Development of Manuals for Workshops to Decrease Shoplifting and Cyber-bullying by Youth Who Have Been Referred for Diversion Programs

Sarah K. McCue

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The procedures in these manuals are meant to be used by agency staff, as part of the broader services they provide, or under supervision of agency staff.
Dedication

To all of my loving Grandparents.
Thanks for your continuing support and encouraging words.
I could not have done this without you.
Abstract

Having the appropriate tools available when working with youth who are in conflict with the law is an essential factor when implementing diversionary programs. Being able to provide shoplifting as well as cyber-bullying programs designed for young offenders has become an important aspect of programming that needs to be addressed. Many shoplifting programs that have been created focus solely on adults, creating a gap in programming for youth. Cyber-bullying programs are increasingly important considering the rise in social media usage among young people. The purpose of this thesis was to create two facilitators’ manuals to provide programming in shoplifting and cyber-bullying to young people who are in conflict with the law or as a preventative measure. The manuals were distributed to three agency staff members who critically evaluated the programs. They rated statements about the programs on Likert scales and provided both written and verbal feedback. The resulting information gathered demonstrated that the manuals were well received overall. The facilitators felt that the material would be generalizable for youth to relate different situations to and would work well with the population served by their agency. However, session length and potentially unaddressed topics were mentioned as areas for further development. This thesis focused on manual creation and review and did not implement the programs. Strengths, limitations, and recommendations for future research are addressed, as well as the multilevel challenges in creating a diversionary program.
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Chapter I: Introduction

Over the years, many different methods and strategies have been used when dealing with youth who come into contact with the law (Wilson and Hoge, 2012). On April 1st, 2003, the newest version of the criminal code for youth was implemented, called the Youth Criminal Justice Act (YCJA; Government of Canada, 2013). The YCJA brought about changes in policy dictating that youth aged 12 to 17 be held accountable for their crimes in equal proportion to the severity of the crime committed. In order to accomplish this task, the YCJA also promoted rehabilitation, as well as reintegration, through the use of referrals to community agencies that run programs designed to address the underlying causes of criminal behaviour.

When young people are referred to agencies prior to being charged, they are enrolled in programs called Extrajudicial Measures (EJM; RNJ Youth Services, 2013). These referrals can come from the police as well as the Crown Attorney’s office. Through completion of the EJM program, any further involvement with the police or judicial system is eliminated (Wilson and Hoge, 2012). If a young person has been charged, and the Crown determines that diversion is appropriate, the youth are referred to the Extrajudicial Sanctions Program (EJS; RNJ Youth Services, 2013). In the case of EJS youth who have been charged, completion of the program allows for criminal charges to be withdrawn and removes police and judicial involvement (Wilson and Hoge, 2012). Both of these diversionary measures are designed to divert the young person from the court through a variety of programs (RNJ Youth Services, 2013). Many youth diversion programs are run through youth services agencies that run both of the EJM and EJS programs. Some examples of diversionary measures that are used are paying restitution, completing community service hours, writing an apology letter to the victim, and participating in the Rebound program (Sarnia Lambton Rebound, 2013). The Rebound program is a skill-based learning program that teaches youth new ways of coming to a solution. Topics discussed in Rebound include communication, decision making, goal setting, and teamwork. While an individual may be referred to a diversion program, participation is voluntary, and should a youth make the decision to not participate, his or her case is returned by to the referral agency to be dealt with by the police or the Crown Attorney’s office.

Recently, a new program was initiated at the student researcher’s agency called the Skills for Empowering Teens (SET) Program. This program includes modules that cover topics such as anger management, self-esteem, making and understanding healthy relationships, and suicide. Youth from both the EJS and EJM programs who are participating in diversion can be referred to SET by their caseworkers. However, this program is still in development and in need of materials and manuals for shoplifting and cyber-bullying modules.

Rationale

The purpose of the current study was to develop a program based on best practices and existing research for both shoplifting and cyber bullying to be implemented as a part of the Skills for Empowering Teens program (SET). The modules developed were designed to be implemented as a portion of the entire SET program or individually for young people who did not require the full program. These modules were selected as the most desired for the program by staff at the youth services agency as these were identified as areas of concern for young people in the local community. The targeted population to participate in these programs was youth between the ages of 10 and 17, in order to teach new skills and knowledge on the topics of
shoplifting and cyber-bullying. It was hypothesized that, by developing and implementing materials for young people that were directly related to their needs, their knowledge-base would increase. Although it could not be tested, it was hoped that upon completion of the programs that there would be a decrease in shoplifting and cyber-bullying behaviours in the future.

