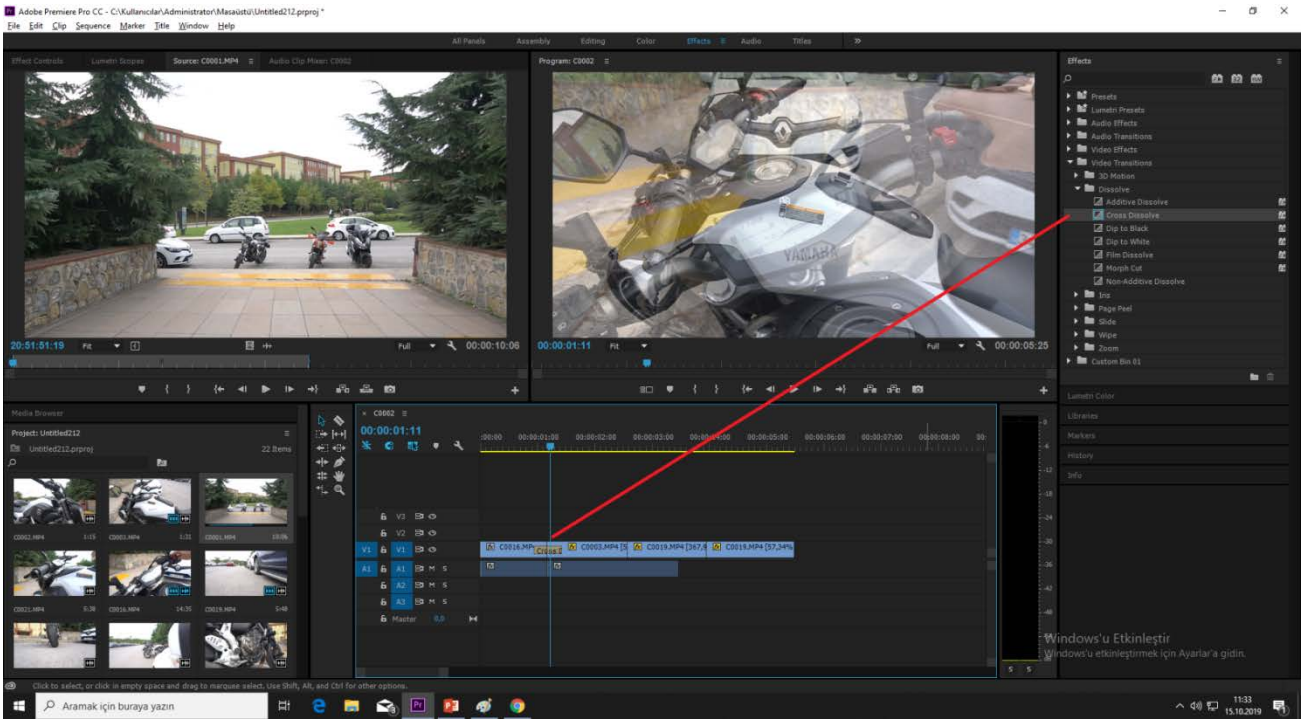

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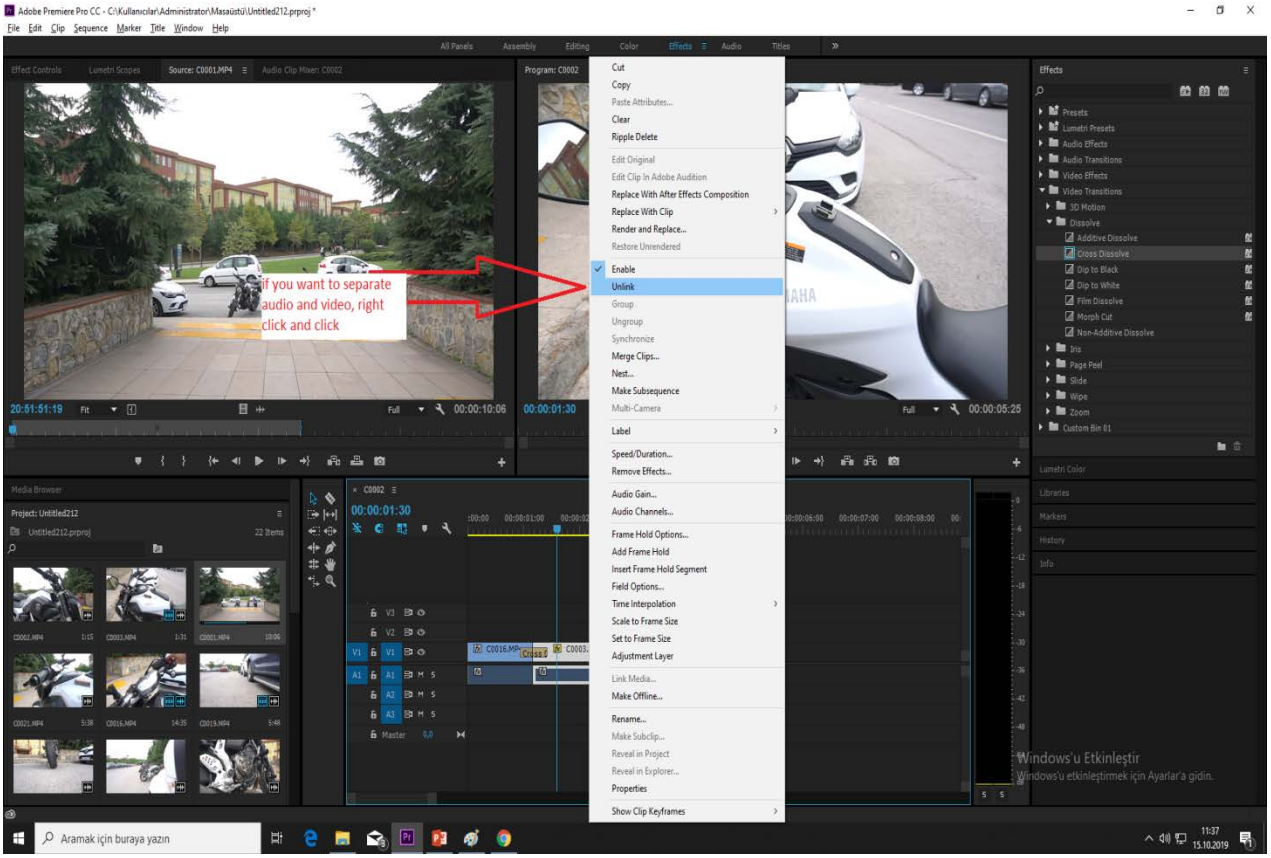

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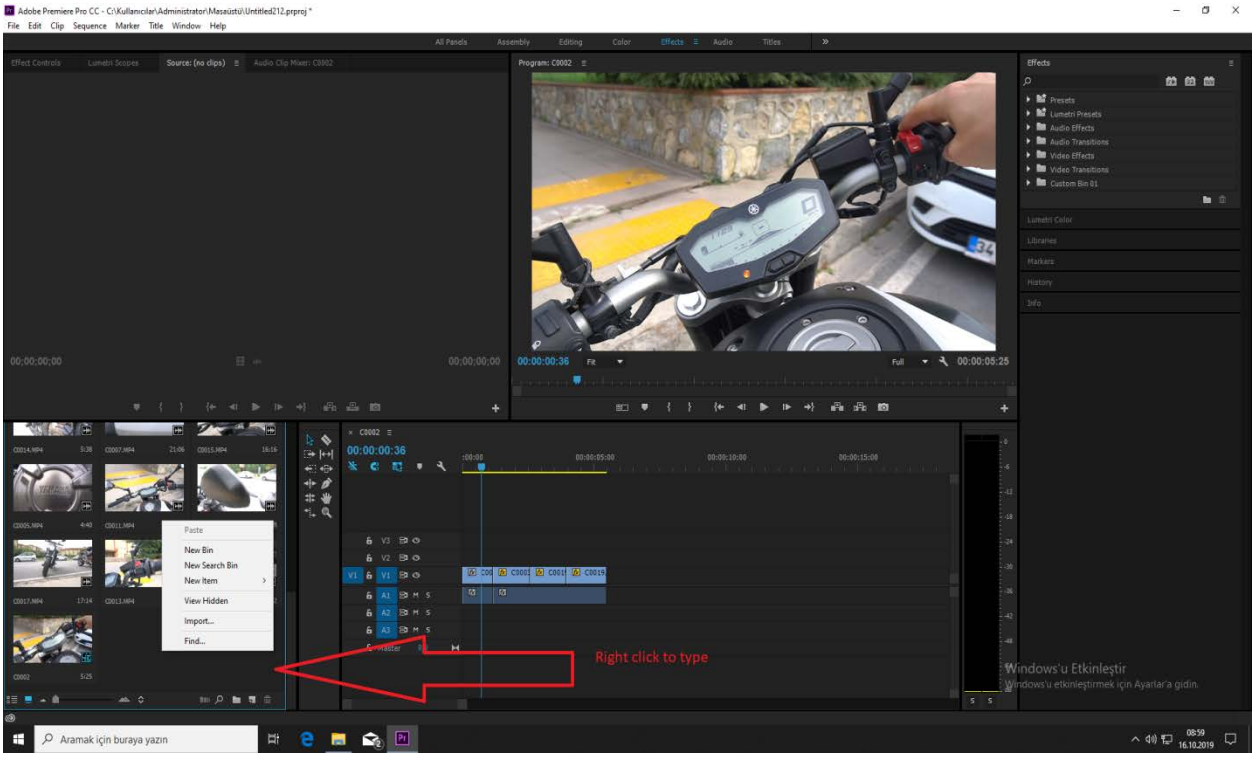

