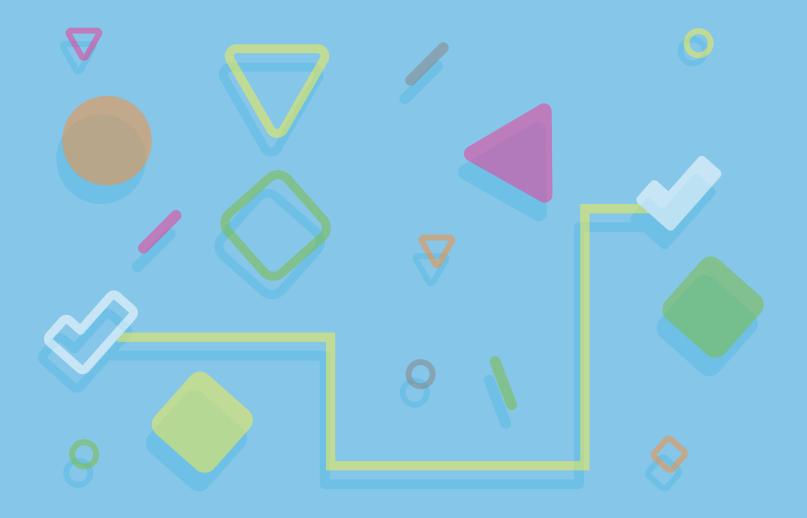


## KINGDOM OF BAHRAIN: THE THIRD NATIONAL INTERNET SAFETY REVIEW 2019/2020



Organized by SafeSurf

Initiative by TRA







His Royal Highness Prime Minister Prince Khalifa bin Salman Al Khalifa

The Prime Minister of the Kingdom of Bahrain



His Majesty King Hamad bin Isa Al Khalifa

The King of the Kingdom of Bahrain



His Royal Highness Prince Salman bin Hamad Al Khalifa

The Crown Prince, Deputy Supreme Commander and First Deputy Prime Minister



## Sh. Nasser Bin Mohamed Al Khalifa

### **Acting General Director,**

Telecommunications Regulatory Authority, Kingdom of Bahrain

In the Kingdom of Bahrain, we believe in the importance of digital transformation to make the Kingdom a leading regional center in the telecommunications and information technology sectors. The Telecommunications Regulatory Authority seeks to advance the telecommunications sector in support and growth of all economic sectors in the Kingdom. Since its establishment, the TRA has kept pace with the latest developments in the field of communication technology, in addition to introducing initiatives that would provide a safe internet for all, to create an appropriate effective environment in line with the development witnessed by the world.

We look forward to the continuation of the development and modernization process, to complete the fruitful cooperation between all concerned parties in support of the efforts exerted to advance the process of development and the civilizational and technological development in the Kingdom of Bahrain.

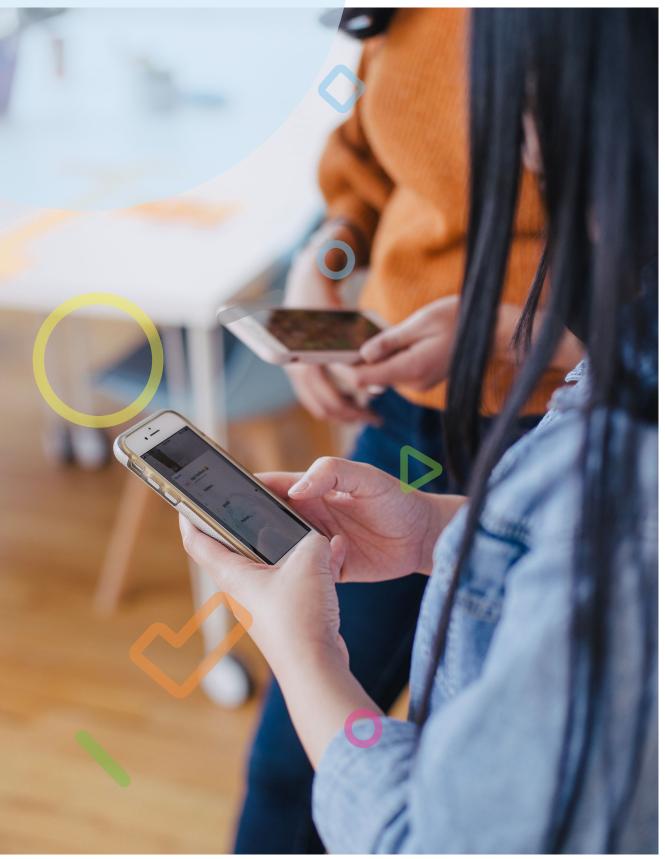


## Sh. Abdulla Bin Humood Al-Khalifa

**Director of Consumer Affairs and Media,** Telecommunications Regulatory Authority, Kingdom of Bahrain

As the numbers of Internet users are increasing, TRA continues its mission of educating the community about the ongoing risks and challenges facing various users in the Kingdom of Bahrain, since the launch of its "Safe Surf" initiative in 2010.

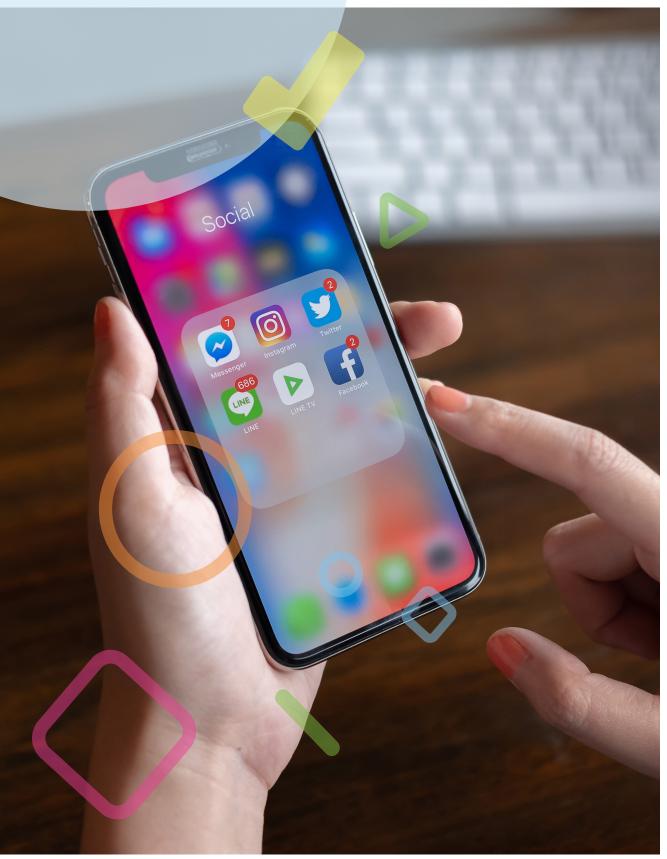
Through the recommendations included in this report in cooperation with public and private schools' teachers and students of various levels, the authority seeks to encourage discussion and to support all in maintaining a safe digital environment. In addition to the importance of open and continuous communication to encourage online behavior and conduct, especially in an age where communication through technological means and digital platforms continues to grow and evolve.



## Introductory about TRA

The Telecommunications Regulatory Authority was established in 2002 promulgating the Telecommunications Law in the Kingdom of Bahrain and has been working with the government, consumers, operators and investors to develop the country into the region's most modern communications hub. TRA facilitates the growth of the market by developing a competition led market for the provision of innovative communications services which encourages sustainable, economically efficient investment, respects the interests of consumers, fosters ecologically friends' initiatives, and support the social and commercial welfare of the Kingdom of Bahrain.

TRA aims to ensure that the communications environment in the Kingdom meets consumer expectations and believes in creating value and positioning telecommunications as a pillar of social & commercial growth for the Kingdom of Bahrain.



## Introductory about SafeSurf

Safe Surf Bahrain is an initiative launched in 2010 by Bahrain's Telecommunications Regulatory Authority (TRA Bahrain) dedicated to empower young people and adults in the Kingdom of Bahrain on how to stay safe online and live a secure cyber culture. This initiative aims to increase awareness among parents and their children towards the online world and its various risks. Safe Surf is an active platform on all social media channels aiming to deliver its objective to all viewers. As part of this initiative's ongoing efforts to reach a safer cyber environment, a National Internet Safety Review "NISR" study is conducted every five years since 2010 to analyze Bahraini's online behavior and their perception of internet threats. Common practices are identified through these studies and recommendations for best practices are highlighted as well as collaborating strategies and actions tasks with educational institutions and government entities to a safer internet use. With the technological advancement, Safe Surf is constantly coping with the newest trends our digital age to ensure safe internet practice of users.



## Acknowledgment

The telecommunications regulatory authority would like to express special thanks to Mrs. Nancy Willard, author of the Third National Internet Safety Review. The Authority would also like to thank schools around the Kingdom of Bahrain for contributing to the study by providing their valuable input.

### Participating Schools in the Kingdom of Bahrain:

- Bahrain Bayan School
- Naseem International School
- Riffa Views International School
- Al Noor International School
- Hawar International School
- Modern Knowledge School
- Ibn Khuldoon National School
- Al Raja School
- Shaikha Hessa Girls School
- Indian School
- AMA International School
- Al Sehla Primary Intermediate Boys School
- Isa Town Intermediate Girls School
- Zanubya Intermediate Girls School
- Qortoba Intermediate Girls School
- Al Tadhamun Secondary Girls School
- Arab Intermediate Girls School
- Busaiteen Intermediate Girls School
- Muharraq Secondary Girls School
- Aali Intermediate Girls School
- Hamad Town Secondary Girls School
- Sheikh Mohammed bin Khalifa Al Khalifa Primary & Intermediate Boys School
- Umaima Bint Al Nomman Secondary Girls School
- Hidd Intermediate Girls School
- Ghazi Al-Gosaibi Secondary Girls School



### Nancy Willard,

Director of Embrace Civility in the Digital Age Author of the Third National Internet Safety Review 2019\2020.

Nancy Willard's vision is that young people will provide leadership throughout the world to embrace civility and foster positive relations, especially when using digital media.

Nancy Willard has a M.S. in Special Education from the University of Oregon and a J.D. from Willamette University College of Law. She taught students with emotional challenges in a special education class. As an attorney, she practiced in the area of computer law, but her attention was pulled back into schools with the excitement of new technologies to support learning. She shifted to educational technology planning. As the Internet came into schools, this resulted in a shift to a focus to the safe and responsible use of technologies by young people.

Nancy Willard entered the field of bullying prevention by writing the first book ever published on cyberbullying, Cyberbullying and Cyberthreats: Responding to the Challenge of Online Social Cruelty, Threats, and Distress (2007, Research Press).

When she was writing this book, Nancy realized that what educators were being told about how to address cyberbullying and bullying was not going to be effective. Policy makers and educators often believe that by making rules and creating expectations against hurtful behavior, requiring school staff to supervise, tell students to report if they are being cyberbullying or bullied, investigate, and impose discipline, if necessary.

The challenge is that when seeking to address concerns associated with digital media, schools are not making rules for sites and apps, staff are not supervising youth digital environments, students dread reporting digital concerns because

they fear the situation will not be handled well or their digital access will be cut off, school staff often have difficulties investigating, and if a school imposes punishment this can lead to uncontrollable digital retaliation.

Clearly, adults must recognize that when working with young people in relation to safe and responsible use of digital media, it is necessary to recognize that adults have significantly reduced ability to exert "adult control." The strategies that adults use to promote and foster safe and responsible youth behavior when using digital media must shift to an approach that seeks to empower young people with the insight, skills, and motivation to independently make good decisions.

It is necessary to fully engage students in leadership roles to reinforce the positive social norms of the majority of young people that fully support their inherent kindness, compassion, and positive behavior. It is also necessary to empower young people with the skills to independently prevent and respond to the issues and concerns that may arise as they are using digital media.

In addition to her book on cyberbullying and cyberthreats, Nancy Willard is the author of:

- Cyber-Safe Kids, Cyber-Savvy Teens, Helping Young People Use the Internet Safely and Responsibly (2007, Jossey Bass)
- Cyber Savvy: Embracing Digital Safety and Civility (2011, Corwin Press)
- Engage Students to Embrace Civility (2019, Embrace Civility in the Digital Age
- Be Positively Powerful: A Teen Guide to Achieve Resilience and Empowerment (2020, Embrace Civility in the Digital Age)

### **Table of Content**

20.

22.

26.

Introduction

**Survey Key Findings** 

Teen Brain Development and Digital Media

30.

32.

40.

Risks associated with teens use of Digital Media Think Before You Post ~ Remember, What You Do Reflects On You

Keep Your Life In Balance ~ Avoid Addictive Use of Digital Technologies 44.