“Cyber Friendly: A Teen’s Guide to Smart Internet Use” was created to be used in the SET program for youth aged 10 to 17 who may be using the Internet and social media websites in inappropriate ways. The “Cyber Friendly” program was designed to be held once a week for a period of three weeks with the young person participating in a one-hour session. The program was put into a manual format for facilitators to utilize so that future implementation of this program could be done in a standard format. All pre-and post-test measures were compiled into the facilitator manual along with all of the program resources. “Cyber Friendly” allows for the program to be implemented in a group situation as well as individually when the young person is unable to attend group sessions. This program was designed to engage youth to learn in an interactive way. A pre- and post-test was also developed to determine the effectiveness of the cyber bullying program by assessing the knowledge prior to the program and upon completion. A satisfaction questionnaire was also developed to allow for youth to give feedback on the quality of the program.

“That’s Not Mine!: A Teen’s Guide to Preventing Shoplifting” was also designed to be implemented through the SET program as a tool for teaching young people aged 10 to 17 to not shoplift or steal items from others. This program was developed to be held once a week for a period of three weeks to teach skills to young people to encourage them not to steal. The program created was put into a manual format for facilitators to utilize so that future implementation of this program could be done in a standard format. All pre- and post-test measures were compiled into the facilitator manual along with all of the program resources. “That’s Not Mine!” was developed to be implemented individually or in a group setting with a variety of learning activities and information that is engaging. A pre- and post-test procedure was also developed for the shoplifting program to assess the knowledge-base the youth had prior to taking the program and upon completion. A satisfaction questionnaire was also developed for the “That’s Not Mine!” program to receive feedback on topics and activities that were presented.

In addition, a facilitators’ questionnaire was developed for use with potential program deliverers to obtain feedback and suggestions for improvement on both of the manuals.

Thesis Overview

The current study includes a comprehensive literature review in Chapter II that evaluates recent practices and procedures in dealing with youth who shoplift and cyber-bully. Topics that are explored in the review include types of shoplifters, theories regarding adolescent shoplifting, shoplifting prevention, the difference between traditional and cyber-bullying, an overview of Facebook, and self representation while online. The method section of the thesis in Chapter III illustrates the selection procedures, materials and methodology. The method section also incorporates the development of the “Cyber Friendly: A Teen’s Guide to Smart Internet Use” and “That’s Not Mine!: A Teen’s Guide to Preventing Shoplifting”. Following in Chapter IV is the results section in which the facilitator satisfaction questionnaires is presented. The strengths and limitations of this study are discussed in the conclusion and discussion section in Chapter V.
of the thesis. This section, which is the final chapter in the thesis, also includes a comprehensive summary of the study and recommendations for future research.
Chapter II: Literature Review

In communities all around the globe, justice systems have adopted various forms of youth diversion programs (Prichard, 2010). Some systems utilize police warnings and pre-charge diversion, others combine this with post-charge diversion and restorative justice committees. The main goal of these programs is to reduce the number of court appearances a young person will be required to attend, as well as aiming to reduce their levels of recidivism (Prichard, 2010). With the growth in diversion programs, it is valid to consider how programs tailored for specific areas of concern can aid in the successful completion of diversionary programs.

There are a variety of diversionary measures that young people can participate in once they have been referred to a diversion agency. Many of these agencies will refer the young people to programming that addresses the specific areas of concern that may have led that youth to commit the offence. Some examples of diversionary programming include, but are not limited to, the Rebound program designed to teach life skills (Sarnia-Lambton Rebound, 2013) and the Skills for Empowering Teens programming which teaches about healthy relationships, anger management programs, counseling, and employment (RNJ Youth Services, 2013). Other forms of diversionary measures can include, but are not limited to, letters of apology, restitution payments, community service hours, essays on topics such as drug awareness and attending counseling (RNJ Youth Services, 2013). The following literature review outlines the different aspects of shoplifting and cyber bullying to illustrate the need for more programming for young people who may need assistance in overcoming a shoplifting charge or learning how to deal with cyber bullying in a more age-appropriate manner.