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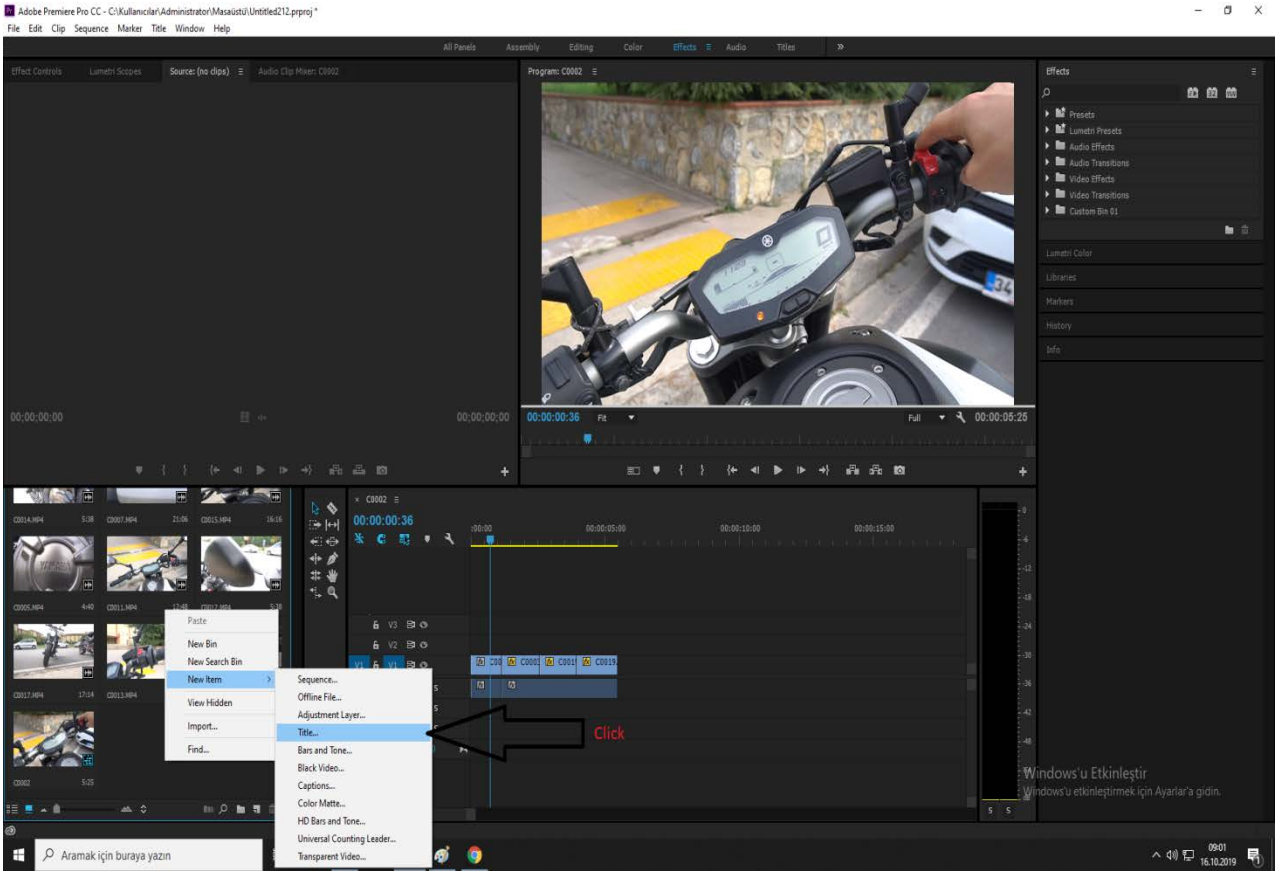

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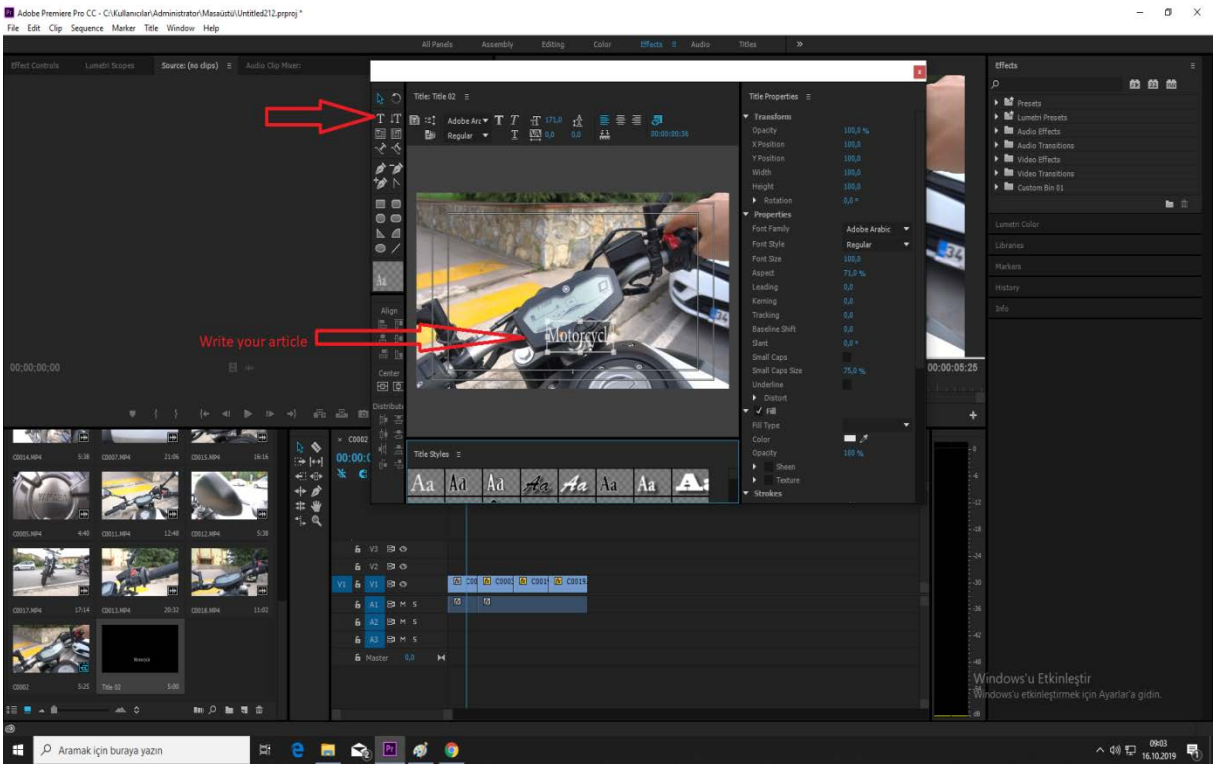

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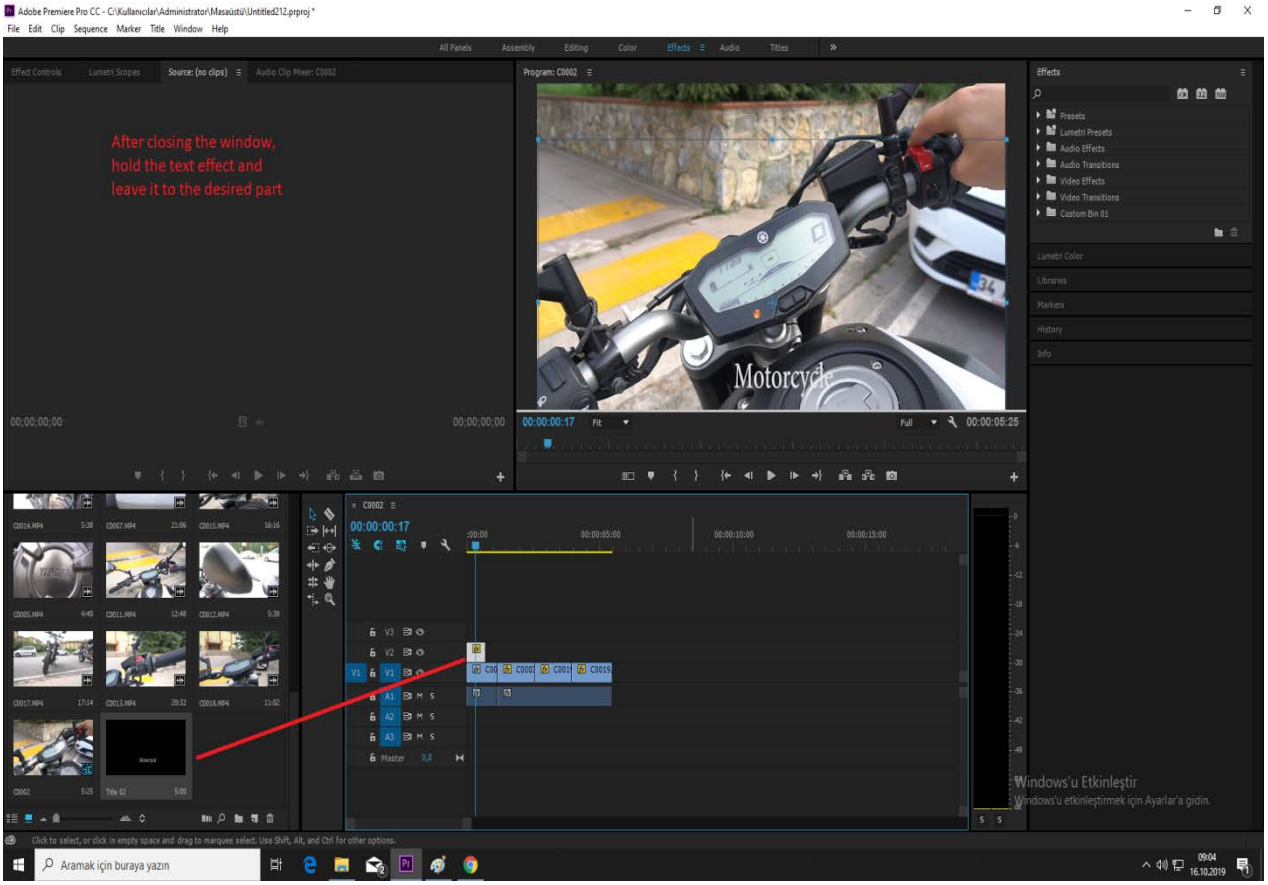