50.

**52.** 

Connect Safely ~ Interact Safely With Others Online

Protect Your Face and Friends ~ Use Social Media Safely and Responsibly

Embrace Civility ~ Foster Positive Relations in Digital Communities

62.

64.

**72.** 

You and Your Digital Age Values

Survey questions

Glossaries

### Introduction

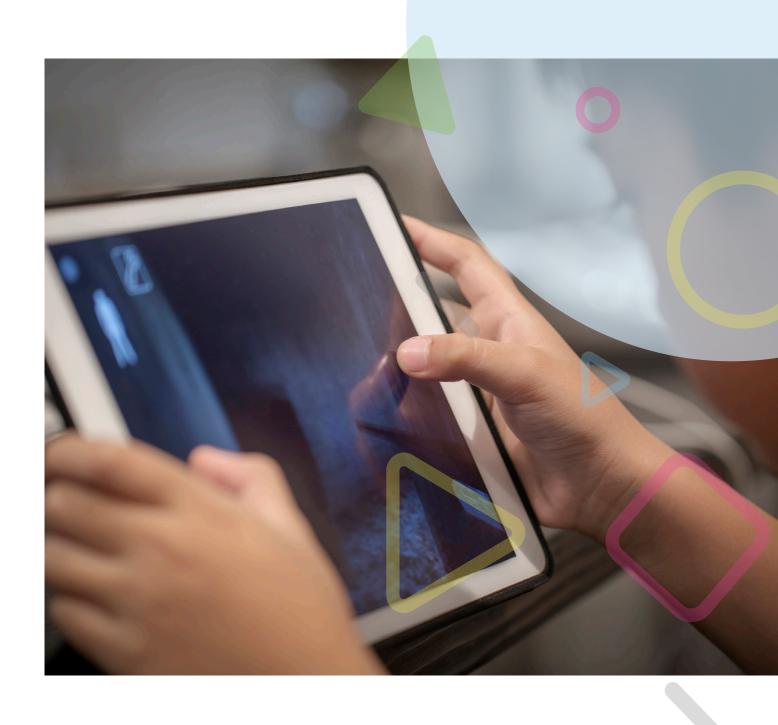
This document sets forth the findings of a recently conducted survey. It has been noted through the 2014-15 survey that the increase in internet usage accompanies several risks to users.

Recommendations have been proposed to provide guidance to young people and adults in the Kingdom of Bahrain. Rather than write a report for adults in 2019-2020, we have chosen to present this instructional document. This document sets forth actual charts from the survey. In addition, several word clouds were created using data from the survey.

The Bahrain Telecommunications Regulation Authority (TRA) is dedicated to ensuring the safety of young people in Bahrain as they use the Internet. In 2009-10, TRA conducted a study that explored young people's experience and awareness of internet use and digital media. Since the publication of the report in 2010, TRA implemented many initiatives focusing on youth Internet safety.

In 2014-15, TRA conducted a second study to explore Internet safety amongst young people. This study was considered important because of recent changes in the use of technology, especially the shift from desktop computers to mobile access through smart phones.

A statement based on the findings of this second study was this: The majority of children and young people's online experiences and interactions are not negative or harmful, and for most, their internet and technology use deliver significant benefits in terms of social, educational and creative engagement. They rely on digital devices to watch videos, download music, play games and communicate with friends, while a large number uses the internet daily to help with school work. When looking at the ways young people may experience online risks and how these may affect them, it is important that harms and benefits are weighed appropriately, and the potential for positive experience is encouraged and developed.



## **Survey Key Findings**

## The following were the key findings of the 2014-15 survey of young people:

- There has been a huge increase in smartphone use amongst young people.
- Girls seem more likely to use the Internet for research and homework; whereas boys are more likely to game.
- 3. Young people prefer interacting and communicating with their friends and peers through pictures and videos on platforms such as Snapchat and Instagram more than mainly text based ones such as Twitter or Facebook.
- The majority of children and young people seem honest and transparent about with whom they interact and what they do online.
- Parental supervision declines as young people grow older.
- 6. Boys are seemingly more likely to reveal personal information with strangers online than girls and appear to be most likely to engage in risk taking behavior.
- 7. There is a link between more time spent online (3 or more hours daily) and exhibiting negative and risky behaviors online.
  Cyberbullying appears to be the most

- frequent harm encountered by children and young people online. Significant emotional and behavioral changes occur in the young people as a consequence of bullying, including reported feelings of depression, anxiety and helplessness as well as an increase in truancy and physically violent altercations with peers for some children.
- Young people turn to family and friends for advice regarding internet safety more often than other sources such as schools and online resources.
- There appears to be little in the way of a comprehensive and standardized approach to teach young people and children about online safety strategies in schools and many children do not receive online safety training but rely upon advice from informal sources such as family and peers.

In spring 2019, TRA conducted a survey for the Third National Internet Safety Review: Cyber Savvy Report. This survey was for the purpose of developing information resources for young people to address online safety issues. Because the majority of young people appear to be benefiting from the use of the Internet and making good choices online and appear to be more likely to listen to their peers, it was felt that the voice of young people was especially important in crafting guidance about strategies to support the safe and responsible use of digital media.

The data that you will see in this report came from the survey responses of young people throughout Bahrain. This data will provide you with helpful insight into the strategies and thinking of your peers when using digital media.

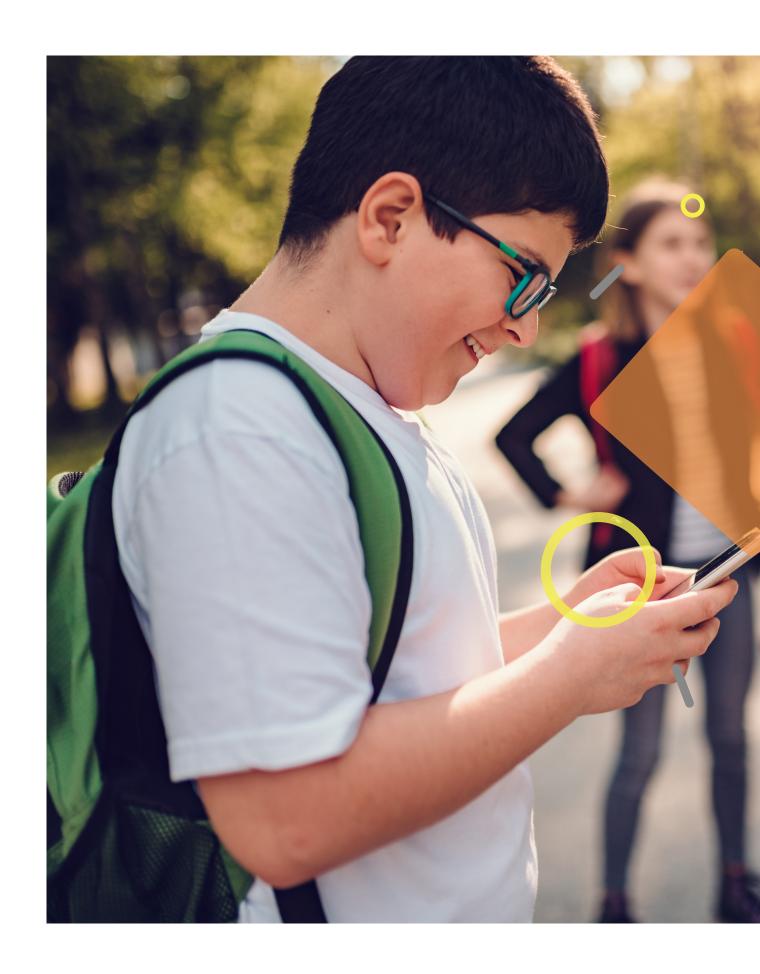


There are several key strategies to remember that can help you use the Internet in a way that is safe and responsible and will help you gain the most clarity and benefits.



### Before we discuss these key strategies, it is considered helpful to share some information on

- What is happening in regards to the brain development during the teen years.
- How the development of your brain may influence your behaviors, especially when using digital media.



# Teen Brain Development and Digital Media

The teenage years are a great time for exploration and learning about the world around you. This includes when you are exploring and using digital media. During the teen years, your brain is still "under construction." Because of how your brain is developing, some challenges could arise in your decision-making, especially when using digital media. This may be the case even if you are intent on making good decisions.

During your teen years, your brain is developing in the way it should to prepare you for adulthood. The teen years are a time for you to develop an independent identity and move towards individuality. You have an overwhelming desire to explore the world. You are engaged in exploring essential questions about yourself—who you are, what skills you have, and who among your peers is worth having close relations with.

As a result of how your brain is developing, you may engage in behaviors that adults might consider to be "risky." Taking risks is a normal part of development.

Another term for taking risks is "exploration." As a teen, you have a biologically driven need for exploration. Through this exploration, you will acquire experience and become prepared to make the complex decisions you will need to make as an adult. The greatest challenge you face during your teen years is acting without thinking. One reason you may act without thinking is because your brain is in the process of developing the capacity to think and make decisions more effectively.

Also, because you are exploring and taking risks in doing so, you may get into a situation where you have no prior experience. If you act without thinking you could cause harm to yourself or others. Because of how your brain is developing, combined with how digital media functions, the risks of making a bad decision when using digital media are higher. If you are using digital media when you have become emotionally distressed, there is an even greater chance you may act without thinking and cause harm to yourself or others.

Let's first learn about the areas of the brain that are most involved with guiding the decisions you make and actions you take. The two key areas of your brain involved in this process are the prefrontal cortex and the limbic system.

#### Prefrontal Cortex

The prefrontal cortex or "thinking center" is located near the top of your head, behind your forehead. The prefrontal cortex is involved with a wide range of functions, known as executive functions. These executive functions include complex decision-making, planning skills, impulse control, and focused attention.

When this area of your brain is well developed and functioning effectively, you are able to think clearly, be aware of yourself and others, evaluate situations, engage in effective problem solving, and make good decisions. You think things through before you act.

### The Limbic System, including the Amygdala

The limbic system is located more towards the

back of your brain. The limbic system includes important emotional and memory centers. One important part of the limbic system is the amygdala or "threat response center." The amygdala is a tiny structure deep inside your brain. One important job of the amygdala is to receive all incoming information, that is everything you see, hear, touch, smell, and taste, and answer one question: "Is this a threat?" If your brain detects that a dangerous threat may be present, your amygdala takes over and your whole body goes into a fight, flight, or freeze mode. When this happens, adrenalin and cortisol rush through your body and your thinking center, the prefrontal cortex, shuts down.

This response to a threatening situation is just what we want our brains to do when a physical threat like a dangerous wild animal is present, because this allows our bodies to respond effectively to that threat. However, if your amygdala goes into threat mode in response to something that someone has posted online, there is a danger you will act before thinking.

The working parts of your brain are the neurons. Neurons are cells in the brain and nervous system that communicate with other cells to send messages to your body. Neurons form connections, called "synapses" or "synaptic connections" with other neurons. We say that these neurons are "wired together." Neurons send messages to each other through these synapses. These messages guide what you normally think about and how you normally respond.

As your brain is developing, two basic processes are taking place-synaptic pruning and the strengthening of synaptic connections. Synaptic pruning refers to a process that reduces the overall number of connections between neurons. Pruning reduces weak and unnecessary synaptic connections. This allows the more useful connections to become stronger. This pruning occurs in childhood, throughout your teen years, and into early adulthood. As a result, your ability to think and solve problems improves with age. During the teen years, your brain develops in a back-to-front pattern. Your prefrontal cortex is the last part of your brain to mature through pruning and synaptic connections. In fact, this part of your brain is not fully mature until you are around age 25. The limbic system and the amygdala develop earlier.