Shoplifting

Police-reported crime statistics from Statistics Canada (2013) indicate that, of all youth Criminal Code and federal statute offences in 2012, 18% of the accusations were for theft of $5000 or under and were usually shoplifting crimes. With the large number of crimes being of this nature, it is important to look at the effects of those actions. Many companies and stores suffer from economic losses which, in turn, result in price increases to cover the cost of the losses (Caputo, 2004). While stealing affects many people, it is also relevant to consider the reasons youth commit the offence. Many times, these factors are psychological or psychiatric; they can be due to environmental stressors as well as biological reasons (Caputo, 2004). Some of the biologic causes of shoplifting could be due to an illness or genetic predisposition. In addition to the more innate reasons behind shoplifting, sometimes the reasoning behind theft behaviour can be as simple as human greed, low self-control, high thrill-seeking tendencies, lack of access to food or personal care products or the result of a drug problem. Theft behaviour also crosses all walks of society and does not encompass any one gender, race, ethnicity or social class (Caputo, 2004).

While stealing is a behaviour that is fairly common among adolescents, it is often studied and treated through conjoint programs that address both theft and other problem behaviours (Ingamells & Epston, 2013). One of the main concerns in regard to determining treatment for young people who commit theft is the difficulty of proving that the theft occurred. Many times, shoplifting behaviours occur because the young person knows that he or she will not always be caught. Due to this mindset, it can be difficult to effectively implement treatment for teens (Ingamells & Epston, 2013).
Types of shoplifters. According to Moore (1983), individuals who shoplift do so for a variety of reasons. Many of the people who steal are ordinary people who engage in theft behaviours. These reasons include being tempted and having opportunity present itself. In addition to these reasons, some people steal as it is a way to gain material goods at low costs or as a game among adolescents between their friends in order to gain status. However, within this population of people, there are two distinct kinds of shoplifters (Caputo, 2004). The first type is the professional shoplifter. This type of person commits acts of theft in order to further his or her own personal goals. The professional shoplifter plans out times and places in which to steal and will then sell or return the products in order to receive economic gains. The second type of shoplifter is the nonprofessional who steals for reasons entirely different than their professional counterpart. The nonprofessional shoplifter does not steal in order to make a career but instead steals in order to eat or use the product. This type of shoplifter does not utilize extensive planning and many thefts occur as spur of the moment decisions. For this type of shoplifter, the goal is not to sell the products but to use them. It has been noted, however, that when nonprofessional shoplifters begin to become too comfortable with stealing, this transition can lead to becoming a professional shoplifter.

In addition to these two types of shoplifters, a third type of shoplifter resides within the population of individuals who commit theft behaviour. This third type of shoplifter is those who have been diagnosed with kleptomania. Individuals who have kleptomania are diagnosed with an impulse control disorder (Talih, 2011). These individuals have frequent and recurring episodes in which they steal items that may have little to no value to them. These items may not be needed and are taken compulsively. When these episodes occur, the individual is often embarrassed. The diagnosis of kleptomania is fairly uncommon and differs greatly from that of the traditional shoplifter.

Reasons behind shoplifting in adolescence. When considering shoplifting behaviour, it is often important to look at the underlying factors that could be driving the young person to steal. In a study conducted by Cox, Cox, and Moschis (1990), the reasons behind shoplifting were examined. This study also looked at factors such as determining if the theft occurred as a onetime incident or whether the behaviour was part of youthful misbehaviour, as well as looking at the question of why shoplifting seems to peak in adolescence. The researchers administered questionnaires to 1692 students in grades 7 to 12 in nine middle and high schools in a large and diverse county (Cox et al., 1990). Students self-reported on their shoplifting behaviour by answering statements with “several times”, “few times”, and “never”.

The results of the Cox and colleagues (1990) study determined that, of the 1692 adolescents surveyed, 632 or 32% had committed at least one shoplifting offence within the previous 12 months. It was also determined that shoplifting behaviours increased steadily for youth between grade 7 up to grade 10; however, it tapered off and declined upon completion of tenth grade. This study also identified that, for young people who shoplift, there are three main contributing factors to the occurrence of the behaviour. The first factor is that of temptation. For many young people, the intention to shoplift does not present itself until something specific catches their attention, and this often results in a spur of the moment decision to steal the item. Another factor is that of the ability the young person has to rationalize or deny the fact that they
‘lifted’ something from a store. If the adolescent is able to rationalize that they needed the item or that it does not affect anyone else, or even learns to completely deny the behaviour occurred, it raises the chance that the young person will shoplift in the future (Cox et al., 1990). The third factor leading to a young person’s shoplifting is that of perceived low risk. Many shoplifters are never caught or held responsible for their actions, which in turn, reinforces the behaviour and belief that they will not get caught (Cox et al., 1990).