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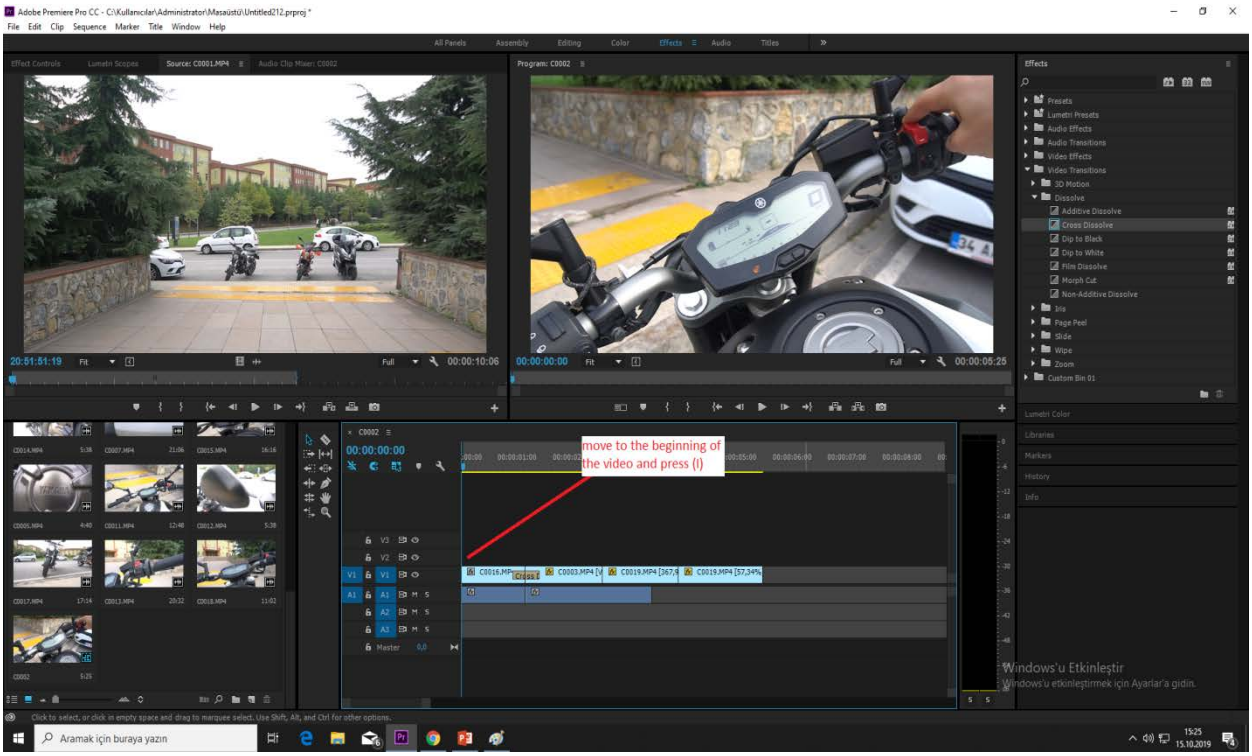

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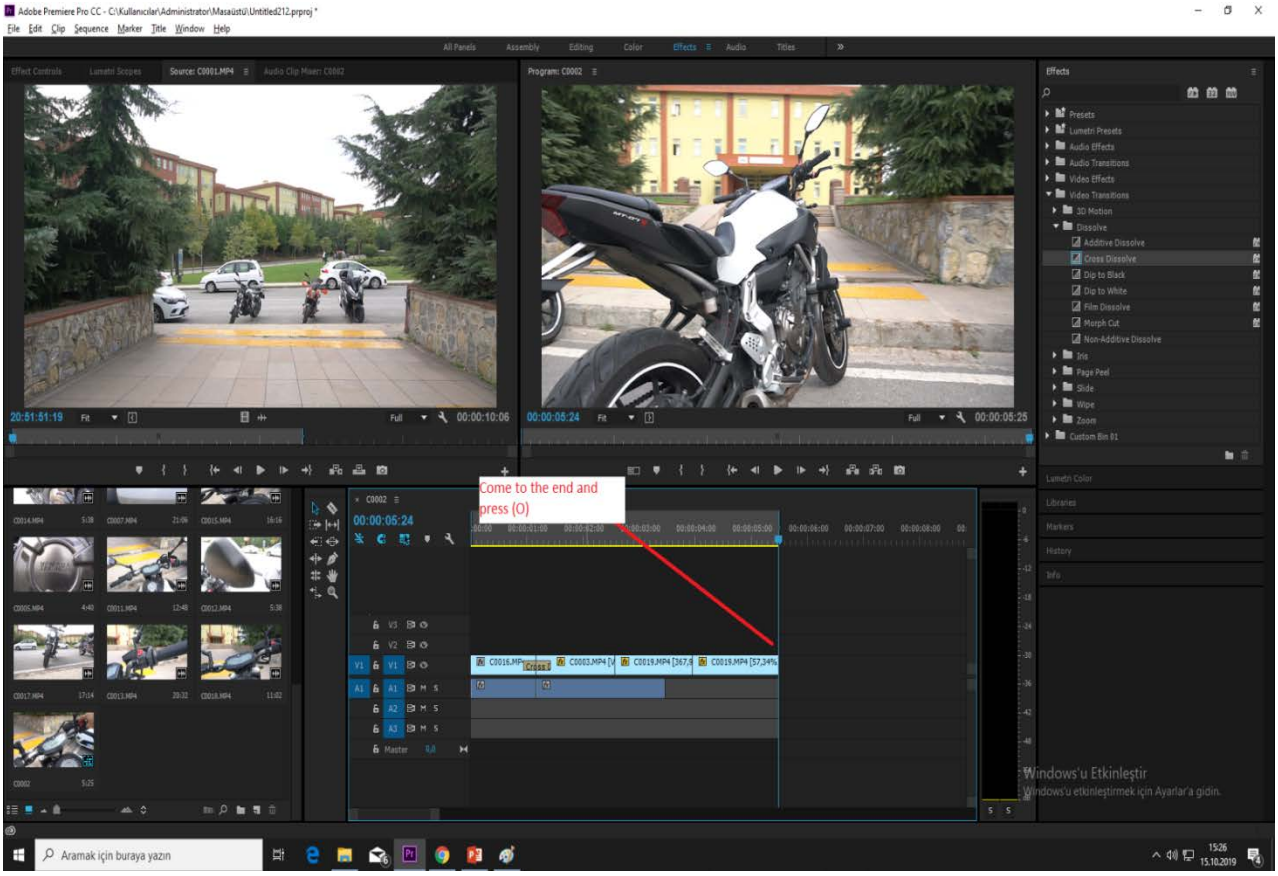

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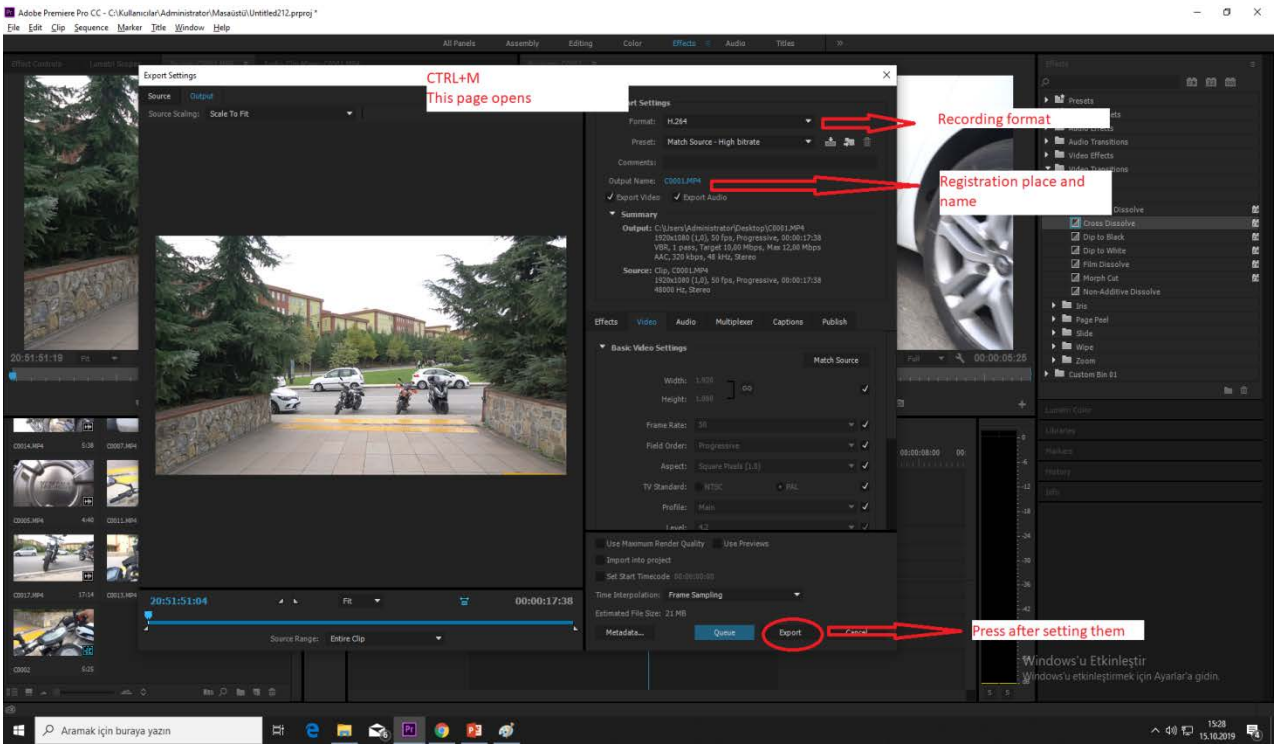


SECTION ONE: Copyright: Facts

1.1. What is copyright?

Copyright is a law that gives the owner of a work (for example, a book, movie, picture, song or website) the right to say how other people can use it. Copyright laws make it easier for authors to make money by selling their works. With copyright, a work can only be copied if the owner gives permission.

In many countries, the person who created an original work recorded in the physical environment (also applies if the work is created for or on the internet, or has a digital format, such as a video or an e-book, etc.) automatically owns the copyright for this work. They have exclusive rights to the work as the copyright owner. Often, only the copyright owner can specify whether someone else is allowed to use the work.

Before we go deeper into the subject of copyright, let's explore how creative works are protected online.

While you may have heard of copyright, it's not a universal concept. The law in this area varies from country to country. Therefore creators of online content need to be aware of a legal position applicable to them; in their own country and also internationally. So, what is copyright? In general terms it's a type of intellectual property that allows creators to control how their works are used by others online. Copyright naturally touches too many forms of

media including photos, literary text, videos and music. It is quite natural (and is a right) for a person who creates a form of work (in other words ‘content’) would want to protect his or her work. Copyright laws allow creators to protect their work from unauthorized acts such as copying and editing.

1.2. What types of works are copyrighted?

- Audiovisual works such as TV programs, movies and online videos
- Sound recordings and music compositions
- Written works such as lectures, articles, books and music compositions
- Visual works such as pictures, posters and advertisements
- Video games and computer software

- Drama works such as theater plays and musicals

1.3. What types of works are NOT copyrighted?

Thoughts, facts and processes are not covered by copyright. Under copyright law, a work must be a creative product and be recorded in a physical environment in order to comply with copyright protection. Names and titles are not subject to copyright by themselves.