As your brain matures, the prefrontal cortex will take over greater control and you will have much greater ability to think things through before you act. But before the prefrontal cortex fully matures, the limbic system and the amygdala are often more in charge. This means you may be more likely to act in a way that is guided by your emotions more than thinking things through. As your brain continues to develop and you have more experience, you will gain greater awareness, imagination, judgment, and insight. Every time you get involved in a new situation, you learn from that experience. This helps to guide how you on how you will respond to a new similar situation. You will also become better at reasoning and exploring logical solutions. You will better be able

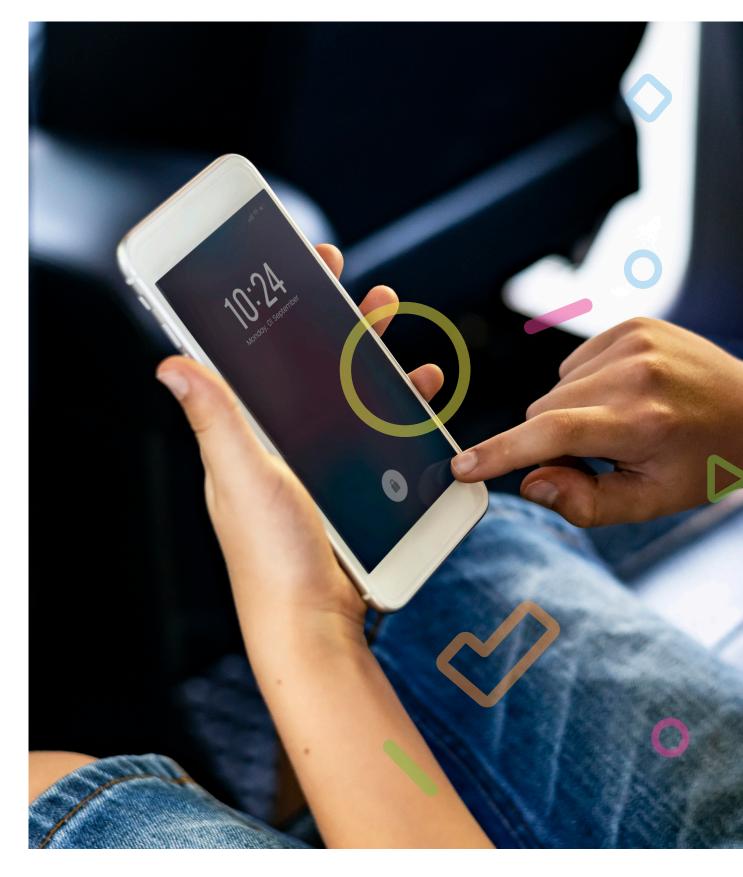
to plan and think ahead. In addition to being better able to reflect on your own thinking, you will get better at thinking more about how others are motivated and how they think and feel.

The changes that take place in your brain also affect what is called "moral development." When you were younger, your moral reasoning was more focused on obeying rules to avoid punishment or to receive a reward. Now you are learning to make important decisions based on your personal values. You are deciding what your personal values are, how you want to present yourself in society, and how you want to be perceived. You are also evaluating the behaviors of your friends and peers to decide if you are comfortable with such behaviors.

Another factor that is highly relevant is that during the teen years you have an increased interest in peer relationships. When you were younger, you were more focused on how you were perceived by important adults. During the teen years, your focus is much more on the reactions of your peers. You are much more susceptible to peer influence. You likely feel distressed if you are excluded by peers. Because of this, you may be more likely to engage in risky or inappropriate behaviors if your friends are also engaging in those actions because it is important to you to prevent being excluded by your friends. This is one reason why it is very important to be careful when choosing which peers you want to maintain close relations with.

If you have experienced challenges as you have been growing, it is probably that you are more likely to act without thinking. A traumatic event or ongoing chronic difficult situations can cause you to have greater difficulties in controlling your thoughts and behaviors. When you are under constant stress, the threat response center of your amygdala is more frequently activated. Your brain is constantly pumping more cortisol, the stress hormone, into your system. This also creates neural synaptic connections that cause you to be more focused on potential threats.

When your amygdala is over activated you can experience distress, fear, anxiety, and irritation. You have a harder time feeling safe, calming down, sleeping, or learning. You can also be more easily triggered by a situation that you perceive to present a threat. Thus, you are even more likely to act without thinking.



# Risks associated with teens use of Digital Media

The greatest risks associated with teen brain development and the use of digital media include the following:

Failure to Predict or Recognize the Consequences of Your Digital Actions

During your teen years, your brain is in the process of learning to better understand how others think and feel. When you engage in an action using digital media, you cannot see how they respond when they see what you have posted or sent. This makes it much more difficult for you to accurately recognize how others think and feel.

The failure to predict or recognize the consequences of your actions could also cause you to forget that what you post or send in digital format can easily, without your control, become widely public for anyone to see and permanently available. When you send or post something this feels to you as though this has been done in private.

Some good questions to guide what you post or send are: "Would I say or do this if others were with me in person?" "What would my parent or other person I truly admire think about this?" "How would I feel if everyone in my school or community saw this?"

If you pay attention to the posted or sent responses of others to what you have posted or sent, you will be able to gain greater abilities in predicting and recognizing the consequences of your actions. This will help you gain the insight necessary to better understand how others think and feel even

when they are not physically present. These are essential skills for success when using digital media

### Playing "Follow the Leader"

Think of this situation: A popular student just posted something that is exceptionally hurtful to another. Will you play "follow the leader" and "like" this post or add a hurtful comment? How will you respond if several other young people post "like" or add a hurtful comment?

During the teen years, you are highly motivated to gain peer acceptance. Being excluded by others does not feel good. This may lead you to think that it is necessary to go along with what someone who appears to be a "leader" does, even if this is against your personal values. You may feel even more pressure to do this if other young people start to follow this person's lead. However, this is also the time when you are exploring essential questions about yourself—who you are, what are your values, and who among your peers is worth having close relations with.

When you see that someone has posted something hurtful or is engaging in some other behaviors that are inappropriate, ask yourself, "Is this in accord with my values? Do I want to be a follower of someone who is hurtful or does things I think are wrong?"

### Judging Your Value Based on Digital Media Attention

Some teens appear to think that their value as a



person is determined by how many friends they have on digital media and how much attention their posts receive. Some teens appear to think that it is a good idea to post outrageous material just to get attention. After posting something, teens might constantly check their notifications to see how many others like or comment on their post. Do you know anyone who does this?

Sure, it is nice to post material that others like and respond to. Ask yourself this question: Is focusing on the number of likes and comments really the way you want to determine how important you are and what your value is?



At the same time you desire peer attention you are also exploring essential questions about yourself—who you are, what are your values, and how you intend to present yourself in this world.

You might want to spend some time thinking about and writing down the personal values you think are important. You can then use this as a guide for who you choose to be your friends, what you post, and how you feel about the responses you get.

#### **Acting Without Thinking When Upset**

Because of how your brain is developing, you are at risk of engaging in actions with using digital media that are not wise. This is especially true if you have experienced challenges or if you are emotionally distressed. Your brain is more likely to make decisions guided by your limbic system and amygdala and not your prefrontal cortex.

To protect yourself, establish a good reputation, maintain positive friendships, and keep yourself out of trouble, it is exceptionally important that you keep your fingers off the keyboard whenever you are upset. Wait until you have calmed down and have thought things through before you respond to any post or message that has made you upset.

If you have made a mistake and posted or sent something that was hurtful to another, the best response is to accept personal responsibility, remove anything inappropriate you have posted, and take steps to remedy the harm.

### **Think Before You Post**

Remember, What You Do Reflects On You

When you use digital media, anything you post or send is recorded in a digital format. What you post or send can be widely disseminated, without your control. This is true even if you post on a social media page you have designated as "private" or if you have messaged just one friend. If what you have posted or sent goes public, this can affect your reputation, relationships, and opportunities in a good way or a bad way.

Always remember that what you do when sending or posting using digital media will reflect on you. It is helpful to have a solid idea of what your personal values are before you are in a situation where you are upset or someone might be encouraging you to do something that goes against your values. Keep your hands off your smart phone or computer until you have become calm.

A think things through strategy can be helpful when you are in a situation where you have to decide what is the best thing to do in response to something that has happened online that is upsetting. The first essential step is to calm down so that you are thinking, using your prefrontal cortex, and not reacting due to a trauma response in your amygdala.



Keep your hands off your smart phone or computer until you have become calm.

## Once you are calm, follow these steps to think things through:



## There are different kinds of personal information that have different risks associated with disclosure:



### Personal interest information includes information about your interests and activities





### Personal contact information includes your address, phone numbers, and email/ IM address



This information could make it easier for an unsafe person to find you. This information should not be posted or shared without parent permission. With your parent's permission, it is safe to provide this information on web forms for necessary purposes, such as a purchase. Only share this information where you are sure that your privacy will be protected.



### Financial identity includes any personal identification or financial account information

This information can be used for identity theft. This information should only be shared with parent permission on secure websites.



Sensitive or damaging personal material includes material that can make you appear vulnerable, demonstrate that you make bad choices, or want to be kept secret

This information could be used to manipulate you or disseminated to harm your reputation, relationships, and opportunities. This information should generally never be posted or shared publicly or privately. However, there are times when this kind of information may be shared with care on a professional support site.



Sensitive or damaging personal material about others that could harm their reputation, relationships, and opportunities

This information should never be shared in a digital format, publicly or privately.



Damaging information about you posted by others that could harm your reputation, relationships, and opportunities.

File an abuse report and tell a responsible adult.



#### Threats

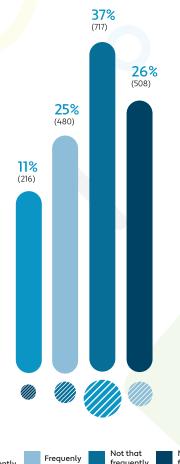
Never post material that someone might think is a threat. Always report if someone has posted information that could be a threat. If the threat is real, someone could get hurt.

## Several questions were asked that related to the kinds of things Bahrain young people post. This is what the data shows:

### Q.1

In the past 30 days, how frequently have you seen another teen publicly post or privately send something using social media that caused you to have concerns about this person's decision-making and character?

Answered: 1,921 Skipped: 0



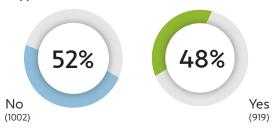
It appears that 36% of your peers frequently or very frequently have seen that someone has posted or sent something that raised questions about their decision-making and character.

### Q.2

Have you made a decision not to associate with another person because of what that person publicly posts or ends privately using social media?

Answered: 1,921

Skipped: 0



### Q.3

Have you made a decision that you highly respect and admire another person because of what that person publicly posts or sends privately using social media?

Answered: 1,921

Skipped: 0



It also appears that Bahrain's young people make decisions about whether or not to associate with someone based on what they have seen this person post or send. This is an advisable approach. If you associate yourself online with peers who are not making good choices about what they post, this negative peer influence could shape your behavior, as well as your reputation, friendships, and opportunities.

#### Q.4

In the past 30 days, have you publicly posted or privately sent something using social media that, after you did this, you thought that this was probably not a good idea?

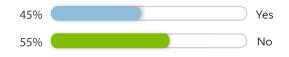
Answered: 1,921 Skipped: 0 Yes (431) No (1490)

It appears that 22% of Bahrain's young people admitted to having posted something that they then thought was not a good idea. Note that 39% of Bahrain young people reported they frequently or very frequently had seen someone post something that was not a good idea. Why do you think there is this difference?

#### Q.5

Did you take steps to remove this?

#### Answered: 1,921 Skipped: 0



It further appears that only 45% of those who had posted something online that they later regretted, took steps to remove this. It is generally possible to delete your posts. An important component of thinking things through is realizing when you have made a mistake and taking steps to remedy the harm you may have done to yourself or others.

On another question, young people were asked what their personal standards were on what kind of material they would post. These are examples of the frequent comments that were provided:

"My personal standards are to not to post anything inappropriate or mean"

"It should be respectful and spread positive thinking"

"Always be respectful to the people that can see this post and be careful of the wording of my post"

"Before I send anything I have to check if it is friendly or not"

"I believe that a person should respect themselves and not post anything to ruin their reputation"

"I like to keep my life private and clean from all bad influences"

"I believe that what I post or send should be appropriate and won't put me in an uncomfortable situation or maybe a dangerous one"

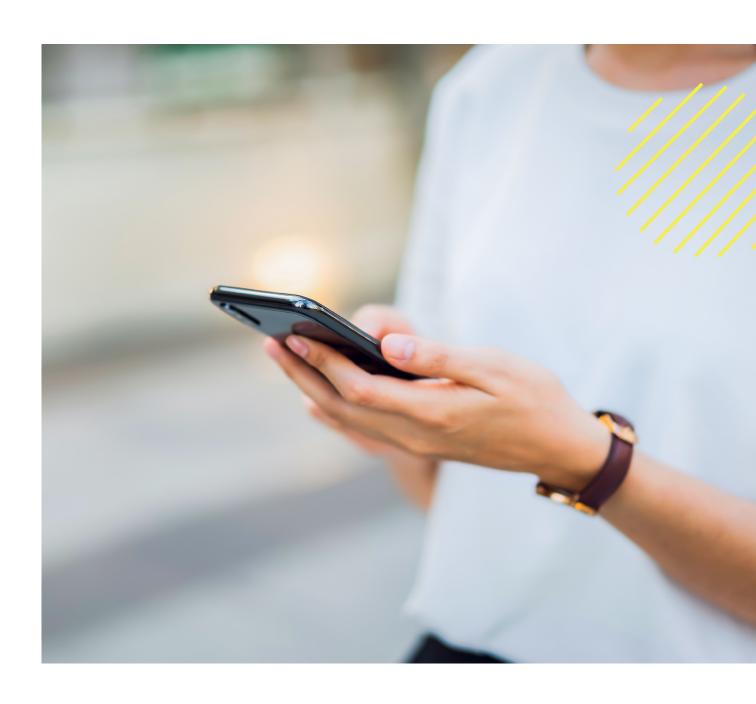
"I believe in keeping my personal life private and just sharing things with my close friends however when it comes to publicly posting things I am very cautious and aware of what I post"

"Always be kind and polite and respectful to everyone and anything at all times"

"I will try not to publicly offend or disrespect anyone"

"I would think through everything before sending something using digital media"





# Think Things Through

Spend some time thinking about the image you want to create for yourself through your online presence. Do you want others to look up to you and respect your values? What image of yourself do you think will best serve you for what you want to do in the future?