Cox and colleagues (1990) proposed that shoplifting tends to peak in adolescence when the opportunity arises due to lessening parental supervision as the child is expected to grow more mature. Immaturity, coupled with opportunity, set the stage for young people to shoplift. In addition to these factors, Cox and colleagues proposed that having peers who shoplift in one’s social group can also contribute to a young person’s desire to fit in with the group. This drive to fit in may be an influencing factor for a youth because throughout the teenage years it is important to feel a sense of belonging with one’s group of friends.

**Shoplifting prevention.** In order to deal with the portion of the population that shoplifts, it is important to consider methods of dealing with the behaviour in an age-appropriate and productive manner to assist in the prevention of shoplifting occurrences in youth.

A study conducted in Tennessee yielded interesting data in regard to shoplifting (McNees, Egli, Marshall, Schnelle, and Risley, 1976). In this study, two variations of a sign intervention procedure were utilized. In the first intervention, signs were placed in the changing areas of a large department store containing points that shoplifting is stealing and a crime, and that shoplifting helps inflation. The signs were left in place for 20 days, and while there was a minor reduction in shoplifted items during that period, as soon as the signs were removed, shoplifting levels rose once more. The second procedure involved placing signs in individual departments shaped as stars and saying, “These are items shoplifters frequently take” (McNees et al., 1976). With the second intervention, the researchers noted a striking reduction in shoplifted items. By having signs placed strategically throughout stores, the levels of theft decreased. The levels of shoplifting change were not provided for the period of time after the signs identifying merchandise were removed.

In a study conducted by Kelley, Kennedy, and Homant (2003), 286 young people who had been caught and charged with shoplifting offences were split into treatment and control groups. Members of both groups were required to meet with a youth assistance worker (probation officer) with at least one parent or guardian, once per month. Youth who were assigned to the control group received only the monthly meeting and referrals to other community agencies if deemed appropriate; for example, a child who had difficulties with drugs would be referred to an addictions agency. Participants who were in the treatment group received the same monthly meeting and community referrals, but were also required to complete diversionary measures such as writing apologies, paying restitution, watching anti-shoplifting videos, counseling, and community services. Of the 143 participants who were in the treatment group, 88% successfully completed their treatment contracts, and 3% partially completed the contract. Follow-up was conducted one year later, and of the youth who had been in the treatment group, only 10% had been charged since completing the treatment. At follow-up, the control group had a recidivism rate of 25%. These results demonstrated a statistically significant
difference between youth who received treatment as opposed to those who did not. This suggests that participating in programming that is designed in a manner for which the youth must accept responsibility for their actions can yield positive results.

**Programs in use for addressing shoplifting.** A program that is being utilized for adults involved with the diversionary system in Canada is called Stop Shop Theft (Operation Springboard, 2010). This program is designed to be delivered in both workshop and individual format and addresses the issue of shoplifting. The Stop Shop Theft program utilizes a comprehensive mix of brainstorming activities, true/false questions, and videos that illustrate specific issues involved in theft behavior. Stop Shop Theft begins with participants being given some basic information on who the “typical shoplifter” is, as well as information that exposes some of the myths that are associated with theft. Some of the other lessons that this program covers are the costs of theft to retailers and the community, the long term effects of having a criminal record, and the court process for those that may not fully understand the consequences of stealing. The Stop Shop Theft program video is available in eight different languages including French, English and Spanish, so that it is accessible for a large portion of the population.

Another program that is available throughout the United States for youth and adults who are involved in diversionary programs or are on probation is an online impulse control course with a theft-related focus (Offender Solutions, 2013). This program is an eight-hour course on shoplifting which the accused can take at home. The course explores the patterns of thinking and the behaviours that lead to shoplifting, as well as victim awareness. The course also addresses the accused taking responsibility for his or her actions. Upon completion of the online course, the individual can request a completion certificate.

While currently there are only limited programs in place for individuals who have committed a theft-related offence, there are many programs designed for helping shop owners and retailers prevent shoplifting before it occurs. Some of the tips that the Royal Canadian Mounted Police (RCMP; 2013) provide to shop owners are to install mirrors and surveillance cameras that enable cashiers to observe all areas of the store, to post signs cautioning patrons from shoplifting, and to complete inventory regularly to catch false returns or unaccounted for merchandise. Other strategies suggested by the RCMP are to not place merchandise racks near exits, to keep fitting room doors locked when a customer is not using the room, and to use tamperproof price tags and security tags. Some things that cashiers can do to help prevent shoplifting from occurring are to make sure that factory seals are on all packages leaving the store and ensure that bottom racks of shopping carts do not have large items that have not been charged for.