1.4. Is everything copyrighted?

No. Some works are in the public domain. The term “public domain” refers to creative materials that are not protected by intellectual property laws such as copyright, trademark, or patent laws. The public owns these works, not an individual author or artist. Anyone can use a public domain work without obtaining permission, but no one can ever own it.

There are three common ways that works arrive in the public domain:

a) The copyright has expired
b) Dedicated Works
c) Copyright law does not protect this type of work.

a) The copyright has expired: The most widely adapted legend (in the United States) is the copyright act of January 1, 1978. As specified in section 106, any work published under the name of the author shall expire on a date after 70 years of the author’s death date.

Example: Hamlet by William Shakespeare

The works of the great British poet and playwright William Shakespeare is on public domain. You can use any of them in your own works. That would not be the subject of a copyright law since it has been centuries since Shakespeare had passed away.

b) Dedicated Works: The copyright owner deliberately places it in the public domain, known as “dedication”. If, upon viewing a work, you see words such as, “This work is dedicated to

the public domain," then it is free for you to use. Sometimes an author deliberately chooses not to protect a work and dedicates the work to the public. This type of dedication is rare, and unless there is express authorization placing the work in the public domain, do not assume that the work is free to use.

An additional concern is whether the person making the dedication has the right to do so. Only the copyright owner can dedicate a work to the public domain. Sometimes, the creator of the work is not the copyright owner and does not have authority. If in doubt, contact the copyright owner to verify the dedication.

Example: Clipart sites

We all use 'cliparts' (small funny pictures with a certain theme) in our works, projects, etc. Generally clip art is often offered as "copyright-free." If the artwork is in the public domain, you are free to copy items without restriction. Generally clip art is sold in books, digital bundles, or from websites, and is often offered as "copyright-free."

However, even if the artwork is in the public domain, they're found as collections or digital bundles on a website. You can download and use any clipart in anyway you want, but you cannot duplicate the whole collection on you own website because that may infringe the unique manner in which the art is collected (known as a compilation or collective work copyright).

c) Copyright law does not protect this type of work: There are some things that copyright law does not protect. Copyright law does not protect the titles of books or movies, nor does it protect short phrases such as, "Make my day." Copyright protection also doesn't cover facts, ideas, or theories. These things are free for all to use without authorization.

Short phrases: Phrases such as, "Show me the money" or, "Beam me up" are not protected under copyright law. Short phrases, names, titles, or small groups of words are considered common idioms of the English language and are free for anyone to use. However, a short phrase used as an advertising slogan is protectable under trademark law. In that case, you could not use a similar phrase for the purpose of selling products or services.

Example: Yes, we can.

This is a simple answer in the English language to any question starting with the words ‘can you ...? So, this phrase (Yes, we can) is not subject to any copyright issues.

However, President Obama has used his memorable "Yes we can" motto since his Senate campaign in 2004, and he closed his farewell speech on Jan. 10 with the same words. (Jenny Starrs/The Washington Post)

In this case, the copyright for this motto probably belongs to Barack Obama and cannot be used in the same sense and manner as President Obama did in his campaign. Using it in the same manner and sense could possibly have legal consequences.

Facts and theories: A fact or a theory—for example, the fact that an asteroid will pass by the Earth in 2027—is not protected by copyright. If a scientist discovered this fact, anyone would be free to use it without asking for permission from the scientist. Similarly, if someone creates a theory that the asteroid can be destroyed by a nuclear device, anyone could use that theory to create a book or movie. However, the unique manner in which a fact is expressed may be protected. Therefore, if a filmmaker created a movie about destroying an asteroid with a nuclear device, the specific way he presented the ideas in the movie would be protected by copyright.

Example: Armageddon (1998 movie by director Michael Bay)

After discovering that an asteroid the size of Texas is going to impact Earth and end the life on it in less than a month, scientists in N.A.S.A. and the US military decide to blow the asteroid with a nuclear warhead inside the asteroid itself. In order to do so, they recruit a misfit team of deep core drillers to save the planet. Their mission is to drill a hole in the asteroid, place the nuclear warhead in it and detonate it. The only man to do it, is an oil driller named Harry Stamper and his group of misfit drillers and geologists.

In this example, someone might have used this scientific knowledge in order to make a high budget movie with an enormous box-office income. The director, producer or the screenwriters of such a movie are not under any responsibilities in terms of copyrights since they based the plot of the movie on scientific data. However, if somebody wants to make a movie with the exact theme and a very similar screenplay, the producers of the movie ‘Armageddon’ might charge legal action on those people, demanding their creative work (the screenplay of the movie) has been infringed.

Note: Works that are produced by US federal government employees as part of their job are public domain. Also, works that were published in the u.s. prior to 1923 are considered public domain since there were no copyright laws before that date.

1.5. What is copyright infringement?

Copyright is a form of protection for original works of authorship including literary, dramatic, musical, graphic, and audiovisual creations.

Copyright infringement occurs when a copyrighted work is reproduced, distributed, performed or publicly displayed without the permission of the copyright holder or the legal right to do so. You can get in serious trouble for copyright infringement. You can be sued and found liable for monetary damages.

Here is an example. Let's say you are a big fan of a musician or a group. The video clip of the new song of your band has been released on the official Youtube channel of the band. You've watched it and you want to share it with your friends on your social media. You've downloaded the video and posted it on your Facebook page. This might get you in serious trouble. Uploading someone else's content without permission is actually copyright infringement.

Let's take a look at another example. Your favourite band is performing live in your town. You go to the concert and record some part of the show with your mobile phone and post it on your own social media account. Well, you could still get into trouble because even though you've done the recording yourself, with your own camera or phone, and posted it on you're your own social media, it's still considered copyright infringement. Since you have made a recording of someone else's creative work and uploaded it without the original creator's permission, it's again considered copyright infringement.

One more example. Let's say you're doing a video on a totally different subject, such as making coffee. You recorded a video showing you in your house's kitchen making coffee. If you use a song of an artist as background music (without their permission), that's copyright infringement. Even if the music is playing on a car's stereo which is passing outside your house and it's somehow heard on your video, things may go wrong. Yes, you've got it. Copyright.

But isn’t there a solution to this sticky situation? Well, the best solution is making your own videos with 100% your own content and music which are of your own creation.

Well, actually there’s another way. And that is called ‘Fair use’. We will get into that in a few minutes.

1.6. Can I or how can I use a copyrighted work without infringing copyright?

How do I use a video, music, image or any other copyrighted material in my work?

Well, the answer is simple. Either get a written permission from the copyright owner or simply pay for it.

A copyrighted work can be used without infringing the owner's copyright. This can be done through fair use or by obtaining permission to use someone else's content in your video.

SECTION TWO: LICENCES AND FAIR USE

2.1. How is a creative work licensed?

An original work is automatically protected by copyright. A lot of people think that you have to have the copyright symbol on the work itself. You do not. The moment it's created it immediately becomes the property of the author who created the work. This is called standart licensing. Unless the author of the work stated otherwise (the author may have chose to put the work in public domain or have a creative commons licensing for his or her work) the work has a standart license. In the case of someone using that work claiming that there was no copyright information on it, the court may possibly rule it out saying that the rights of the work belongs to its creator (as long as the author of the work can prove that the work is his creation).

2.2. What is the term ‘Creative Commons’ mean?

Creative Commons (CC) is an internationally active non-profit organisation that provides free licences for creators to use when making their work available to the public. These licences help the creator to give permission for others to use the work in advance under certain conditions.

Every time a work is created, such as when a journal article is written or a photograph taken, that work is automatically protected by copyright. Copyright protection prevents others from using the work in certain ways, such as copying the work or putting the work online.

CC licences allow the creator of the work to select how they want others to use the work. When a creator releases their work under a CC licence, members of the public know what they can and can’t do with the work. This means that they only need to seek the creator’s permission when they want to use the work in a way not permitted by the licence.

The great thing is that all CC licences allow works to be used for educational purposes. As a result, teachers and students can freely copy, share and sometimes modify and remix a CC work without having seeking the permission of the creator.

Standard rights and obligations

CC provides six core licences, each of which allow members of the pubic to use the material in different ways. While there are different CC licences, all CC licences include certain standard rights and obligations.

User rights:

Every CC licence allows you to:

- Copy the work (eg. download, upload, photocopy and scan the work);
- Distribute the work (eg. provide copies of the work to teachers, students, parents and the community);

- Display or perform the work (eg. play a sound recording or film in class, or stage a play to parents);
- Communicate the work (eg. make the work available online on the school intranet, learning management system or on a class blog); and
- Format shift verbatim copies of the work (eg copy a MP3 version of music onto a CD or an MP4 version of a film onto a DVD to play in class).

User obligations:

When you use any CC material, you must:

- always attribute the creator of the work (for information on how to attribute a work, see information guide, 'How to Attribute Creative Commons Material');
- get permission from the creator to do anything that goes beyond the terms of the licence (e.g. making a commercial use of the work or creating a derivative work where the licence does not permit this);
- keep any copyright notice attached to the work intact on all copies of the work;
- indicate and link to the licence from any copies of the work;
- where you make changes to the work, acknowledge the original work and indicate that changes have been made (eg by stating 'This is a French translation of the original work, X').

In addition, when you use any CC material, you must not:

- alter the terms of the licence;
- use the work in any way that is prejudicial to the reputation of the creator of the work;
- imply that the creator is endorsing or sponsoring you or your work; or
- add any technologies (such as digital rights management) to the work that restrict other people from using it under the terms of the licence.

Optional Licence Elements

Along with the basic rights and obligations set out in each CC licence, there are a set of 'optional' licence elements which can be added by the creator of the work.

These elements allow the creator to select the different ways they want the public to use their work. The creator can mix and match the elements to produce the CC licence they want. This process is a simple and quick way for creators to indicate how they wish their work to be used.

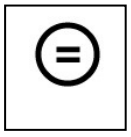
Each element has its own icon and abbreviation, making them easy to identify. There are four standard licence elements:

Attribution (BY):

You must credit the creator, the title and the licence the work is under. This is compulsory for all Creative Commons licences. For more information on how to attribute a work, see information guide, ‘How to Attribute Creative Commons Material’.

Non-commercial (NC):

Any use of the work must be for non-commercial purposes only. For example, file sharing, educational use and film festivals are all allowed, but advertising and for-profit uses are not.