If you want to go to college and get a great job, what personal standards do you intend to follow at this time so that anyone looking at the history of your online presence will see evidence of the high quality person you are?



Create a statement of what personal standards you will abide by when you post or send material using digital media."

# **Keep Your Life In Balance**

#### **Avoid Addictive Use of Digital Technologies**

The addictive use of digital technologies is a concern for some teens. Note that in the 2014-15 Bahrain youth survey young people who spent more time using digital media also reported more frequently experiencing or engaging in negative and risky behaviors.

You will experience greater happiness if you keep your use of digital technologies in balance with other important life activities. These activities include spending time with friends, doing homework, helping out at home, and spending time in nature.

# Indicators that your use of digital technologies might be out of balance include:

- Spending more time online than planned.
- Using Internet late into the night when you should be sleeping.
- Spending time online instead of other activities.
- Being preoccupied with online activities and what you could be doing online when you are not online.
- Arguing with your parents about time limits or sneaking around these limits.

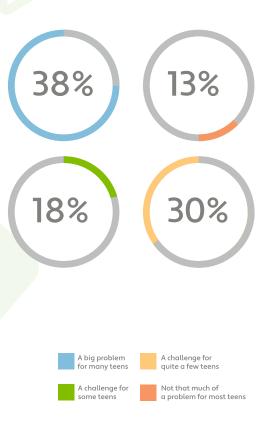
Consider what strategies you can use to keep the time you spend using digital devices and digital media in balance with other important life activities.

The data on two questions in the survey provide some interesting insight. Young people were first asked how big of a problem they thought it was to keep their life in balance. Then they were asked how big of a problem they thought it was for others. The answers were quite different.

#### Q.6

How big of a problem do you think it is that teens you know are using social media in an excessive way that is interfering with other important life activities?

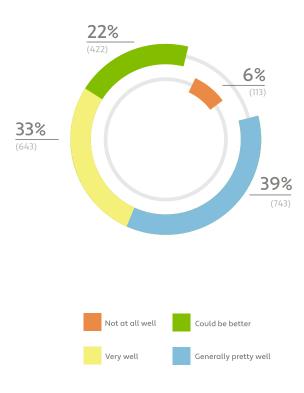
Answered: 1,921 Skipped: 0

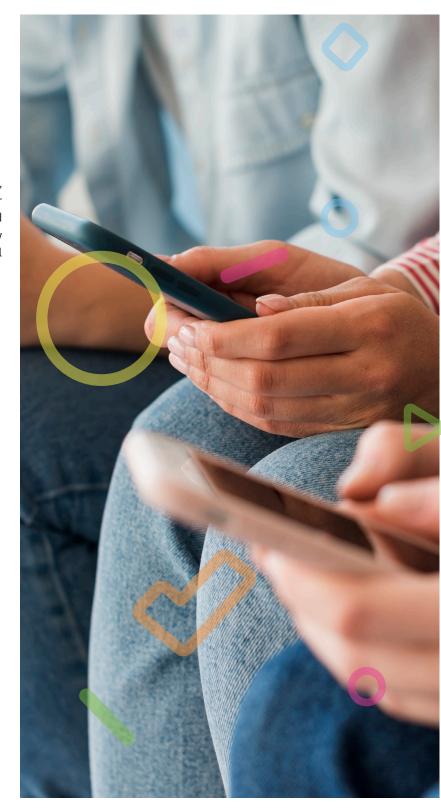


### Q.7

Life is filled with many activities---family life, chores, school and school work, getting togather with friends, reading, pursuing hobbies, and interacting with others using social media. How well do you think you keep your use of social media in balance with your other life activities?

Answered: 1,921 Skipped: 0





As you can see, 72% of Bahrain young people said that they were doing very well or generally pretty well in keeping their life in balance;. However, 68% thought that keeping life in balance was a big problem for many teens or a challenge for quite a few teens.

Why do you think there is such a difference in these responses?

It is possible that young people are not very good judges of their own behavior. However, it also may be that some have heard news that many young people spend too much time using digital media and so they think this is a concern, even though it is not a concern for them.

Bahrain's young people were asked what their personal standards were for striving to keep their use of digital media in balance with their other life activities. Some examples of the excellent strategies they provided were:

"I use digital media only when I finish my homework"

"Digital media is not as important as my hobbies and studies I browse digital media only when I am done with all my studies and hobbies" "I want to try to limit my usage of digital media and make sure I do more activities and not let digital media interfere with anything"

"My rules at home are first homework, then I have one hour on phone, then I play with my sister"

"I use digital media when I'm bored or like to interact with my friends, but I don't use it every second of the day"

"Try to balance digital media usage and life activities by putting a limit to using electronic devices and make myself busy with other interesting things"

"I spend a maximum of 2 to 3 hours on digital media a day and I love to spend time with my friends and my family all the time." "I always set priorities, because some things in life are more important than my usage of digital media"

"I set time periods for each activity"

"I don't see digital media as a complete waste of time, I rather look at it as a platform to put out creative content to inform and inspire. I use my digital media with balance - because scrolling on Tumblr won't do me any good"



What are your personal standards for how you will keep your life in balance and not spend too much time using digital media?"

# Think Things Through

If it is possible that you may not be a good judge of how much time you spend using digital media, you might want to ask some friends what they think. You could also keep track of your time using digital media. Remember that the 2014-15 study showed that young people who used digital media for more than 3 hours a day appeared to have greater challenges.

What are your personal standards for how you will keep your life in balance and not spend too much time using digital media? What strategies will you use to make sure you are following your standards?





# **Connect Safely**

#### Interact Safely With Others Online

# Interact with Friends, Friends of Friends, Acquaintances, and Strangers

There are differences between public and private communication environments in terms of the kinds of people you may interact with in these environments and the risks associated with these interactions

As you grow older, you will increase your interactions with people online who you do not know very well or even at all in person. This may include:

#### Friends of Friends.

Friends of Friends are people who your friend knows in person and can vouch for.

#### Acquaintances

Acquaintances are people who you have met in person, but really do not know very well and none of your friends know very well.

#### Strangers

Strangers are people who neither you nor any of your friends know in person.

People who you communicate with online who you do not know well or at all are almost always totally safe, wonderful people who can enrich your life. One of the wonders of the Internet is the ability to connect with other people from throughout the world with whom you share interests.

However, it is also possible that you could begin to communicate with someone who presents concerns. Someone may try to establish a relationship with you who could jeopardize your safety. Realize that it is not "online strangers" who could present concerns. A person who presents concerns could be an Acquaintance, a Friend of a Friend, and sometimes someone who you know and originally might think of as a friend.

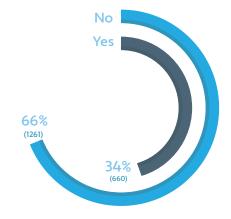
The first safety guideline is to limit your communications in personal communication environments, like a private Instagram page, to only people who you know in person and trust. When you are older, you may increase this to Friends of Friends.

Many social media sites suggest that you "friend" people who have a friendship link with one of your friends. Please realize that your friend may have established a friendship link with someone who is actually a Stranger.

#### Q.8

In the Past year, did you experience a time when you were interacting with someone online and you became concerned about your safety in relationship with this person?

Answered: 1,921 Skipped: 0



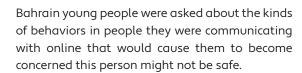
When you become a young adult, you will establish friendship links with Acquaintances and Strangers. This may be people who you meet in person and decide you want to know better. This may also be people who you meet in digital communities where you share an interest.

Recognize when you are interacting with people who you do not know well in person, they could tell you things about themselves that are not accurate and you would likely not be able to detect this.

#### Detecting and Avoiding Dangerous People Online

You may communicate with someone online who you come to believe is dangerous and a threat to your safety. As you can see, 34% of your peers have had this kind of an experience.





There is something very important to learn from how Bahrain young people evaluated the actions of others that might raise concerns of risk. The last five items, which many Bahrain young people did not consider were actions that raised concerns are exactly the strategies that someone who is dangerous will most likely use at the beginning of a relationship with a young person.

You might think that the people who present danger will show this by doing something that immediately makes you feel uncomfortable, like asking you to send inappropriate material. This may be the case sometimes. It is quite easy to detect these dangerous people.

The far more dangerous people strive to start their relationships by being very friendly–overly friendly. They will work very hard to become your best new online friend. They will seek to convince you that they think you are the most amazing person they have ever met. When someone is being overly friendly, it may not be as easy to detect that they might present danger.

Always be extremely cautious of anyone you interact with through digital media who is overly friendly, offers you gifts or opportunities, keeps telling you how wonderful you are and how happy they are to have met you, and always takes your side. A person who behaves like this is trying to manipulate you. This process is called "grooming." You are being groomed to do something that would be against your values It

is only after a dangerous stranger has taken the time to form a relationship with a young person will they start to engage in behavior that could more obviously raise concerns. These are the kinds of behaviors that were at the top of the list. If you are interacting with someone online who makes you feel uncomfortable, you should do the digital version of "walking away." You may need to leave the room (the site or page). You may need to lock your door (block the person). If this person tries to "follow you" (will not stop trying to communicate with you) or threatens you, this is the time to tell a responsible adult to get more help.

You should absolutely tell a trusted adult if you have a sense, an "intuition," that this person could present danger to others. If you have been sufficiently smart to detect and avoid a dangerous person, congratulate yourself. Realize that other teens might not be so attentive to the concerns. Your reporting could help others.

Fortunately, it appears that many of you already understand this.

#### Q.9

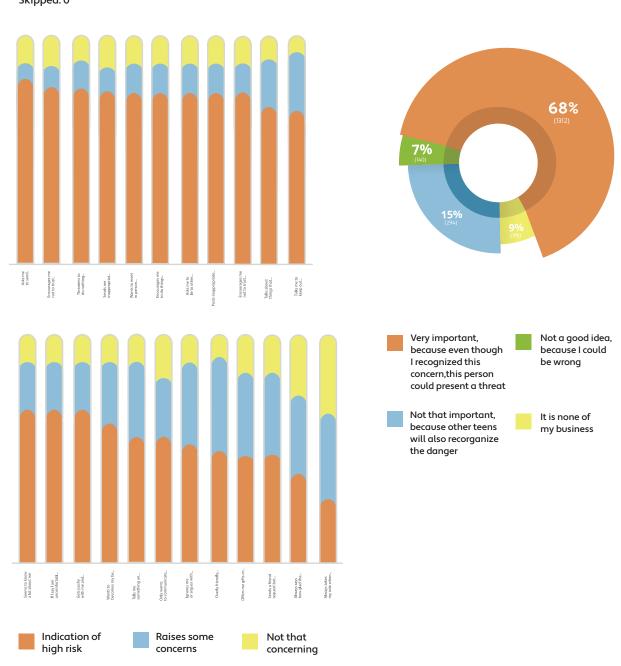
What are the indicators you would pay attention to that would cause you to question whether a person you are interacting with online is safe? This person could be older than you or around your same age. This person could be someone you do not know face-to-face or someone you do know.

Answered: 1,921 Skipped: 0

#### Q.10

How important do you think it is that you report to an authority if you detect that someone you are communicating with online might be dangerous?

Answered: 1,921 Skipped: 199



## **Meeting in Person**

If you are older and you have gotten to know someone online, you may want to arrange to meet in person. You may want to meet with someone who is a Friend of a Friend or an Acquaintance or Stranger who participates in a digital community that focuses on something you are really interested in.

There are important safety steps to take if you plan to meet in person with someone you have gotten to know through social media.