**Overview of shoplifting.** While shoplifting and acts of theft are common, and retailers have been forced to take precautions and preventative measures, many shoplifters are not caught (Ingamells & Epston, 2013). Given that many people who engage in theft behaviour evade detection, it is often difficult to provide appropriate programming for individuals before they have their first interactions with the police regarding theft. For young people and adults who commit acts of theft, apology letters, restitution payments, and community service are some common measures set out by diversion case workers (RNJ Youth Services, 2013). Participating
in programs such as the Stop Shop Theft program provide information about theft and ways to avoid engaging in the behaviour again (Operation Springboard, 2010). Stop Shop Theft-type programs also provide information on the legal system and the potential consequences for continuing to engage in theft behaviour. Police agencies such as the RCMP have also taken to providing preventative tips to reduce the amount of shoplifting incidents (Royal Canadian Mounted Police, 2013).

**Cyber-Bullying**

As the trend toward using social media continues to gain popularity, it is important to consider the effects of the Internet on the young people who utilize it (Anderson, Fagan, Woodnutt, & Chamorro-Premuzic, 2012). Social networking has become the preferred method for teens and young people to converse with their peers. Being able to connect immediately and frequently with users from all over the world through websites such as Facebook and Twitter, young people are provided with an entirely different way of communicating.

Although these types of Internet sites have their benefits, there have been problems, such as relationship-forming, satisfaction with life, personal-professional boundaries, as well as privacy concerns, that have arisen (Anderson et al., 2012). The area of relationship-forming in regard to Facebook can become an issue when youth build relationships that are negative in nature. For example, by building a friendship with someone online by cyber-bullying another person together, a negative friendship is created. Satisfaction levels come into play when dealing with the amount of satisfaction youth feel in their friendships and with their lives in general. For youth who are on the receiving end of cyber-bullying on social media sites like Facebook, it can lead to low levels of satisfaction with one’s life. It is also important to consider the boundaries of personal life versus professional life. With the amount of information that is posted online for all to see, it is imperative that young people begin to decipher what is and isn’t appropriate to post online because many companies now look to social media sites to screen new employees. In addition to boundaries, privacy is also a concern with regards to social media as many teens and young people do not know how to properly set privacy settings, resulting in items posted being seen by more than just the desired audience.

For some young people, the Internet has become a way to present themselves and to build a reputation (Lim, Vadrevu, Chan, & Basnyat, 2012). For some young people, the need to look good online can include behaviours that are illegal and/or inappropriate, such as by putting others down. This relatively new form of online activity includes actions such as posting nude photos or videos of other individuals on the Internet, or through threatening comments and messages sent to someone else. This type of behaviour is called cyber-bullying and has been increasing since social media first became popular. This form of bullying is growing due to the bully’s ability to remain anonymous (Lim et al., 2012).

**The difference between cyber-bullying and traditional forms of bullying.** With the explosion of the Internet and various forms of social media, it has become apparent how intertwined these tools are in our everyday lives (Langos, 2012). One of the many commonalities that have been found around the world is the difficulty in defining cyber-bullying, as well as determining the extent of differences between it and traditional forms of bullying. Olweus (1980) states that traditional bullying involves a specific form of behaviour that is aggressive in nature and is intended to deliberately cause harm. Olweus further elaborates that the harm caused
through bullying is demonstrated through repetition over time toward an individual who is not readily able to defend himself or herself. Although Olweus’ definition relates to cyber-bullying, Langos (2012) suggests that, in addition to repetition and the inability to defend oneself, a power imbalance also exists between the bully and the victim.

There are two forms of cyber-bullying, and both encompass a different aspect of using technology to bully (Langos, 2012). The first form of online bullying is the direct approach. In this method, bullies send instant messages, text or video messages, or emails directly to the victim with the intent of causing immediate harm. This form of direct cyber-bullying occurs in the private domain of the internet. The second form of cyber-bullying is that of indirect bullying (Langos, 2012). Indirect bullying occurs when a bully posts messages, comments, videos, photos or other items onto a public forum such as a website like Facebook. This form of bullying allows further anonymity for bullies as the more times the item posted is shared or copied, the harder it is to trace it back to its origins. As soon as a message, comment, photo, video or other form of online technology crosses from the private domain into the public domain, it becomes indirect cyber-bullying.