No Derivative Works (ND): 

The work can only be used exactly how it is. The work cannot be adapted or modified in any way. This means you will need to get extra permission if you want to remix the work, crop a photo, edit down text or use a song in a film.

Share Alike:

Any new work produced using this material must be made available under the same licence as the original work. So, for example, if you remix a work under an Attribution-Share Alike licence, you have to release the new work you create under an Attribution-Share Alike licence.

2.3. Fair use

What Is Fair Use?

In its most general sense, a fair use is any copying of copyrighted material done for a limited and “transformative” purpose, such as to comment upon, criticize, or parody a copyrighted work. Such uses can be done without permission from the copyright owner. In other words, fair use is a defense against a claim of copyright infringement. If your use qualifies as a fair use, then it would not be considered an infringement.

So what is a “transformative” use? If this definition seems ambiguous or vague, be aware that millions of dollars in legal fees have been spent attempting to define what qualifies as a fair use. There are no hard-and-fast rules, only general guidelines and varied court decisions, because the judges and lawmakers who created the fair use exception did not want to limit its definition. Like free speech, they wanted it to have an expansive meaning that could be open to interpretation.

At this moment, I want you to watch a brief tutorial on what fair use is. This video tutorial has been produced by Purdue University in West Lafayette, Indiana, USA.

(VIDEO TUTORIAL)

This tutorial will cover the basics of copyright why copyright is important and the various exceptions in copyright. You may be asking yourself why I should care about copyright. The answer is that not only do you use copyrighted works but you are also the owner of copyrighted works. Artistic and literary works created in the U.S. are subject to the US Copyright Act. This includes books maps sculptures computer programs music and videos just to name a few. Under US law works are protected from the moment of creation as long as they have some originality and are fixed in a medium that can be perceived by human or machine. So any papers you write at Purdue or the photos and videos you take with your cell phone are all protected by copyright and you own that copyright. You own that copyright for your entire life plus 70 years after your death unless you transfer your copyright. You also use copyrighted works to create new works. Sometimes you will need permission from the copyright holder to use their works and other times your use might be allowed under the fair use exception to the copyright law. If your use is considered fair then you do not have to ask for permission or pay the copyright holder for the use. Fair use is a four factor test where you weigh each factor and then determine if more factors weigh in favor of fair use organs. The first factor looks at the purpose and character view use of original work. If your uses for educational purposes such as a commentary or criticism, then that favors fair use. If you are

using the work for commercial use or to make a profit then that way is against fair use. The second factor looks at the nature of the original work. Is the original work very creative, such as a work of fiction or is it more factual in nature? Facts are not protected under the copyright law so the use of any factual work would weigh in favor of fair use. The more creative a work and the greater the protection is. The third factor addresses the amount of the original work used. The smaller the amount the greater the likelihood that the use would be considered fair. Using a large amount or the entire work would weigh against fair use. The fourth factor looks at how your use of the work impacts the market for the original work. Would your work be a substitute for the original work? Would people purchase or license your work instead of the original work? Under this factor you always have to consider if your use of the original work will cause the creator to lose revenue from either sales or licensing? So look at all four factors and decide how many weigh in favor of fair use. If the majority of them are in favor, then go ahead and use the work without seeking permission from the copyright holder. If you need to request permission, make sure that the permission is in writing. If permission is denied, then you should substitute something comparable or just not use the work. Not all works are protected by copyright and there are some works where the creator welcomes others to use their works. Works that are in the public domain are not protected by copyright and can be freely used. Works that are produced by US federal government employees as part of their job are public domain, as well as works that were published in the u.s. prior to 1923. There can be works that are protected by copyright but where the creator encourages the use of their work subject to certain conditions. They generally will attach Creative Commons licenses to their work which allows various uses. It's important to look at all of your options when using or creating copyrighted works. This tutorial covered the basics of copyright why copyright is important to you and the various exceptions in copyright. For more information on copyright contact Purdue's University Copyright Office or check out their website www.lib.purdue.edu/uco. Thank you for watching this tutorial.

2.4. How can our work be considered as fair use?

In general terms copyright is a type of intellectual property that allows creators to control how their works are used by others. Online copyright naturally touches too many forms of media including photos, literary text, videos and music. It is this right that allows creators to protect their work from unauthorized acts such as copying and editing. However the digital age has brought new challenges for lawmakers. As the internet grows as an outlet for creative content copyright law is struggling to keep up nowadays. What many consider to be normal behavior can in fact put you at risk of copyright infringement.

Let's pretend I'm excited about a new movie so I share the trailer on social media.

Or perhaps I cover a song streaming my version on the Internet. That'd be copyright infringement.

Maybe my blog looks dull so I'll put a photo taken by someone else.

All of these situations I'm dealing with copyrighted material that doesn't belong to me.

Let's look at those scenarios again. My decision to share the trailer may infringe the owners rights. Of course studios are well aware that the Internet can be an effective way to market their movies. But will the filmmakers want me to share their trailer? Well, not always. This time let's pretend the trailer we uploaded is received badly causing a PR nightmare for the film makers. That might cause a big problem for me.

What if the cover song I recorded turns out to be more popular than the original, and as a result the original artist doesn't sell many records?

Or perhaps the photos I have uploaded were particularly scandalous causing the person featured to take action against the photographer, or even worse, me!

The point is without permission you can never be sure how the copyright owner is going to feel about use of their work. Even though in some circumstances where they seem to benefit, it is ultimately up to them if they want to restrict what people can and can't do.

However you may be aware that in limited circumstances it is possible to use another person's work without their permission. To do so, you need to rely on an exception to the law of copyright. The most well-known of these exceptions and perhaps most

misunderstood is fair use. In broad terms, fair use can apply as a defense to a

claim of copyright infringement. This goes for cases where the new work provides commentary or critique, is made for research or teaching purposes or if the intention of the new work is to report the news. The law in this area is rarely black-and-white and relying on fair use can be tricky. Now, let’s take a look at the details of the fair use.

2.5. Fair use guidelines

The rules governing the use of materials without the permission of the copyright holder vary from country to country. For example, in the United States, interpretation, criticism, research,

teaching, or news submission can be considered fair use. In other countries there may be a similar idea called fair behavior, which operates differently .

The courts analyze the possible fair uses taking into account the facts of each case. You may want to seek legal advice from an expert before uploading videos that contain copyrighted material.

2.6. Four factors determining fair use

Fair use in the United States is determined by the judge. This judge analyzes how the four factors that determine fair use apply to a particular case.

1. Purpose and manner of use, including whether it is for commercial or non-profit education

The courts often look for whether the use is "transformative". For example, it is evaluated whether the relevant use adds a new meaning or expression to the original work, or only copies the original. Fair use of commercial uses is less likely, but it is possible to benefit from a fair use defense when making a video.

2. The nature of the copyrighted work

The use of materials in fact-based studies is more likely to be fair use than the use of purely fictional works.

3. The amount and severity of the part used compared to the whole copyrighted work

Content that receives small sections rather than large sections from an original work is more likely to fall within the scope of fair use. However, in some cases, you may violate fair use if the part you receive is small but the "basis" of the work.

4. Impact of use on potential market or copyrighted work

Uses that adversely affect the copyright holder's ability to derive profits from their original work are less likely to be fair use. Courts may sometimes make exceptions to this factor if they contain parody.

2.7. Fair use legends

You may have heard misleading information that may make you think that you will automatically be covered by fair use with a few magic words. There is no effective solution that guarantees that you will be protected under fair use if you use copyrighted material that you do not actually own . The courts consider all four factors described above and consider them on a case-by-case basis. Some of the errors that most users know are true:

Myth # 1: If I refer to the copyright owner, I automatically use the content for fair use.

As can be seen above, convertibility is often an important factor in fair use analysis. Citing the owner of the copyrighted work does not automatically entitle the non-converting copy of the author's content to fair use. Statements such as Tüm All rights belong to the author ve and değil I do not own sağlam do not automatically ensure that the content is fair. Also, these statements do not indicate that you have the permission of the copyright holder.

Myth 2: If I publish a disclaimer in my video, I will use the content for fair use.

As mentioned above, there is no magic word you can use to do this. Publishing four fair use factors in your video or including vermek no infringement "does not automatically protect you from a copyright infringement claim.

3. Myth: "Recreational" or "non-profit" uses are automatically covered by fair use.

The courts carefully examine your intended use in assessing fairness, but the remaining three factors need to be considered. For example, declaring your upload as "entertainment only" is unlikely to change the results of a fair use balancing test. Similarly, "non-profit" uses are advantageous in fair use analysis, but this is not automatically a defense in itself.

Myth 4: Adding original content I have created to someone else's copyrighted work is fair use.

In particular, if the content you create cannot give the original content a new form of expression, meaning, or message, you cannot benefit from fair use defense even if you have added something more or less to someone else's content yourself. As in all other cases discussed here, the courts consider all four factors of the fair use test, including the amount of original content used.

To sum it up, let’s watch this short animation on ‘fair use’.

2.8. Where can I find non-copyrighted material to use in my projects?

Youtube has created the Audio Library, where you can find music that’s free to use. The Audio Library also has free sound effects for you to use. That means you can even monetize videos that include these songs or sound effects.

Another way of finding videos to use freely in your projects is using the filters on Youtube. Creative commons licenses allow content creators to freely grant permission for someone else to use their video. These YouTube videos are then commercially available for YouTube users to use in their own videos.

Here are the steps to find and reuse creative commons videos on YouTube:

1. Go to YouTube Enter "making coffee"
2. Click on the filters. In the drop down click "creative commons".
3. Choose a video from the results and use it. We can see it has a creative commons attribution license (reuse allowed).

You can do the same thing when you’re looking for pictures or photos when you’re making a search on Google Images. Follow these steps:

1. Search something on Google Images.
2. Click on the tools tab on top of the page where the preferences are.
3. From the drop down menu click ‘usage rights’.
4. Choose any one of the four labels.

CONCLUSION

Copyright is a complicated matter. Always make sure to look for the licences and reat the terms and conditions when you want to use someone else’s work. Even if you don’t see any copyright symbol or the phrase ‘All rights reserved’, consider that the content can be copyrighted. Therefore, always try to stick with ‘fair use’, or try to get the permission from the creator or the copyright holder of that particular content.

INTERNET SAFETY

SECTION ONE: INTERNET SAFETY IN GENERAL

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CONCLUSION

October, 2019, Istanbul

SECTION ONE: INTERNET SAFETY IN GENERAL

Basics of safe internet use

When you decide you have nothing to hide and don’t mind your personal information being shared, you make yourself very open to all the threats that could come from the internet.