- Make sure you know enough about this person through an assessment of their profiles, pages, and communications so that you have a good idea that they can be trusted.
- Discuss your plan to meet with your parents. Let them see this person's profiles, pages, and communications Show them why you think this person is safe and trustworthy. Ask for their insight and guidance.
- Plan a meeting in a public place with your friends present at the meeting. Depending on how old you are, it would be advisable to have a parent close by.
- Have a well-designed escape plan. Create a "code word" that you can say or text to a friend or text to your parent that communicates the message "get me out of here."
- Never leave this public place with this person. Take time after this meeting to think things through.



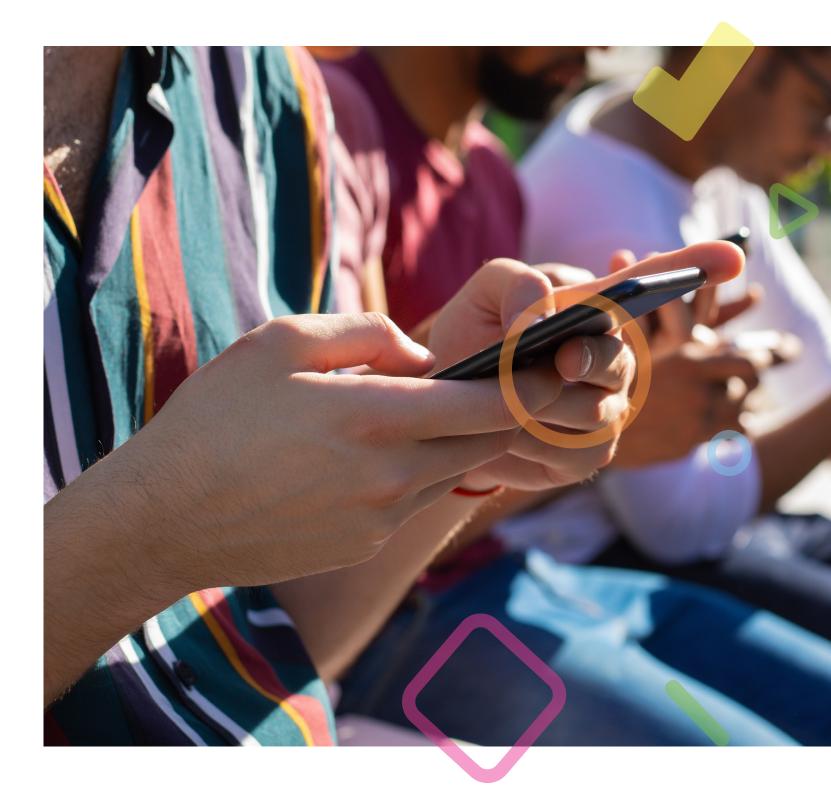
Always be extremely cautious of anyone you interact with through digital media.."

# Think Things Through

Young people reading this document will be at different stages in using digital media. Some of you may have used digital media for a while; others may just be getting started. Talk with your parents to decide what the best standards are for you in establishing digital communications with others. Should you limit your communications to known Friends? Or are you at an age and experience where your standards can be expanded?

Always be extremely cautious of anyone you interact with through digital media who is overly friendly, offers you gifts or opportunities, keeps telling you how wonderful you are and how happy they are to have met you, and always takes your side or engages in more obvious inappropriate actions.

If you are not able to immediately discontinue communications with someone you perceive might present concerns or if you think this person may present risks to other young people, be sure you save your communications and report to a trusted adult.



## **Protect Your Face and Friends**

Use Social Media Safely and Responsibly

As the 2014-15 TRA study indicated, your use of the Internet and social media offers significant benefits for your social, educational and creative engagement. Social media allows you to creatively demonstrate your personal identity and maintain connections with friends. Most of you rely on digital devices to watch videos, download music, play games and communicate with friends. Many of you are using the internet daily to help with school work.

It is important that you know that the social mediciples ites have protective features. These features give you control over who can access your information or send messages to you. As you know, what you post on your page and on the pages of others is used by others to form an impression of you. This impression could impact your reputation, personal relationships, and opportunities. The material you post or actions they engage in may place your friends or others at risk of harm or could invade their privacy.

You know that the process of "friending" will lead to increasing circles of friends and that establishing a friendship link to an unknown or unsafe person could potentially result in harm to you or to a friend.

The social media sites or apps you use have Terms of Use to which you agree when you establish a page on the site. These Terms of Use prohibit actions that could cause harm to others or the site. These sites also allow you to file an abuse report to alert the company of concerns.

Bahrain young people were asked what strategies they have used to protect their face and friends. These are the kinds of actions you can proudly say many of you have taken. If you have not yet started to use social media, when you do, there will be peers who will be able to explain these actions to protect your face and friends.

## Think Things Through

Envision a situation where you have been asked to provide guidance to younger people about how to protect their face and friends when using social media. What guidance would you provide?

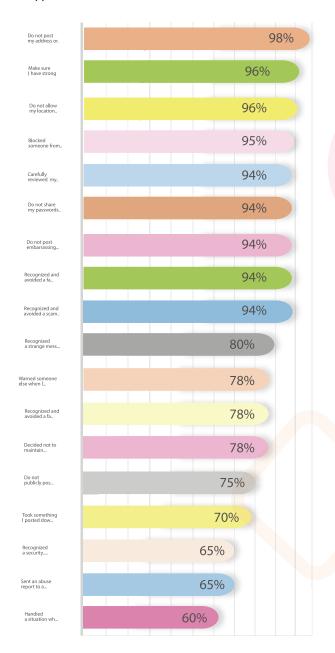


What guidance would you provide?"

#### Q.11

What strategies have you used to protect yourself and possibly others when using social media?

Answered: 1,921 Skipped: 199



# **Embrace Civility**

# Foster Positive Relations in Digital Communities

Unfortunately, sometimes when people communicate online they become hurtful. This is usually called "cyberbullying".

# Why do you think people are hurtful online?

There are a number of different reasons. These are the most common:

#### They want attention

They think that by posting hurtful things about another person this will attract a lot of attention to them

## They want to achieve dominance and social status

By putting someone down, they think they can demonstrate that they are strong and powerful and that others should look up to them and follow their leadership.

# Someone has been hurtful to them and they are fighting back

This kind of retaliation can lead to massive consequences where several or even many people are posting hurtful things about others.

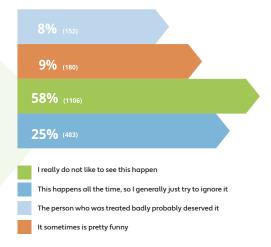
A particular vicious form of cyberbullying is called "mobbing." This happens when one or a couple of people lead a hurtful campaign to attack and encourage others to attack one person. Mobbing can be very distressing for the young person who is under attack.

While some young people may think that being hurtful to others is a great way to get attention, achieve dominance or social status, or fight back, the truth is that the majority of students do not like to see this happening. Young people truly admire those who are kind and respectful and who step in to help others. They do not admire those who are hurtful or those who support those being hurtful. How do we know this? This is the opinion of Bahrain's young people.

#### Q.12

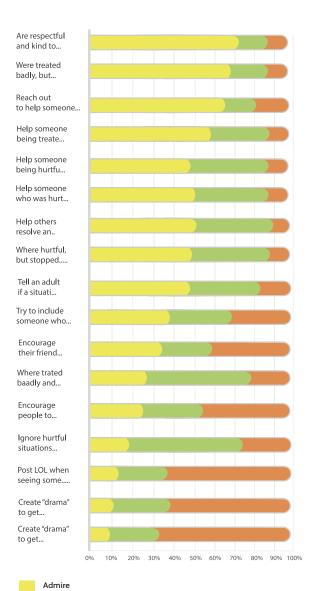
What is your normal reaction if you see someone being hurtful to another on social media?

Answered: 1,921 Skipped: 199



Q.13
What do you think about people who act in this way?

Answered: 1,921 Skipped: 199



Obviously, Bahrain's young people admire those who treat others with respect and kindness and step in to help those who are being treated badly. They do not admire those who are hurtful.

It is important to discuss the two items that received the greatest number of "Mixed Feelings." These two items were: "Were treated badly and retaliated." " Ignore hurtful situations involving others."

Many people have mixed feelings about the act of retaliation. Some people, and even nations, actually endorse retaliation. As was discussed earlier, your teen years are the years when you are thinking about what values you think are important. Deciding what you think about acts of retaliation will necessarily be something you will have to think about. As Mahatma Gandhi said, "'An eye for an eye leaves the whole world blind." Below you will be provided with some guidance on how to avoid engaging in retaliation.

Ignoring hurtful situations may be an appropriate response in some situations. Especially when you do not add attention to the hurtful actions. It is quite likely you have been told to "mind your own business." There are, however, situations where you may be able to safely step in to help. This also is an area where you might carefully consider what your personal values are. This is also discussed below.

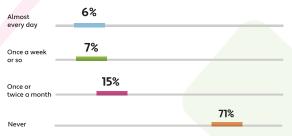
## Stop, Admit It, and Fix It

It is exceptionally clear from the responses of Bahrain young people, the kinds of actions they absolutely do not admire are people who think it is cool to put others down, create "drama" to get attention, express approval when seeing someone being treated badly, and encouraging people to exclude those they consider "different." However, it appears that some Bahrain young people are hurtful to others. In fact, 28% of Bahrain young people admitted to having been hurtful to another person at least once or twice a month.

#### Q.14

In the past 30 says, how frequently have been hurtful to another person using social media?

Answered: 1,921 Skipped: 199

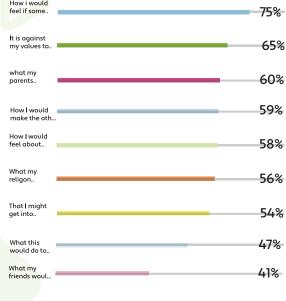


Consider the reasons why you would avoid engaging in hurtful behaviors. Bahrain young people were asked this question. Young people have different reasons why they would not be hurtful. All of these reasons are good reasons. Some of these reasons may be more important to you than others.

#### Q.15

What are the most important reasons why you would not be hurtful to another when using social media?

Answered: 1,921 Skipped: 199



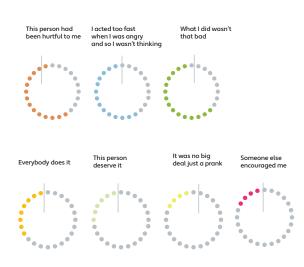
As you are considering your personal values, it is suggested that you reflect on the reasons why you would not be hurtful to others.

Bahrain's young people were asked what they were thinking at the time when they were hurtful. This is how they responded:

#### Q.16

If there was more than one incident, think about the incident that affected you the most. What had happened or what were you think at this time?

#### Answered: 696 Skipped: 0



Note that 25% of the young people who were hurtful claimed that this was not a big deal, was more of a joke. If the other person also viewed this situation as not a big deal, this is likely okay. However, this statement could also be a rationalization or excuse for an action that was truly hurtful from the perspective of the other person.

Other statements that could be considered rationalizations or excuses include: " Everybody does it. This person deserved it." "What I did was not that bad." "Someone else encouraged me."

Look closely at two of the large responses: "I acted too fast when I was angry and so I wasn't thinking." "This person had been hurtful to me." Essentially, this can be considered impulsive behavior or retaliation.

Please remember the discussion in the section on how your brain functions. It appears that a lot of

the time that young people are hurtful to others online, it is related to the fact that their amygdala, which has perceived there to be a threat, has led this person to act without thinking.

If someone has been hurtful to you, you may have a desire to retaliate. This can lead to a "cycle of hurt" A cycle of hurt starts with hurtful act or a young person's perception that someone has been hurtful, which leads to an act of retaliation, which is followed by retaliation from the other person, and on this goes with everyone ending up being hurtful and being treated badly and feeling upset.

If someone has been hurtful to you online and you feel like retaliating, realize that there is another path you can follow.

#### Think things through in the following way:

"I can remain calm and in control of my actions."
This helps you to give yourself the time to think things through, rather than acting without thinking.

#### "I can choose not to let this other person control how I feel about myself or act."

You can not control what happens in general. You do have the ability to control how you feel about yourself and how you respond. By recognizing this, you realize that you can maintain control of your actions and not act in a way that is against your personal values.

#### "I know that people can change their mind and just because someone was hurtful does not mean he or she will continue to be hurtful."

Knowing that others can change especially if you respond in a calm and controlled manner, can give you hope that even though things are not right at this point in time, the matter can be resolved.

#### "I can think things through and find a positive way to respond that will stop what is hurtful from happening to me."

The way in which you respond will vary depending on the situation. More on these strategies below.

If you make a mistake and are hurtful to someone, you can stop, admit it, and fix it. Here is a way to do this.

#### • Realize that you can change

You can make better choices, and you can make things better for whom you have been hurtful to.

#### Take the time to think things through

Think about what you did and what you were trying to accomplish.