According to Jose, Kljakovic, Scheib and Notter (2011), a power imbalance between a bully and his or her victim can occur in several different ways. This imbalance can be as simple as the bully being larger or stronger than their victim. A power differential can also occur if the victim is a member of a minority group or if the victim’s beliefs or fears interfere with their ability to stand up for themselves. Traditional forms of bullying incorporate acts such as physical aggression (such as hitting), verbal interactions (such as name calling), indirect bullying (such as spreading rumors) or are behavioural in nature (such as looking at someone and snickering) (Jose et al., 2011). Cyber-bullying differs from traditional bullying in the sense that it utilizes tools such as mobile phones, the Internet, or social media to spread messages, videos or pictures of others in a rapid way.

**Cyber-bullying commonalities of gender and race.** While cyber-bullying is witnessed across the world, it is important to determine what role gender and race play in the process. This is a valid area to consider, due to a suggested higher proportion of females being bullied (Low and Espelage, 2013). In a study conducted by Low and Espelage (2013), the goal was to analyze the familial and individual factors involved in cyber-bullying and determine the extent of influence these factors have when they interact within gender and race. Students of African American and Caucasian descent were recruited from grade 5 to 7 classes to participate in the study, resulting in a sample size of 1023 participants. Students completed three surveys, administered six months apart, that addressed their attitudes, as well as their experiences with physical and nonphysical forms of bullying. It was discovered that female youth had experienced higher levels of cyber-bullying than their male peers during the third set of surveys. The females also reported higher levels of parental supervision or monitoring in addition to having experienced or witnessed a higher level of familial violence. This leads credence to the belief that females are more likely to have played a role in cyber-bullying. African American adolescents were found to have experienced higher experience levels of cyber-bullying in the first administration of the test as well as a higher rating for nonphysical violence in the first and third administrations of the questionnaires.
The study also identified that being involved in the nonphysical forms of bullying tended to prepare young people for cyber-bullying (Low and Espelage, 2013). In addition to identifying preparation for bullying, it was identified that over time the levels of cyber-bullying behaviour increased among white females. However the levels of cyber-bullying decreased over time for the females of both racial denominations. The results of this study serve to identify that cyber-bullying is more common in the Caucasian population. This study also identifies that, as young women grow and mature, the frequency of cyber-bullying decreases, suggesting that these levels could also be lowered further.

**Facebook.** Over the years, the Internet and computer-assisted forms of communication have grown rapidly (Anderson et al., 2012). Social networking has quickly become the preferred method of conversing among teens and youth. The ability to use a readily available form of social media such as Facebook allows users to establish, maintain, and develop connections with individuals all over the world. Since its launch in February of 2004, Facebook has continually grown its network of users and reached 750 million active members in late 2011.

Facebook is a social media website that allows users to create a profile to which they can add photos, friends, quotes, and write message to others on (Muise, Christofides & Desmarais, 2009). These profiles also allow friends and others to post comments on anything that the user puts up, as well as leave comments or messages in general. With the ability to post things on Facebook comes the ability for others to publicly scrutinize any aspect of another’s profile. Due to the availability of personal data at such a rapid speed, individuals are able to attain information that would potentially be unknown prior to participating in social networking sites such as Facebook. This new ability to learn and gather as much information as possible has lead to behaviours that are akin with surveillance. Young people are now able to watch and observe how quickly their posts become “liked”, as well as how many people have viewed them. While in some instances, such as a memorial page for a lost loved one, individuals can show signs of support, this form of social media can also be damaging to a young person who is being bullied. The “like” function on Facebook can easily be turned into a bullying tool if someone were to have posted something inappropriate about another person.

While Facebook and other social networking sites do allow for positive feedback, it is equally as possible and easy to receive negative feedback (Valkenburg, Peter and Schouten, 2006). For teens that receive negative feedback while on different social media sites, it has been noted that this affects self-esteem in addition to emotional well-being. The degree of impact on a young person’s self-esteem and well-being was also correlated to the amount of time spent on social networking sites and the tone of the feedback.