If you don’t want anyone getting access to your personal information or messing up your computer, you should keep in mind some simple rules to make your time online a whole lot safer.

1.1. Secure websites

If you’re saying you have nothing to hide or you don't need to worry about being followed, that's a problem because hackers can also get access to your work papers, business correspondence and family photos and do whatever they want with that data. If you don't want that to happen, it's high time to reconsider your attitude towards your safety online. And a good way to do that is by visiting only secure websites which always have HTTPS in the URL bar. If you don't know or you simply don’t want to bother to check whether the website you're about to visit is secure, just install a special plug-in that will automatically encrypt all the sites that you visit.

1.2. Do not share everything

Keep your correspondence private. Do you do most of your major correspondence for work over the Internet? Or maybe you send your friends pictures of your kids every now and then? In any case you wouldn't want those getting into the hands of intruders, would you?

If you want to make sure your emails and pictures arrived safely to their destination try installing a special encryption extension for your browser. The whole idea is quite simple.

You send your email and the person you’re sending your e-mail receives it in the form of encrypted characters. To decrypt your message they must enter a special key. But just don't text them that key or send it through messenger. That kind of defeats the purpose. Simply pass it on to them only in person or send it using an encryption program. Believe me all this effort is worth it when it comes to the safety of your personal data

1.3. Messaging apps

These are one of hackers favourite targets so if you keep in touch with your close ones via messaging apps, you might want to take these tips into consideration. First of all, to protect yourself, use messengers that automatically encrypt all correspondence, such as Facebook Messenger or WhatsApp. If someone suddenly gets access to your correspondence they'll only see a bunch of characters that will take years to decipher.

1.4. Insecure clouds

Cloud storage is a great way to keep all your pictures, videos, documents and all other things in one place that you can access from anywhere, at any time. However, every good thing comes along with a down side. Cloud storage is not your best choice if you're concerned with the safety of your data. Google Drive, Dropbox, Onedrive and iCloud are all pretty unsafe. Hackers can easily pick up a password or take advantage of the vulnerability of the system itself. To keep your data to yourself, you can use an encryption program. These programs create a folder on your computer where you move your files to once there they automatically get encrypted and sent to the cloud you can try installing one of these programs called box krypter which is free for personal use. Or you might choose the old school way. Just backup everything on a portable hard disk and keep your data safely offline.

1.5. Anonymous web browsers

If you absolutely have to use unsecured Wi-Fi in a public space, encrypt all browser traffic. To do this, you should use a VPN or virtual private network. This is an encrypted channel going all the way from your device to a VPN provider. On the provider server traffic is decrypted and sent further to another destination. Let’s say you get online from Poland through VPN and everybody sees you as a computer in the Netherlands. It feels like you're getting access to the internet from a VPN server and not from your computer. Every computer has an ID number. So your connection and what you are doing on the internet is quite trackable. VPN services provide a different ID number from a different country and replace it with your computers ID (which we call an IP number) you, so the bad guys have no

chance to get through your computer because they could never know who really is behind that fake ID provided by the VPN service provider.

1.6. Adware / Adblocker

Adware spyware often comes disguised as seemingly harmless advertisements and this adware is delivered automatically to host computers. All those annoying pop-ups and in program ads offering you free software like antivirus programs are all about that. Adware can get access to your browser history to send you more targeted ads track your location and even disable your antivirus to avoid all that mess. It's better to install an adblocking on your computer. Remember to always keep your software updated, especially antivirus programs.

1.7. Be careful with your downloads

Just like adware offers you great products and services at no cost, in order to get access to your personal data, free apps promise you some cool functions. But in fact, most of them only carry malware. The goal is the same here; to steal your private information and damage your device. Don't get crazy about all the latest trendy apps and programs you see online. Before installing them do your research and simply avoid suspicious looking websites. A new entertaining game or traffic app isn't worth losing your privacy.

1.8. Choose strong passwords

I hate to break it to you but ‘one, two, three, four, five, six’, ‘password’, your name and your birthday are not the best passwords in the world. If you've ever had a password like that it's okay to admit it. We all make mistakes. A good password always consists of upper and lowercase letters, numbers and punctuation marks. Always come up with a unique password for different websites, emails and social media accounts. Otherwise if just one of your accounts gets hacked, cyber criminals can use the same password for all your resources. In case you're afraid you might forget all the different passwords, use password managing software to help you keep track of them all.

1.9. How to create a strong password

Here's a trick to create strong passwords which you wouldn't forget easily. It's just like a game. Write something important for you. It could be either your child's birthday or the year you bought your first car. For example:

Sandra was born in 21 August 1996.

Now take the first letter of every word and write it again. Just keep the preposition as it is.

swb in 21a1996.

Now make the second letter uppercase.

sWb in 21a1996

Now leave the day as it is, but play with the numbers in the year part. I prefer to divide the year into two parts. 19-96. Then I subtract the small number from the bigger number and write the result in one digit.

19-96> 9-1= 8 and 9-6=3

Then I use those two numbers (8 and 3) as the last two digits of my password. Now my password looks like this:

sWb in 21a83

As the final step, I replace the preposition 'in' with a symbol. Here I will use the percentage symbol. So your password will look like this:

sWb%21a83

Here is your password. Of course, you can create your own methods as well.

1.10. Do a sweep of your computer with antivirus software

Odds are not only did you send something nasty out to your friends, you might have something nasty lurking in the recesses of your hard drive d back up your files. If there's a virus in your computer, it does pretty odd things such as programs or web pages working very slowly, pages opening up by themselves just like pop-up ads, your computer shutting off itself without a reason, or your computer not responding or recognizing your USB sticks or portable hard-drives. If you don't want to lose everything, backing up files is totally a must. You'll be really happy if you invest in a cheap portable hard drive and keep it somewhere safe.

1.11. Last resort

In case your computer gets infected with computer viruses, malware, adware, thisware and thatware, learn how to format your computer and how to setup windows again.

SECTION TWO: SAFE INTERNET FOR OUR CHILDREN

2.1. What’s internet in a young people’s world?

Are you worried that your child will have arthritic thumbs from texting too much? Does your child have a PhD in multitasking? Can they watch TV, check their Instagram, text their friends and do their homework all at the same time? If you can apply any of these situations to your life then it’s time you started to think about what’s going on.

As adults, we need to have an understanding of the main issues our children (or in this very case our students) face and the resources we need to help our children make safer online decisions.

This will be a presentation to help all of us discuss potential internet safety risks, such as revealing too much information or online predators.

Even if you don't understand all of the technologies that your child is using, you can learn about the issues that affect your child online. First it's important to understand that online doesn't refer just to the computer. Kids can access the internet from many different types of technology, such as laptops, cell phones, gaming consoles and handheld gaming devices.

These devices may seem different but really kids are doing the same things that they've always done. They're just doing them online. Kids have always passed notes in the classroom. Now they're just doing it through texting on WhatsApp from their cell phones. Instead of buying CDs they're downloading music from the web. How many of your kids have replaced the board game with a gaming system like the Xbox or PlayStation? Just as you kept journals when you were at their age, your kids are keeping blogs which is basically an online journal. And while you used to play pretend with dolls, action figures or toy soldiers, kids are now imagining themselves as avatars or online characters. So the technologies have changed but kids have not.

For most kids technology is their life. Is it all bad? The answer is no. They can reach all the information they need for their academic purposes, learn doing many things, such as learning online to play the guitar or even a foreign language. They socialize with their friends on Facebook or Instagram. They watch videos online which have tons of cool information such as science, technology or arts.

But the point is not what it is out there, but how to choose the correct and good stuff, and how not to choose the bad stuff. And not knowing how to choose causes some risky behaviours on the internet. Now let’s take a look at some of them.

2.2. Risky behaviours on the internet

With such great technology available 7/24 right at their fingertips, the kids are not just consuming the content; they're also creating it and putting it on the web. Today the internet is sometimes referred as Web 2.0. It means an era in which everyone can create content online. In other words, everybody can add pictures, videos and their opinions to the Internet. Web 2.0 gives kids more choices about what to post online and who to talk to but sometimes they don't make the best decisions.

Here are some online behaviours that could be considered risky:

- Friending unknown people
- Posting personal information (Revealing too much)
- Embarrassing or harassing people
- Talking about sex
- Sending or posting provocative images
- Sharing passwords with others
- And clicking on pop-ups which can be a problem for younger kids because many of them lead to inappropriate sites.

Kids get away with these behaviours all the time and doing just one of them might not get your child in trouble but a combination of these behaviour, like friending unknown people and talking to them about sex is likely to put them at greater risk.

2.3. Crossing the line

Sometimes kids cross the line by revealing either inappropriate information or too much personal information about themselves. Here are some examples of how your kids might cross the line.

Picture this. You find out your daughter is suspended from school for writing a blog about how much she hates her teacher. Or your son is playing an online game using a headset to talk to other players. He gives one of the players his email address and is now receiving emails from porn sites. Or you pick up your daughter's cell phone and find a naked picture she sent to her boyfriend. Maybe it was hard for you to imagine your child doing these things but unfortunately each of these stories has actually happened and are happening.

For example, a study from the Pew Internet and American Life Project showed that one in six teens between the ages 12 to 17 have received a nude or semi-nude picture of someone they know via cell phone, usually with some not so good messages. This is called sexting and both girls and boys do it. Teens may take pictures of themselves to share with significant others to flirt or even just to be silly without realizing that these pictures can even be considered child pornography. It's not that these are bad kids but many don't realize the possible consequences of revealing too much. And kids often do reveal too much while socializing on the web. 73 percent of teens 12 to 17 are using social networking sites or apps like Facebook or Instagram. These social web sites or apps are designed to allow anyone to connect with their friends and other users with similar interests. Therefore, make sure to ask your kids which of these sites they're using.

2.4. Online identity

First of all, we should always remember and make our children understand that the internet is not the real world itself. Things we see or hear online can be real or they can very well be a kind of creation or somebody’s imagination. People we meet online may not be who or how we think they are. So it’s better for all of us to be a little bit extra careful.

Social media sites allow users to create online identities and socialize with other users. An identity can consist of a screen name, a friends list, the comments and the images a child uploads. So, now let's discuss the parts of an online identity and some safety tips for each.