• Think about the excuses you might have made Did you think of this as just a joke, when it really was not? Have you suggested to others that this person is over reacting? Did you think that since everybody does this it is okay for you to be hurtful? Did you think that this person deserved to be treated badly? Did someone else encourage you?

#### • Think about what is going on inside of you

Figure out what led you to treat someone badly. Were you trying to get attention? Did you think this was a way to prove your dominance or establish social status? Were you retaliating? Did you act without thinking?

#### Acknowledge that what you did was wrong

Even if you were retaliating because someone treated you badly, your hurtful response was also wrong. If you accept personal responsibility that what you did was wrong, hopefully the other person will also.

#### Take steps to make things right

Acknowledge to the other person and to your circle of friends that what you did was wrong. Tell these people that you are making a personal commitment not to be hurtful again. Ask the person to whom you were hurtful if there is a way you can make things right.

#### **Be Positively Powerful**

There are some smart strategies you can use that can reduce the potential that someone will be hurtful to you. These include:



Don't join in and be hurtful when someone else has started to do so. Don't like hurtful material that has been

posted. Don't add a supportive comment.



Disagree respectfully.

It is perfectly appropriate for you to post and discuss controversial issues. Do so in a manner that is respectful to those who

hold contrary positions.

#### Consistently reach out to be kind.

This is the most important strategy and really works. Every day take the time to reach out using digital media to be kind to others. Note what others have posted and comment positively on this. Do not just "like" what these people have posted, write a positive and supportive comment. Also, send some private messages that are positive and kind. Try to do this at least 5 times a day, consistently. If someone occasionally has treated you badly online or in person, try to find a way to comment positively on something they have posted. Or if this might not work, post positive comments on this person's friends pages. The more you can establish yourself as someone who is consistently kind and positive, the less likely you will come under attack and the more likely others will defend you if you are treated badly.



# What values and standards will you hold onto in relation to respect for yourself if you experience someone being hurtful to you?"

If someone has been hurtful to you, these are strategies you can use to keep your personal power and respond in a positive manner.

- Keep your hands off of the keyboard until you have calmed down sufficiently to have thought things through and developed a solid approach for how to respond Engage in deep breathing. Go for a walk. Talk with a friend. Do not act without thinking.
- Think to yourself this, "I am worthy. I deserve respect. I choose not to give that person the power to make me feel bad or act in a way that could make things worse." Remember, you can not control how others might treat you. You have the ability to control what you think about yourself and respond. In this way, you have control over the outcome and the impact on you.
- Capture the posts or messages. The reason to capture the posts or messages is that they could possibly disappear. You might need to have these as a record to obtain assistance from an adult. But do not keep looking at this.
- If hurtful material was posted in a manner where others could see it, report the abuse to the website or app. Many teens do not want to report abuse because they think this will somehow reflect badly on them. Realize that anyone who sees publicly posted hurtful material can report abuse. The person who posted the hurtful material would have no way of knowing whether you reported or others did.

Think things through to decide what else you need to do. What else you need to do will vary based on the situation.

- Assuming the website or app responds to your abuse report by taking the post down, this alone may resolve the matter.
- You might ask a friend to step in and try to stop the harm or resolve the situation.
- If you have been hurtful to this person, or this person perceived that you were hurtful, you may need to stop, admit, and fix what you have done.
- You might choose to calmly, but firmly, tell this person to stop.
- You may simply ignore what happened.
- You could combine ignoring what happened with posting some really positive material—communicating that this person was unsuccessful in getting you to feel bad.

If the strategies you try do not get the hurtful situation to stop, or if others are joining in to be hurtful, this is the time to talk with a trusted adult. Sometimes asking an adult for help can risk damaging your social status.

Ask the adult to first try to help you by providing "invisible guidance."Invisible guidance is assistance provided to you, without anyone knowing an adult is helping you. If this does not resolve things, then an adult may have to intervene more directly and become "visible."

#### Be a Helpful Ally

Young people who witness cyberbullying are in the best position to get this to stop. While those who are hurtful think this will establish them as "leaders." True leaders are the people who are kind and compassionate and step in to help when they witness hurtful situations online or in person.

What do young people in Bahrain think about those who step in to help?

Young people were asked what words they would use to describe these young people. These were the most frequent words used:



Obviously, the best way to be considered a leader is to step in to help if you witness that someone is being treated badly. While it may seem to you that others are liking or commenting in support of the harmful behavior, realize that most others do not like to see this happen and would really like to see it stopped.

Bahrain's young people were also asked to think of a recent situation where they wanted to step in to help, but did not, and to identify the reasons why. These are the responses:

#### Q.17

Think of recent significant hurtful incident you saw online in the last month where you really wanted to step in to helop, but did not do so. What were the concerns you had about stepping in to help?

#### Answered: 696 Skipped: 0



Knowing what to do that will be effective and protect your safety, especially from retaliation, appears to be very important to increasing the willingness of young people to step in to help. Realizing that other young people really do not like to see this kind of hurtful behavior occurring and truly admire those who step in to help may increase your motivation to help. If you fear possible retaliation, there are ways you can very effectively step in to help and remain invisible to those being hurtful.

# Think Things Through

As you are at a point in your life where you are developing your own set of personal values, consider some of the issues raised in this section:

- What are the reasons why you would not be hurtful?
- •If you made a mistake and were hurtful, what values do you hold that will guide your next actions?
- If someone is hurtful to you, what values do you hold that will guide your next actions in response to this?
- What values and standards will you hold onto in relation to respect for yourself if you experience someone being hurtful to you?
- If you witness a situation where someone else is being treated badly, what are your personal values on the importance of stepping in to help either privately or publicly?

## These are some steps you can take to be a helpful ally in cyberbullying situations.



 Make sure you are calm and have thought things through. Always keep your hands off the keyboard if you are upset.



• Reach out privately to the person who has been targeted. Tell this person that you have seen what is happening and do not like this. Tell this person you are a supporter and will do what you can to help and to get this to stop. Remind this person of the need to keep their hands off the keyboard until they have calmed down and thought things through. Offer to discuss the possible options for response.



• File an abuse report on the site or app. Reach out to mutual friends, tell them what is happening, and ask them to file abuse reports. The more abuse reports that are filed, the faster the hurtful material come to the attention of the company and will be taken down.



• If you feel more personally powerful, you can also step in publicly. Privately tell your friends that you are going to calmly post a message of support for the targeted person, a statement that the hurtful post is not acceptable, and a request that the person who was hurtful take the post down. Ask your friends to quickly "like" or positively comment on your post.



• If these actions have not stopped the harm, help the person who is being targeted to contact a trusted adult who can provide invisible guidance, and step in to help more visibly if necessary.



• Continue to provide support to the person who was targeted.

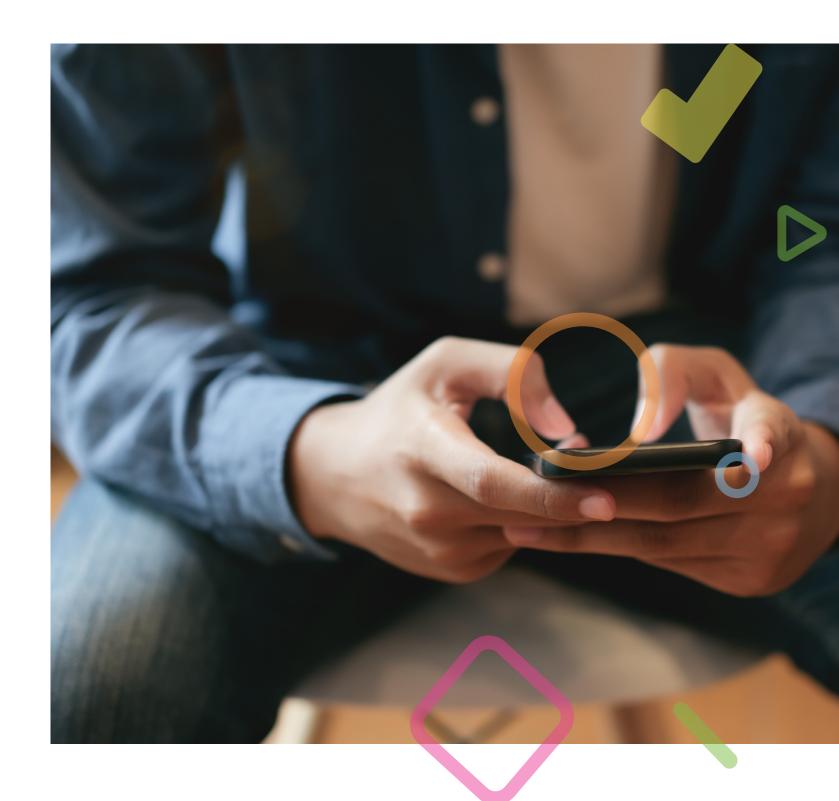
# These are some of the very excellent strategies that could be used provided by Bahrain young people:

- I would say: Don't worry about the hate you are getting, just remember there are people in the world that care for you.
- I would tell the person that is treated badly to tell his or her parents and not to worry I will be on your side.
- I would immediately tell him to block the other person and try to be the bigger person by replying you are not worth my time and I won't get down to your standard or level.
- I would tell that person that they don't deserve it, and things will get better, and I would offer to help.
- Help them out and report who is treating them badly.
- I wouldn't post anything I would reach out privately and tell him that I could help.
- I would first try to understand the situation and then decide. Usually I try to make the person ignore the aggressors or if the situation is bad, I tell the person to report to an adult.
- I would talk to them through it and try to make them feel good about themselves. Try to tell them to not give up or that things will get better.

I would go and talk to them saying that

it's ok you can trust me.

- I would post quotes about being respectful to others.
- Just ignore the bully because if you react to them, you're giving them what they want. They just want to annoy you because they are jealous of you and don't let them get the best of you.
- I would tell the person that is being mean to stop.
- I would tell them to not listen to what people say about them because their opinions don't matter and that if you let their opinions matter then you're letting them win.
- Don't talk to them and don't answer them.
- I would post something that would make the person who's being treated badly feel better, or that would make the people aware and try to help Tell the person who is being treated badly to just ignore those people and that they will eventually stop, and that if it gets even worse I will encourage them to inform a trusted adult to help resolve the problem.
- I would try to eliminate this hate by spreading an awareness message.



# You and Your Digital Age Values

The Internet technologies that have expanded throughout the world, have brought great benefits to everyone. The Internet provides you with a wealth of access to information—at your fingertips. Use of the Internet has increased your communications with your peers, as well as adults. And, some aspects of the Internet are just plain fun.

With all of this good, there are risks. You could use these technologies in a manner that could cause harm to yourself or others. If you are not mindful, you could post material that publicly demonstrates that you make bad choices. Others can judge your values and character based on what you post. You can use these technologies to cause harm to others by being hurtful or spreading information in violation of their privacy.

When you use the Internet, there is a strange relationship between perceptions of invisibility and the reality of visibility. When it is just you using your smart phone or computer you can feel like you are invisible. Certainly, many times there is no parent or peer looking over your shoulder to see what you are doing. Further, there are ways that you can make yourself more invisible. This brings up an important question: How will you choose to behave in situations where

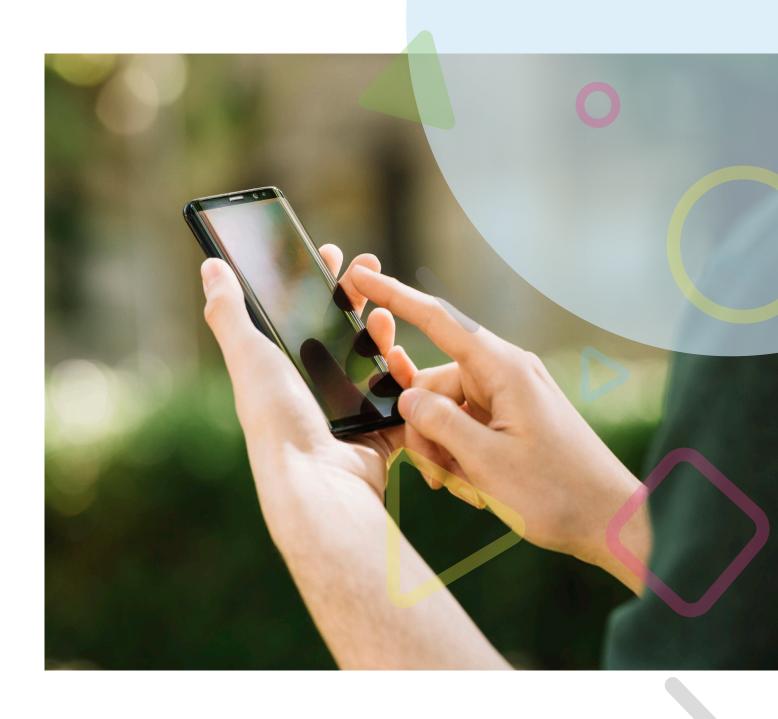
you perceive yourself to be invisible? Will your personal values continue to determine how you act? Or will you do what you think you can get away with, since no one is watching?