**Self representation while online.** Incorporated into this relatively new form of Internet use is a need to present oneself in a certain light and to establish a reputation (Lim et al., 2012). For some youth, this need to establish a sense of self can lead to forms of communication that are not always legal or appropriate. This can be done through the presentation of photographs or comments left on Facebook or other forms of social media to intimidate or threaten others. When this behaviour occurs, it causes problems for other individuals, leading to lowered self-esteem and depression, since these comments can be seen by individuals who may not even know the situation (Lim et al., 2012). In addition to causing damage to youth’s self
image, these types of situations can lead to externalizing and internalizing behaviours that can lead to problems in the future if not dealt with properly (Frey & Epkins, 2002).

Jenkins-Guarnieri, Wright and Johnson (2013) looked at the five-factor model of behaviour and personality traits to determine if there was a correlation between openness, conscientiousness, extraversion, agreeableness, and neuroticism and positive/negative Facebook use. The study found that extraversion had a direct and positive effect on the amount of Facebook usage among college-aged students. College students who were more outgoing and personable utilized Facebook more often. With the continual development of social networking and internet usage, it is crucial that further research be conducted to analyze the affects of these tools on youth and society overall to determine both the short term and long term positive or negative effects (Jenkins-Guarnieri et al., 2013).

Programs in use for addressing cyber-bullying. While cyber-bullying is a relatively new phenomenon, there are treatment program options for bullies. One of these options is to participate in the Rebound program (Sarnia Lambton Rebound, 2013). Rebound is designed to be delivered in a group setting, and one session is dedicated to dealing with cyber-bullying. This module incorporates videos and group discussion on what it means to be a cyber-bully and how to stop. In addition to the group activities, there are also activities for the group to split into smaller sections to engage in behavioural rehearsals to illustrate proper ways of talking to others online and in person. The Rebound program also has a module on bullying, and in this unit, the roles individuals play in a bullying circle, be it the victim, bully or bystander, are explained and discussed.

Another program that incorporates cyber-bullying is the Fourth R program which discusses how to build, maintain and end relationships in a healthy manner (Centre for Addiction and Mental Health, 2008). The Fourth R program is designed to be implemented in the school setting to teach students, teachers and parents how to reduce behaviours and actions that can lead to violence in the future. By discussing healthy relationships, it puts an emphasis on how to pick friends wisely and to talk and treat to people in a way that one would like to be talked to or treated in return. By teaching youth how to end a relationship when it becomes toxic or unhealthy, the Fourth R suggests that it aids in keeping youth safe from violence which can include bullying.

Prevention programs such as the Olweus Bullying Prevention Program also exist (Olweus Bully Prevention Program, 2013). This program is designed to prevent bully and victim issues and is designed for students from elementary through high school. Teachers are also a core component of this program as they implement and enforce the program once it is in place. Classroom and school-wide meetings are held to discuss bullying issues, and rules and consequences are set with a zero tolerance policy for bullying. The Olweus Bullying Prevention Program has demonstrated lowered levels of bullying as well as victimization. In a program review after twenty years of implementation, it was found that, while the Olweus Bullying Prevention Program is time consuming and requires dedication and coordinated implementation from all facilitators, that the program is effective (Olweus & Limber, 2010).
Overview of cyber-bullying. With the growing development and usage of social media, it is imperative to consider how young people interact with the internet and those they speak with while online (Anderson et al., 2012). Olweus (1980) suggested that bullying involves specific aggressive behaviour that is deliberate in nature used to cause psychological or physical harm to another who may not be able to defend themselves. In addition to the deliberate nature, Langos (2012) suggests that a power imbalance is also at play in cyber-bullying and bullying relationships. When these factors combine, the amount of information both personal and general that is available on sites such as Facebook, the ability to publicly scrutinize the victim increases (Muise et al., 2009). There are some cyber-bullying programs in existence, but many programs focus solely on the traditional forms of bullying in which the interactions happen face to face as opposed to online or through social media. Programs such as Rebound, the Fourth R, and the Olweus Bullying Prevention Program enable the teaching of new skills and how to build healthy relationships with others where individuals do not have to worry about bullying.