Whether you're setting up an account on a social networking page, a gaming site or a virtual world you must have a screen name. This online nickname can reveal a lot about your children. Sometimes more than they realize. Screen names make people have ideas about the user. A person with a screen name such as ‘*sexcbabe*’ may think her screen name is cute and funny but other people may think she wants to talk about sex. And ‘*kid_booz3r*’ may be joking about drinking but would you want this kid at your son or daughter's birthday party? Many kids create inappropriate screen names because they're trying to be funny or cool but not everybody will see it that way. Prevent your children from giving the wrong impression by helping them to create normal screen names, such as ‘Braveheart34’ or ‘day-z_smile’ or

‘saturn_kid’. A nickname like ‘Jordan_23’ or ‘fenderstratguy22’ indicates sports, hobbies and interests but are not sexy violent or offensive.

Smart screen names are only part of keeping your children from revealing too much if

They’re using a social networking site. You also need to check their privacy settings. For example on Facebook there are several levels of privacy. Some people may be allowed to see your children's whole page but others may be blocked from seeing specific parts like their pictures and videos. Every site has different rules so ask your children what sites they're using and check the rules for those sites. Setting your page to private is a good step but that's not all.

Whatever your children reveal online can be saved copied and posted somewhere else by anyone on their contacts or friends list. Remember, the internet is forever. What they post or share can go anywhere and you would never have an idea how it might turn out in a completely undesired situation. If you don't already know how many people are on your child's friends lists, you’d better find out. Some kids accept all friend requests in order to appear more popular. So you should talk to them about not adding just anyone. Remember, anyone on your children's friends list can access and possibly misuse the information they post. So it's a good idea to help them limit their friends list to people they know in real life. When online, children need to be careful not only about who have they talked to but also about what they say. Kids are posting on social media, message boards, sending instant messages and emails and blogging about their days. They share jokes, stories and opinions but sometimes what they reveal gets them into trouble, just like in this story. Under a picture of a potted marijuana plant a teen boy posted the comment ‘My Mary-Jane is growing in my closet right now’. This tipped off police who investigated and arrested him. Or posting or commenting about a terrorist organisation or an act of terror might get the police at your front door at four o’clock in the morning and you might find yourself at the police headquarters being questioned by some not very friendly looking detectives about your connections with that terrorist organization. And in most of those situations, things have a great potential to go ugly.

Some sites for younger kids have built-in filters that block many inappropriate comments. On some sites for children or teenagers certain words are blocked and can't be used in chat or comments. But as your kids get older they'll be on sites without these restrictions so help your children learn how to filter their own comments. Helping your children manage their comments online may seem like a challenge, especially if you think they don't want you anywhere near their online life. But a social media security organization in the United States has interviewed these students who think that parental involvement is not that bad.

To sum up, always follow these procedures:

- Check out your children's online lives
- Ask them which sites they're using
- Remember to check the parts of an online identity that we discussed

- Check their screen names
- Check privacy settings
- Check friends or contacts lists
- The comments your children may already have posted
- Always remind them about how they can avoid revealing too much online
- Make your children understand that they should always trust their parents.

2.5. Predators

Being smart with the information that they reveal online will help children stay safer from online predators but there are other important steps which you should teach your children to deal with online predators. Children should block them, not accept them as friends, not meet them in real life, and tell a trusted adult if they are suspicious of someone who contacts them. Children of all ages should know and apply these rules. However, some children are more vulnerable to predators because they engage in a combination of risky behaviours such as sharing provocative photos and hanging out in chat rooms, often talking about sex with unknown people. Predators will see these children as their prime targets for grooming (the action by a paedophile of preparing a child for a meeting, especially via an Internet chat room, with the intention of committing a sexual offence).

(Video demonstration)

Here are some other signs of grooming to look for. You should check if your child is

- receiving gifts through the mail like bus tickets, cell phones or webcams,
- making calls to unknown numbers,
- turning away from friends and family in favour of spending time online,
- getting upset when he or she can't get online,
- minimizing the screen or turning off the monitor when you come into the room.

If you see any of these signs, do not ignore them. Talk to your children. Check out what they're doing online and who they're talking to and get help if you suspect something is wrong. You can report the situation to the officials (there may be different organisations depending on which country you live in). Report anyone who sends your child photos or videos containing obscene content anyone speaking to your child in a possibly sexual manner and anyone who asks your child to meet in person.

The greatest responsibility here is on the parents. If you're involved in your children's lives, then they won't feel they have to turn to someone else (online or real) for attention. Predators focus their attention on kids who respond to them. That's why it's so important that you talk to your children about not responding to such suspicious people. If you don't talk to your kids, you will never know who will.

It is quite common and understandable that it may be hard to talk with your child about such perverted people and their intentions. Therefore, it's important to get the conversation started in a friendly manner. Ask your child has anyone online made you feel uncomfortable by talking about appropriate things. Ask them if anyone has offered them gifts or has anyone asked them to meet in real life. By talking to your kids now, you make them feel comfortable talking to you later. You should put yourself in the position to be their confidant and friend rather than an angry parent poking his or her nose into the life of a teenager. Remember that it’s a very critical period of time in their lives and teenagers usually have a tendency to be very unpredictable and emotional.

2.6. Internet safety and your family

Although you can never completely protect you or your kids online, there are many ways you can prepare them to use the internet safely. Here are some useful tips for parents:

- Safeguard your computer with filtering applications, anti-virus and monitoring software. These can help protect your kids from nudity, illegal content, bad language and other inappropriate content.
- Be involved. Remember, technology can’t solve everything. Nothing replaces a parent’s involvement in helping to safeguard children online. Before your kids leave the house you probably ask them at least a few questions, such as

Where are you going?

Who are you going with?

What time will you be home?

These same questions apply for establishing internet safety rules. Ask your children

What sites will you visit?

Who will you talk to?

How long will you be online?

These questions will help you know more about what your kids are doing on the Internet and help you set rules for their time online. However, these rules are only effective if there is mutual trust between you as parents and your children.

- When they're online make sure to keep the computer in a place you can see, like a common room and not in a secluded area like a bedroom or basement. That way you can see what your children are doing and help them if they have a problem.
- Make use of the free parental controls offered by your internet service provider.
- Keep an eye on their browsing history.
- Don't go overboard. Many kids are afraid that if they tell their parents about something that's happened they'll overreact and pull the plug. If you take away the internet, start acting furiously or imposing bans at home, your children may be less likely to come to you if they have a problem.
- The most important thing is to communicate with your children about their online lives. Try to understand and learn about their online lives. Make yourself available and have an open mind about their online lives. Ask them what their favourite thing to do online. Ask them to show their favourite Youtube videos or ask them how you can learn to play their favourite online game so that you and your child can play together sometimes.

CONCLUSION

When you’re driving your car, speeding on the highway going from one place to another, you want to be safe. Of course you have trust in your driving and decision making skills, such as when to hit the gas or hit the brakes, when to increase the speed or when to slow down. In order to be 100% safe, you need to trust your car, too. Will it accelerate fast enough when you hit the gas? Will it stop safely if you suddenly hit the brakes? Will it steer correctly when you turn that curve? All of these depend on one thing. Machines like cars do not work on their own. You always need to check the brakes and maintain them so that they could perform perfectly at that very critical moment you need your car to stop. You need to change the engine oil periodically so that your car will accelerate quickly when you want to take over a truck. You need to have correct type of tires depending on the weather. If you don’t do all of these, then it doesn’t matter how much you trust yourself while driving. It’s totally the same thing when it comes to the safety of our children. Saying ‘my child would never do this or that. I trust him or her’ is the worst thing a parent can do. You need to talk with your children. You need to think ‘what if’. Think about the worst without scaring your child. The last thing you would probably want is your child keeping secrets from you. Not telling things. Not sharing with you. Seeing you as an intruder. Be his or her friend. Have him trust in you totally, 110%. Make him feel that he or she’s not alone. There’s a dangerous world out there, online or real. Walk the mile with your children. If you stand by them, they will never let you and yourself down.

CYBERBULLYING

1. What Is Cyberbullying

2. Cyberbullying Tactics

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CONCLUSION

1. What Is Cyberbullying

Cyberbullying is the use of technology to harass, threaten, embarrass, or target another person online by sending or posting mean messages, usually anonymously.

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, and Twitter
- SMS (Short Message Service) also known as Text Message sent through devices
- Instant Message (via devices, email provider services, apps, and social media messaging features)
- Email

2. Why is it so important? Isn’t it just a few silly messages after all?

The answer to that question is: No, it’s not. The difference between being bullied at school and being bullied online is that online kids cannot get away from it. Cyber bullying follows them even after they get home from school. Cyber bullying can happen in many different ways. For example, technologies like cell phones and instant message programs let children spread rumors and make nasty comments with the click of a mouse.

Other cyber bullies hack into their victims accounts, steal their passwords and assume their identities in order to cause trouble or for other criminal purposes.

No matter the method, the impact can be devastating. When a child is bullied online, he can be humiliated in front of a worldwide audience. The internet is an infinite place. There's no way to control how quickly and how far the information spreads. And what’s been uploaded to the internet stays there forever (at least until someone removes them). An embarrassing picture snapped during gym class could be passed along through cell phones, uploaded to a

website and seen by an entire school in less than a day. Being humiliated like this may cause children to suffer from anxiety and depression which can lead to lower grades, poor eating or sleeping, undesired habits such as nail biting or deliberately hurting oneself and even suicide. Teens like Megan Meyer, Ryan Halligan, Jessica Logan and Phoebe Prince all committed suicide after being cyber bullied. Although these cases are rare, they show us why it is so important to look for signs that children are being cyberbullied.

2. Cyberbullying Tactics

It is important to understand how children are cyberbullied so it can be easily recognized and action can be taken. Some of the most common cyberbullying tactics include:

- Posting comments or rumors about someone online that are mean, hurtful, or embarrassing.
- Threatening to hurt someone or telling them to kill themselves.
- Posting a mean or hurtful picture or video.
- Pretending to be someone else online in order to solicit or post personal or false information about someone else.
- Posting mean or hateful names, comments, or content about any race, religion, ethnicity, or other personal characteristics online.
- Creating a mean or hurtful webpage about someone.
- Doxing, an abbreviated form of the word documents, is a form of online harassment used to exact revenge and to threaten and destroy the privacy of individuals by making their personal information public, including addresses, social security, credit card and phone numbers, links to social media accounts, and other private data.