The reality is that what you send or post online, even in private, can easily become highly visible and readily available for many to see. What you send or post can clearly impact your reputation, relationships, and opportunities. How will you choose to behave when, in fact, many could see and judge your values and decision-making?

While you are in your teen years, you are clarifying your personal values. While you certainly build upon your family values and your religious values in this process, the development of your personal values is your personal path.

Who are you as a person? How will you present yourself in society? How will you guide your interactions with others? How will you respond if something bad happens to you? How will you respond if you see that something bad is happening to another?

Consider taking the time to write down some thoughts about your personal values and how, given those values, you will choose to use these marvelous digital technologies.



# **Survey questions**

This survey is to find out about hurtful situations that may be occurring through social media, as well as student perspectives on hurtful behavior and positive relations. This survey is being conducted so that the Bahrain Telecommunications Regulation Authority can do a better job of fostering safety, kindness, and respect in the use of social media by teens.

It is your choice whether you want to do this survey. This survey is anonymous. No one will be able tell which responses are yours. Try to answer all of the questions. But you can skip any that you do not understand or do not feel like answering.

1. How old are you?	6. Have you made a decision that you highly
	respect and admire another person because
2. What is your gender?	of what that person publicly posts or send
	privately using social media?
Female	Yes
O 1 6	No
2. What is the an area of very sale and 2	<u> </u>
3. What is the name of your school?	7 1 11 1 20 1 1 1 1 1 1
	7. In the past 30 days, have you publicly posted
	or privately sent something using social media
4. In the past 30 days, how frequently have you	that, after you did this, you thought that this wa
seen another teen publicly post or privately send	probably not a good idea?
something using social media that caused you	
to have concerns about this person's decision-	Yes
making and character?	No
making and character.	) <b>.</b>
○ Very frequently	8. Did you take steps to remove this?
Frequently	Yes
<u> </u>	○ No
Not that frequently	Did not post something like this
O morande medocina)	O Did not post sometiming time time
○ Not at all frequently	9. What are your personal standards for wha
	you will publicly post or privately send using
5. Have you made a decision not to associate	social media?
with another person because of what that	Joelat Media.
·	
person publicly posts or sends privately using	
social media?	
Yes	

10. Life is filled with many activitiesfamily life, chores, school and school work, getting together with friends, reading, pursuing hobbies, and interacting with others using social media. How well do you think you keep your use of social media in balance with your other life activities?	<ul><li>15. Did this situation end safely?</li><li>Yes</li><li>No</li><li>Did not have this experience</li></ul>
Very well Generally pretty well Could be better Not at all well	
11. How big of a problem do you think it is that teens you know are using social media in an excessive way that is interfering with other important life activities?	
A big problem for many teens A challenge for quite a few teens A challenge for some teens Not that much of a problem for most teens	
12. What are your personal standards for how you seek to keep your use of social media in balance with your other life activities?	
13. In the past year, did you experience a time when you were interacting with someone online and you became concerned about your safety in relationship with this person?	
<ul><li>✓ Yes</li><li>✓ No</li></ul>	
14. Did you share your concerns with your friend?	
Yes No Did not have this experience	

15. What are the indicators you would pay attention to that would cause you to question whether a person you are interacting with online is safe? This person could be older than you or around your same age. This person could be someone you do not know face-to-face or someone you do know.

	Indication of high risk	Raises some concerns	Not that concerning
Sends a friend request but has no connections to any of my other friends or activities	$\bigcirc$	$\bigcirc$	$\bigcirc$
Overly friendly, constantly telling me how beautiful or smart I am	$\bigcirc$		$\bigcirc$
Only wants to communicate privately, not as part of my online community	$\bigcirc$	$\bigcirc$	$\bigcirc$
Encourages me not to trust my family	$\bigcirc$	$\bigcirc$	$\bigcirc$
Encourages me not to trust my friends	$\bigcirc$	$\bigcirc$	$\bigcirc$
Wants to bec <mark>ome</mark> my best and only friend		$\bigcirc$	$\bigcirc$
Always takes my side when I say I am having problems with someone else	$\bigcirc$	$\bigcirc$	0
Posts inappropriate material	$\bigcirc$	0	
Sends me inappropriate material	0		$\bigcirc$
Asks me to send inappropriate material	$\bigcirc$	$\bigcirc$	0
Gets pushy with me and then when I complain becomes all loving	$\circ$	$\bigcirc$	$\bigcirc$
Encourages me to do things that make me feel uncomfortable	$\bigcirc$	$\bigcirc$	$\bigcirc$
Ignores me or argues with me when I say "no."	$\bigcirc$	$\bigcirc$	$\bigcirc$
Tells me something and then I find out this is not true	0 0 0 0	0 0	0 0 0 0
Seems to know a lot about me	$\bigcirc$		$\bigcirc$
Offers me gifts or opportunities	$\circ$		
Talks about things that make me feel uncomfortable	$\circ$	$\bigcirc$	$\circ$
If I say I am uncomfortable about something, tells me that this is a normal thing to do		$\bigcirc$	$\circ$
Asks me to lie to other people, especially about our relationship	$\bigcirc$	$\circ$	
Threatens to do something that would be	$\bigcirc$		$\bigcirc$
embarrassing to me if I do not do as asked	0	$\bigcirc$	$\bigcirc$
Wants to meet in person privately, without me telling anyone		$\bigcirc$	$\bigcirc$
Tells me to keep our relationship			

16. What strategies have you used to protect yourself and possibly others when using social	19. What are the most important reasons why you would not be hurtful to another when using
media?	social media?
☐ Carefully reviewed my privacy settings	How I would feel if someone did this to me or someone I care about
Sent an abuse report to a web site or app  Blocked someone from communicating with me	How I would feel about myself because of how this would reflect on me
Recognized and avoided a scam	It is against my values to be hurtful to others
Recognized and avoided a scann	
Recognized and avoided a rake account on social media	How I would make the other person feel
took steps to address the concern	What my parents, guardians, or other adults whose opinion I value would think
Do not allow my location to be shared	
Handled a situation where my profile was hacked	What my religion teaches
Recognized and avoided a fake app or malicious request	What my friends would think
for my personal information	What this would do to my reputation
Make sure I have strong passwords	That I might get into trouble
Do not share my passwords with friends	
Do not post my address or phone number online	20. Think of recent significant hurtful incident
Do not publicly post that my family is going on a trip	you saw online in the last month where you
Do not post embarrassing photos of myself or others	really wanted to step in to help, but did not do so.
Decided not to maintain contact with a person because of	What were the concerns you had about stepping
concerns	in to help?
Received a strange message from a contact and checked it	
out before responding	I didn't know what I could do
Took something I posted down because I realized this was	It probably was none of my business
not smart	It would not have been safe for me to do something
Warned someone else when I noted a concern	☐ I could have failed
17. How important do you think it is that	
you report to an authority if you detect that	Others might have teased me if I tried to help
someone you are communicating with online	Someone else is supposed to handle this
might be dangerous?	The person being treated badly likely deserved it
Very important, because even though I recognized the concern, this	It wasn't that bad
person could present a risk to someone else	Others thought it was funny
Not that important, because other teens will also recognize the danger	I thought I should support my friend, even though he or she was being hurtful
Not a good idea, because I could be wrong	I was afraid the student being hurtful would retaliate against me
It is none of my business	It happened too fast and there just was not time
18. What is your normal reaction if you see someone being hurtful to another on social media?	
This happens all the time, so I generally just try to ignore it	
The person who was treated badly probably deserved it	
It sometimes is pretty funny	
I really do not like to see this happen	

### 21. What do you think about people who act in this way?

	Admire	Mixed feelings	Do not admire
Are respectful and kind to others	$\bigcirc$	$\bigcirc$	$\bigcirc$
Think it is "cool" to put others down	$\bigcirc$	$\circ$	$\bigcirc$
Create "drama" to get attention		$\bigcirc$	$\bigcirc$
Reach out to help someone who has been treated badly	$\bigcirc$	$\bigcirc$	$\bigcirc$
Ignore hurtful situations involving others	$\bigcirc$	$\bigcirc$	$\bigcirc$
Post LOL when s <mark>eeing</mark> someone being treated badly		$\bigcirc$	$\bigcirc$
Ignore hurtful situations involving others		$\bigcirc$	$\bigcirc$
Post LOL when seeing someone being treated badly	$\bigcirc$	$\bigcirc$	
Help someone being treated badly	$\bigcirc$	$\bigcirc$	
Help others resolve an argument or conflict	$\bigcirc$	$\bigcirc$	$\bigcirc$
Encourage their friend who is being hurtful	$\bigcirc$	$\bigcirc$	
Tell someone being hurtful to stop	$\bigcirc$	$\bigcirc$	$\bigcirc$
Help someone who was hurtful make things right	$\bigcirc$	$\bigcirc$	$\bigcirc$
Were hurtful, but stopped and made things right	$\bigcirc$	$\bigcirc$	$\bigcirc$
Were treated badly, but stood tall and responded in a positive way	$\bigcirc$	$\circ$	$\bigcirc$
Were treated badly and retaliated	$\bigcirc$	$\bigcirc$	
Tell an adult if a situation is serious or has not stopped		$\bigcirc$	0
Try to include someone who has been excluded	$\bigcirc$	$\bigcirc$	$\circ$
Encourage people to exclude those they consider "different"	$\bigcirc$		

22. In the past 30 days, how frequently have you been hurtful to another person using social media?	27. If you told a trusted adult, what was the outcome?
Almost every day	Things got better Things stayed the same
Once a week or so	Things got worse
Once or twice a month  Never	No one was hurtful to me or I did not tell an adult
	28. If you did not tell a trusted adult, why did
23. If there was more than one incident, think	you not tell?
about the incident that affected you the most.	•
What had happened or what were you thinking	☐ I told an adult
at this time?	☐ It was a minor incident
	I did not think an adult would do anything to help
It was no big deal just a prank	☐ I resolved the incident by myself
Everybody does it	☐ I thought that the adult might make things worse
	☐ The other person stopped being hurtful
Someone else encouraged me to do this	☐ I resolved the incident with help from my friend(s)
This person had been hurtful to me	☐ I thought I would be blamed
What I did wasn't that bad	Telling means I can't handle my own problems
This person deserved it	Others would have looked down on me for reporting
I acted too fast when I was angry and so I wasn't thinking	We have been told not to tattle
I was never hurtful to anyone	The person being hurtful would likely have retaliated
	I probably deserved it
27 Applies this land and the inside at the staffe stand	☐ I might lose my ability to use social media
24. Again, think about the incident that affected you the most. Could anyone else see this incident	No one was hurtful to me or I did tell an adult
on social media?	29. What words would you use to describe a
	person who steps in to help when he or she sees
Yes	someone being excluded or treated badly?
No	someone being exclosed of dedica baddy.
No one was hurtful to me	
25. If someone else was able to see this, did	
anyone step in to help?	30. If you wanted to reach out to be kind to
Yes	someone who is being treated badly on social
No	media, what would you do, say, or post?
No one was hurtful to me or no one could see this	
26. Again, think about the incident that affected	
you the most. Did you tell a trusted adult about	
what was happening?	31. If you wanted to tell a person who was being
	hurtful on social media to stop, what would you
Yes	likely say or post?
○ No	
No one was hurtful to me	

being treated badly on social media. What are ways that the person could respond that would likely not be effective?
33. Think about a situation where someone is being treated badly on social media. What are ways that the person could respond that would
likely be more effective?

# **DATA COLLECTION**

Data Collected from students in Middle School and High School across schools in the Kingdom of Bahrain

#### **Total Respondents:**



### Age group:



#### Gender:

942

Female:



1069

Male:

## **Glossaries:**

- **Abide:** accept or act in accordance with (a rule, decision, or recommendation)
- Acceptance: general agreement that something is satisfactory or right
- **Accomplish:** to finish something successfully or to achieve something
- Accurately: correctly and without making any mistakes
- Acquire: to obtain or begin to have something
- Addictive: an inability to stop doing or using something, especially something harmful
- Adrenalin: a hormone produced by the body, for example when you are frightened, angry, or excited, that makes the heart beat faster and prepares the body to react to danger
- Advisable: If something is advisable, you will avoid problems if you do it
- **Aggressors:** a person or country that starts an argument, fight, or war by attacking first
- Ally: someone who helps and supports someone else
- **Altercations:** a loud argument or disagreement
- Amygdala: one of two parts of the brain that affect how people feel emotions, especially fear and pleasure
- Anxiety: an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future
- **Associate:** to connect someone or something in your mind with someone or something else
- Awareness: knowing that something exists, or having knowledge or experience of a particular thing
- **Biologically:** in a way that relates to the natural processes of living things
- Capacity: the total amount that can be contained or produced, or (especially of a

- person or organization) the ability to do a particular thing
- **Cells:** the smallest basic unit of any living creature
- **Character:** the particular combination of qualities in a person or place that makes them different from others
- **Chronic:** (especially of a disease or something bad) continuing for a long time
- Civility: politeness or a polite remark
- **Complex:** difficult to understand or find an answer to because of having many different parts
- **Comprehensive:** complete and including everything that is necessary
- Conducted: to organize and perform a particular activity
- **Consequences:** a result of a particular action or situation, often one that is bad or not convenient
- **Consistent:** always behaving or happening in a similar, especially positive, way
- Constant: happening a lot or all the time
- **Contrary:** in a different way from what most people believe
- **Controversial:** causing disagreement or discussion
- **Cortisol:** a hormone (= a chemical made in the body ) that is used in medicine to treat parts of the body that are swollen and painful
- **Cyberbullying:** the activity of using the internet to harm or frighten another person, especially by sending them unpleasant messages
- **Data:** information, especially facts or numbers, collected to be examined and considered and used to help decision-making, or information in an electronic form that can be stored and used by

a computer

- **Dedicated:** believing that something is very important and giving a lot of time and energy to it
- **Depression:** the state of feeling very unhappy and without hope for the future
- **Determined:** wanting to do something very much and not allowing anyone or any difficulties to stop you
- **Digital:** showing information in the form of an electronic image
- **Disseminated:** to spread or give out something, especially news, information, ideas, etc., to a lot of people
- Distressed: upset or worried
- **Effectively:** in a way that is successful and achieves what you want
- Engaged: involved in something
- Essential: necessary or needed
- **Evaluate:** to judge or calculate the quality, importance, amount, or value of something
- **Exceptionally:** not like most others of the same type; unusual
- **Excluded:** to prevent someone or something from entering a place or taking part in an activity
- **Executive:** having or relating to the power to take action on decisions
- Facebook: the name of a website where you can show information about yourself, and communicate with groups of friends
- **Fight, flight:** used to describe the reaction that people have to a dangerous situation, that makes them either stay and deal with it, or run away
- Frequently: often
- **Grooming:** the criminal activity of becoming friends with a child, especially over the internet, in order to try to persuade the child to obey

them

- **Helplessness:** the feeling or state of being unable to do anything to help yourself or anyone else
- **Hormone:** any of various chemicals in the body that are carried by the blood and that influence the body's growth and how it works
- **Identification:** the act of recognizing and naming someone or something
- IM: ABBREVIATION FOR instant messaging
- Implemented: to start using a plan or system
- **Impulse:** a sudden strong wish to do something
- **Impulsive:** showing behavior in which you do things suddenly withoutany planning and without considering the effects they may have
- Individuality: the qualities that make a person or thing different from others
- **Influence:** the power to have an effect on people or things, or a person or thing that is able to do this
- **Initiatives:** a new plan or process to achieve something or solve a problem
- **Insight:** (the ability to have) a clear, deep, and sometimes sudden understanding of a complicated problem or situation
- **Instagram:** the name of a social networking service for taking, changing, and sharing photographs and video
- **Interactions:** an occasion when two or more people or things communicate with or react to each other
- **Jeopardize:** to put something such as a plan or system in danger of being harmed or damaged
- **Limbic system:** a system of nerves and other structures in the brain that controls many of our emotions

- Logical: using reason
- **Manipulate:** to control something or someone to your advantage, often unfairly or dishonestly
- **Media:** the internet, newspapers, magazines, television, etc., considered as a group
- **Mobbing:** a large, angry crowd, especially one that could easily become violent
- **Moral:** relating to the standards of good or bad behavior, fairness, honesty, etc. that each person believes in, rather than to laws
- Nervous: worried and anxious
- **Neural:** involving a nerve or the system of nerves that includes the brain
- **Neurons:** a nerve cell that carries information between the brain and other parts of the body
- **Obeying:** to act according to what you have been asked or ordered to do by someone in authority, or to behave according to a rule, law, or instruction
- Outrageous: shocking and morally unacceptable
- Perceived: to come to an opinion about something, or have a belief about something
- Permanently: always and for ever
- Potential: possible when the necessary conditions exist
- Predict: to say that an event or action will happen in the future, especially as a result of knowledge or experience
- Prefrontal cortex: a part of the brain located at the front of the frontal lobe. It is implicated in a variety of complex behaviors, including planning, and greatly contributes to personality development
- **Prior:** existing or happening before something else, or before a particular time
- **Pruning:** the activity of reducing the number or amount of something

- **Reasoning:** the cause of an event or situation or something that provides an excuse or explanation
- **Reflects:** to show, express, or be a sign of something
- **Retaliated:** to hurt someone or do something harmful to someone because they have done or said something harmful to you
- **Scrolling:** to move text or other information on a computer screen in order to see a different part of it
- **Abide:** accept or act in accordance with (a rule, decision, or recommendation)
- Acceptance: general agreement that something is satisfactory or right
- **Accomplish:** to finish something successfully or to achieve something
- **Accurately:** correctly and without making any mistakes
- Acquire: to obtain or begin to have something
- **Addictive:** an inability to stop doing or using something, especially something harmful
- Adrenalin: a hormone produced by the body, for example when you are frightened, angry, or excited, that makes the heart beat faster and prepares the body to react to danger
- **Advisable:** If something is advisable, you will avoid problems if you do it
- Aggressors: a person or country that starts an argument, fight, or war by attacking first
- Ally: someone who helps and supports someone else
- **Altercations:** a loud argument or disagreement
- Amygdala: one of two parts of the brain that affect how people feel emotions, especially fear and pleasure
- Anxiety: an uncomfortable feeling of

nervousness or worry about something that is happening or might happen in the future

- **Associate:** to connect someone or something in your mind with someone or something else
- Awareness: knowing that something exists, or having knowledge or experience of a particular thing
- **Biologically:** in a way that relates to the natural processes of living things
- **Capacity:** the total amount that can be contained or produced, or (especially of a person or organization) the ability to do a particular thing
- **Cells:** the smallest basic unit of any living creature
- **Character:** the particular combination of qualities in a person or place that makes them different from others
- **Chronic:** (especially of a disease or something bad) continuing for a long time
- Civility: politeness or a polite remark
- Complex: difficult to understand or find an answer to because of having many different parts
- **Comprehensive:** complete and including everything that is necessary
- **Conducted:** to organize and perform a particular activity
- **Consequences:** a result of a particular action or situation, often one that is bad or not convenient
- **Consistent:** always behaving or happening in a similar, especially positive, way
- Constant: happening a lot or all the time
- **Contrary:** in a different way from what most people believe
- **Controversial:** causing disagreement or discussion
- Cortisol: a hormone (a chemical made in the

body ) that is used in medicine to treat parts of the body that are swollen and painful

- **Cyberbullying:** the activity of using the internet to harm or frighten another person, especially by sending them unpleasant messages
- **Data:** information, especially facts or numbers, collected to be examined and considered and used to help decision-making, or information in an electronic form that can be stored and used by a computer
- **Dedicated:** believing that something is very important and giving a lot of time and energy to it
- **Depression:** the state of feeling very unhappy and without hope for the future
- **Determined:** wanting to do something very much and not allowing anyone or any difficulties to stop you
- **Digital:** showing information in the form of an electronic image
- **Disseminated:** to spread or give out something, especially news, information, ideas, etc., to a lot of people
- **Distressed:** upset or worried
- **Effectively:** in a way that is successful and achieves what you want
- Engaged: involved in something
- Essential: necessary or needed
- **Evaluate:** to judge or calculate the quality, importance, amount, or value of something
- **Exceptionally:** not like most others of the same type; unusual
- **Excluded:** to prevent someone or something from entering a place or taking part in an activity
- **Executive:** having or relating to the power to take action on decisions

- Facebook: the name of a website where you can show information about yourself, and communicate with groups of friends
- **Fight, flight:** used to describe the reaction that people have to a dangerous situation, that makes them either stay and deal with it, or run away
- Frequently: often
- **Grooming:** the criminal activity of becoming friends with a child, especially over the internet, in order to try to persuade the child to obey them
- **Helplessness:** the feeling or state of being unable to do anything to help yourself or anyone else
- **Hormone:** any of various chemicals in the body that are carried by the blood and that influence the body's growth and how it works
- **Identification:** the act of recognizing and naming someone or something
- IM: ABBREVIATION FOR instant messaging
- **Implemented:** to start using a plan or system
- **Impulse**: a sudden strong wish to do something
- **Impulsive:** showing behavior in which you do things suddenly withoutany planning and without considering the effects they may have
- Individuality: the qualities that make a person or thing different from others
- **Influence:** the power to have an effect on people or things, or a person or thing that is able to do this
- **Initiatives:** a new plan or process to achieve something or solve a problem
- **Insight:** (the ability to have) a clear, deep, and sometimes sudden understanding of a complicated problem or situation
- Instagram: the name of a social networking

- service for taking, changing, and sharing photographs and video
- **Interactions:** an occasion when two or more people or things communicate with or react to each other
- **Jeopardize:** to put something such as a plan or system in danger of being harmed or damaged
- **Limbic system:** a system of nerves and other structures in the brain that controls many of our emotions
- Logical: using reason
- Manipulate: to control something or someone to your advantage, often unfairly or dishonestly
- **Media:** the internet, newspapers, magazines, television, etc., considered as a group
- **Mobbing:** a large, angry crowd, especially one that could easily become violent
- **Moral:** relating to the standards of good or bad behavior, fairness, honesty, etc. that each person believes in, rather than to laws
- Nervous: worried and anxious
- **Neural:** involving a nerve or the system of nerves that includes the brain
- **Neurons:** a nerve cell that carries information between the brain and other parts of the body
- **Obeying:** to act according to what you have been asked or ordered to do by someone in authority, or to behave according to a rule, law, or instruction
- Outrageous: shocking and morally unacceptable
- **Perceived:** to come to an opinion about something, or have a belief about something
- Permanently: always and for ever
- **Potential:** possible when the necessary conditions exist
- Predict: to say that an event or action will

happen in the future, especially as a result of knowledge or experience

- **Prefrontal cortex:** a part of the brain located at the front of the frontal lobe. It is implicated in a variety of complex behaviors, including planning, and greatly contributes to personality development
- **Prior:** existing or happening before something else, or before a particular time
- **Pruning:** the activity of reducing the number or amount of something
- **Reasoning:** the cause of an event or situation or omething that provides an excuse or explanation
- **Reflects:** to show, express, or be a sign of something
- **Retaliated:** to hurt someone or do something harmful to someone because they have done or said something harmful to you
- **Scrolling:** to move text or other information on a computer screen in order to see a different part of it
- **Secure:** to make certain something is protected from danger or risk
- Significant: important or noticeable
- **Snapchat:** the name of a social media service for sending pictures, messages, and videos that are only available to be seen for a limited amount of time
- **Stress:** great worry caused by a difficult situation, or something that causes this condition
- **Structure:** the way in which the parts of a system or object are arranged or organized, or a system arranged in this way
- **Supportive:** showing agreement and giving encouragement
- **Survey:** an examination of opinions, behavior, etc., made by asking people questions

- **Susceptible:** easily influenced or harmed by something
- **Synapses:** the point at which electrical signals move from one nerve cell to another
- **Synaptic:** relating to the point at which electrical signals move from one nerve cell to
- **Threat:** a suggestion that something unpleasant or violent will happen, especially if a particular action or order is not followed
- **Traumatic:** (a) severe emotional shock and pain caused by an extremely upsetting experience
- **Triggered:** experiencing a strong emotional reaction of fear, shock, anger, or worry, especially because you are made to remember something bad that has happened in the past
- **Truancy:** the problem or situation of children being absent from school regularly with out permission
- **Tumblr:** a microblogging and social networking website that allows users to post multimedia and other content to a short-form blog
- **Twitter:** the name of a website where people or organizations can publish short remarks or pieces of information, and where you can see information published by people or organizations that you choose
- **Vouch:** to be able from your knowledge or experience to say that something is true
- **Vulnerable:** able to be easily physically, emotionally, or mentally hurt, influenced, or attacked
- Word Clouds: an image that shows words used in a particular piece of text or series of texts. The words are different sizes according to how often they are used in the text