3. Examples of different cyberbullying tactics

The stories below are examples of different cyberbullying tactics that could happen. In reality, with the right interventions, cyberbullying can be addressed positively to lessen harm and the negative outcomes that could result. When not addressed, cyberbullying can have long-term mental health effects. Cyberbullying and bullying can negatively impact the lives of all who are involved.

Nude photo sharing

A teenage girl sent a nude photo of herself to her boyfriend while they were dating. After they broke up, he shared the photo with other children, who then called her hurtful, derogatory names via text and social media.

Lies and false accusations

A group of students got into trouble at school for being drunk, and accused a girl who knew nothing about it of reporting them to school officials. They began texting her day and night, and posted hateful, derogatory messages on social media. Other students saw their messages and joined in harassing the girl. She was bullied constantly via text, and in person at school. She eventually shut down her social media accounts and changed her phone number. Still, the bullying at school continued.

Bullied for being economically challenged

Students posted mean, negative comments on another classmates' social media account, commenting on his clothes and sneakers, which were not the more expensive name brands most of them were wearing. They ridiculed him, calling him "poor" and continued the bullying in school. The boy missed many days of school trying to avoid the harassment and embarrassment.

False identity profile, sometimes referred to as a "Sockpuppet"

A girl's classmate created a fake social media account in a boy's name, and began an online relationship with her. Though she had not met him in person, the girl divulged personal information about herself and her family to this "boy." The classmate who created the fake account then shared the personal information with other children, who used it to bully, shame, and harass the girl.

Encouraging self-harm or suicide

A young boy with a physical disability and scars on his face was harassed on social media and via text by other students. They called him derogatory names, told him he'd be better off dead. They wrote "why don't you die?" on his school locker and encouraged him to take his own life.

Bullied for being gay

A teenage boy who was openly gay began receiving death threats via phone, text, and social media for being gay. Students created an anti-gay social media group and harassed him, posting hateful messages about him.

Jealousy bullying

A teenage girl was harassed by other girls in her class for dating a very popular boy. The girls sent her hateful messages via text and social media, and wrote derogatory messages on her school locker.

Doxing Over Online Gaming

A teenage boy posted comments on a public gaming forum, expressing his dislike of certain game features and tactics. Another user disagreed with him in the forum, then searched for the boy's information online and posted his address, email address, and social media links in another comment. The boy then received multiple emails and messages from strangers threatening to come to his home and assault him, and to block him from games.

4. Prevent Cyberbullying

Be Aware of What Your Kids are Doing Online

A child may be involved in cyberbullying in several ways. A child can be bullied, bully others, or witness bullying. Parents, teachers, and other adults may not be aware of all the digital media and apps that a child is using. The more digital platforms that a child uses, the more opportunities there are for being exposed to potential cyberbullying.

Warning Signs a Child is Being Cyberbullied or is Cyberbullying Others

Many of the warning signs that cyberbullying is occurring happen around a child's use of their device. Some of the warning signs that a child may be involved in cyberbullying are:

- Noticeable increases or decreases in device use, including texting.

- A child exhibits emotional responses (laughter, anger, upset) to what is happening on their device.
- A child hides their screen or device when others are near, and avoids discussion about what they are doing on their device.
- Social media accounts are shut down or new ones appear.
- A child starts to avoid social situations, even those that were enjoyed in the past.
- A child becomes withdrawn or depressed, or loses interest in people and activities.

5. What to Do When Cyberbullying Happens

If you notice warning signs that a child may be involved in cyberbullying, take steps to investigate that child's digital behavior. Cyberbullying is a form of bullying, and adults should take the same approach to address it: support the child being bullied, address the bullying behavior of a participant, and show children that cyberbullying is taken seriously. Because cyberbullying happens online, responding to it requires different approaches. If you think that a child is involved in cyberbullying, there are several things you can do:

- Notice – Recognize if there has been a change in mood or behavior and explore what the cause might be. Try to determine if these changes happen around a child's use of their digital devices.
- Talk – Ask questions to learn what is happening, how it started, and who is involved.
- Document – Keep a record of what is happening and where. Take screenshots of harmful posts or content if possible. Most laws and policies note that bullying is a repeated behavior, so records help to document it.
- Report – Most social media platforms and schools have clear policies and reporting processes. If a classmate is cyberbullying, report it the school. You can also contact app or social media platforms to report offensive content and have it removed. If a child has received physical threats, or if a potential crime or illegal behavior is occurring, report it to the police.
- Support – Peers, mentors, and trusted adults can sometimes intervene publicly to positively influence a situation where negative or hurtful content posts about a child. Public Intervention can include posting positive comments about the person targeted with bullying to try to shift the conversation in a positive direction. It can also help to reach out to the child who is bullying and the target of the bullying to express your concern. If possible, try to determine if more professional support is needed for those involved, such as speaking with a guidance counselor or mental health professional.

6. Cyberbullying and Online Gaming

Playing videogames is a popular activity, with 72 percent of teens gaming online. Many video games – whether they are console, web, or computer-based – allow users to play with friends they know in person and others they have met only online. While gaming can have

positive benefits like making new friends, socializing, and learning how to strategize and problem solve, it is also another place where cyberbullying occurs.

Anonymity of players and the use of avatars allow users to create alter-egos or fictional versions of themselves, which is part of the fun of gaming. But it also allows users to harass, bully, and sometimes gang up on other players, sending or posting negative or hurtful messages and using the game as a tool of harassment. If someone is not performing well, other children may curse or make negative remarks that turn into bullying, or they might exclude the person from playing together.

There are things adults can do to prevent cyberbullying of children who are gaming:

- Play the game or observe when the gaming happens to understand how it works and what a child is exposed to in the game.
- Check in periodically with your child about who is online, playing the game with them.
- Teach your children about safe online behavior, including not clicking on links from strangers, not sharing personal information, not participating in bullying behavior of other players, and what to do if they observe or experience bullying.
- Establish rules about how much time a child can spend playing video games.

7. Digital Awareness for Parents

The digital world is constantly evolving with new social media platforms, apps, and devices, and children and teens are often the first to use them. Some negative things that may occur include cyberbullying, sexting, posting hateful messages or content, and participating in negative group conversations. If your child posts harmful or negative content online, it may not only harm other children; it can affect their online reputation, which can have negative implications for their employment or college admission.

While you may not be able to monitor all of your child's activities, there are things you can do to prevent cyberbullying and protect your child from harmful digital behavior:

- Monitor a teen's social media sites, apps, and browsing history, if you have concerns that cyberbullying may be occurring.
- Review or re-set your child's phone location and privacy settings.
- Follow or friend your teen on social media sites or have another trusted adult do so.
- Stay up-to-date on the latest apps, social media platforms, and digital slang used by children and teens.
- Know your child's user names and passwords for email and social media.

- Establish rules about appropriate digital behavior, content, and apps.

8. Digital Monitoring Apps and Software for Parents

- Parents who want to protect their children from cyberbullying, harmful digital behavior, and exposure to adult content can use parental control and monitoring software to help them set up systems that are less invasive to their children.
- There are free software options and apps available to help parents restrict content, block domains, or view their children's online activities, including social media, without looking at their child's device every day. Most of the free software options provide some features for free, but charge for more robust insight.
- A parent should consider a child's age, device use, and digital behavior when selecting software – what is suitable to restrict for a ten-year old may not be useful for a teenager.

9. Tips for Parents: Talk to Your Child about Appropriate Digital Behavior and Content

Parents create trust with children by initiating open, honest discussions. These dialogues are an opportunity to communicate values and expectations about your family's appropriate digital behavior, including viewing or sharing content, and apps they can and cannot use.

To minimize the risk of cyberbullying or harm from digital behavior, parents can:

- Set clear expectations about digital behavior and online reputation.
- Educate about the harmful effects of cyberbullying, posting hateful speech or comments, sexting, and sharing naked photos of themselves or others (including potential legal issues).
- Be clear about what content can be viewed or shared.
- Identify which apps are appropriate for your child's use and which are not.
- Establish rules about the amount of time that a child can spend online or on their devices.
- Model positive, respectful digital behavior on your own devices and accounts.
- Talk to Your Child about Being a Bystander to Cyberbullying

Having conversations with children about cyberbullying and digital behavior is not a one-time event – it is an ongoing dialogue. Begin talking about these issues before children delve into the world of texting, social media, online gaming, and chat rooms. Help them reflect on real and potential cyberbullying situations, and provide ongoing opportunities to practice ways to respond. Doing so can support the transition from being passive bystanders to being allies who serve as powerful role models for others.

10. Tips for Teachers: Preventing and Addressing Cyberbullying

Teachers, school administrators, camp, community, and faith-based staff are in unique positions to use their skills and roles to create safe environments with positive social norms. They are also in positions where they may notice children's behavior changes in group settings, like when a group or cluster of children focuses on another child, or other signs that cyberbullying may be occurring. There are things that you can do in the classroom or other group settings to address or prevent cyberbullying.

- If you think a child is being cyberbullied, speak to them privately to ask about it. They may also have proof on their digital devices.
- If you believe a child is being cyberbullied, speak to a parent about it. Serve as a facilitator between the child, parent, and the school if necessary.
- To understand children' digital behavior and how it relates to cyberbullying, increase your digital awareness.
- Develop activities that encourage self-reflection, asking children to identify and express what they think and feel, and to consider the thoughts and feelings of others.
- Help children develop emotional intelligence so that they can learn self-awareness and self-regulation skills and learn how to have empathy for others.
- Role model, reinforce, and reward positive behavior towards others.
- Encourage peer involvement in prevention strategies.
- Report Cyberbullying. When cyberbullying happens, it is important to document and report the behavior so it can be addressed.

CONCLUSION

The easiest and the most efficient way for a young person to deal with cyberbullying is to follow these simple steps.

1. Do not retaliate or respond negatively. Do not forget. These people commonly have psychological problems and they feed on hate. Angry and aggressive reactions can make a bad situation worse. This is exactly what they want you to do. They want you to put gas in the fire. Do not respond to the bully at all.
2. Tell the situation to your parents or a trusted adult, such as your teacher.
3. Save the messages or files images, photos, videos, docs) you've been sent just in case you need to report it.
4. Block or ban the bully.
5. Set up new accounts.
6. Report any harassment to your internet service provider, cell phone company or gaming website.
7. If it involves a classmate, get your parents talk to your school administration.
8. If you feel like you're or as parents your child is in an immediate danger, contact your local police here are the three most important.

One final word of advice for the young people out there. If you don't want to be the bad guy in a cyberbullying story (and probably get into real deep trouble), think before you post.