Literature Review Overview
For youth who require programming for treating shoplifting behaviour, this area needs to be developed. Bearing in mind the availability of programming for adults through the Stop Shop Theft program or through online programming, there is a lack of in-person programs for young people to engage in. Considering how shoplifting behaviour can develop or appear during the teenage years, it is important to address shoplifting behaviour as it occurs in the youth age group. While there are programs that target cyber-bullying and bullying in general, the majority of these programs only provide one module or are generated for larger groups of young people at the same time. With this in mind, it is important to consider targeting smaller groups of young people in individual or small group format to provide cyber-bullying programming to individuals on a more personal level as opposed to a systemic level or through a brief module as part of a larger program.
Chapter III: Methodology

Section One: Manual Development

In order to create the programs and facilitators’ manuals to utilize with youth who had been referred to diversion programs for shoplifting and cyber-bullying concerns, materials and programs that were currently used in North America were reviewed. The empirically reviewed literature was broken down into categories including a review on what shoplifting and cyber-bullying are, a review of current materials and programs used in North America, discussion on how factors such as Facebook play into cyber-bullying, as well as a discussion surrounding the different types of shoplifters. The information gathered during the review of best practices in the field was then used to assist in the development of the facilitators’ manuals for the shoplifting and cyber-bullying programs. The programs were developed to be implemented through a series of modules. One module was designed for each week of the shoplifting and cyber-bullying programs. The session material for each week of the programs included general information about the topic (either shoplifting or cyber-bullying), as well as tips on how to engage in appropriate behaviour. Behavioural rehearsals were utilized in both programs to teach young people how to use communication skills appropriately to avoid or get out of situations in which shoplifting or cyber-bullying were occurring. The modules were then compiled into a facilitators’ guide (one for each program) with instructions on how to implement the sessions. The facilitators’ guide for the Shoplifting program can be found in Appendix A. The guide for the cyber-bullying program can be located in Appendix B.

The sessions that comprised the shoplifting program were as follows:

Session 1 – What is Shoplifting?
Session 2 – How does my shoplifting behaviour affect others?
Session 3 – What can I do to not shoplift?

The sessions that comprised the cyber-bullying program were as follows:

Session 1 – What is Cyber-bullying?
Session 2 – How does my online behaviour affect others?
Session 3 – What can I do to not be a cyber-bully?

The following two measures were designed to be implemented during the shoplifting and cyber-bullying programs, however neither measure was utilized due to the lack of participants and the unforeseen complication leading to neither program being run. The pre-and-post test measures and the youth satisfaction questionnaires were included in the manuals which were left with the agency staff to utilize after the student researcher had completed placement.

Pre-and-post test measures. A pre-and post-test measure was developed for use in both the shoplifting and cyber-bullying programs. The test measure was to be given to each youth prior to beginning and upon completion of the program the youth was engaging in (see manuals
in Appendices A and B) to assess the acquisition of knowledge that youth had gained by participating in the program. The tests consisted of 10 multiple choice questions. All of the questions were taken from materials that were covered in the shoplifting or cyber-bullying programs.

**Youth satisfaction questionnaire.** A youth satisfaction questionnaire (see manuals in Appendices A and B) was developed for the participants to complete during the final session of the shoplifting and cyber-bullying programs. The purpose of this questionnaire was to allow the youth to provide feedback from a participant’s perspective on aspects of the program(s) that they enjoyed or did not care for. The questionnaire also allowed youth to offer comments about what they felt should be changed in the program(s) as well as provide any additional feedback and comments they felt were necessary.

The manuals for the shoplifting and cyber-bullying programs were designed and developed to be used as a facilitation tool for program leaders. The manuals were then distributed to potential program leaders and were then evaluated [see Section 2 below]. It was hoped that the programs would be able to run with 3-4 youth participants; however, due to unforeseen complications, neither program was able to run. One participant had given consent to participate in the shoplifting program; however, he did not follow through in attending. Due to these complications, the current study focuses on the evaluation of the manuals through feedback from potential program facilitators.

**Section Two: The Present Study**

Prior to beginning any portion of development for the manuals, approval was obtained from the St. Lawrence College Research Ethics Board to ensure that the programs and proposed methods were ethically sound and would not cause undue harm to the participants. Approval was obtained from the ethics board on October 4th, 2013.

**Evaluation of the manuals.** The purpose of the current study was to have potential program facilitators evaluate the program materials and resources through the use of a facilitator’s questionnaire. The facilitators were given the opportunity to look at the entire manual, including pre-and-post test measures, as well as all materials and modules within the program manual.

**Participants.** Three agency staff members were selected to complete the facilitators’ questionnaire. All were female and had worked at the agency for a minimum of three years. At the time of the study, two of the participants were directly involved with providing diversionary programs to youth in conflict with the law. The third participant had previous experience in delivering diversion programs to youth, however was not actively involved in direct service at the time of this study. Each of the participants were spoken to individually prior to receiving the manuals to evaluate and were all agreeable to completing a facilitators’ survey.

**Consent.** Prior to distributing copies of the shoplifting and cyber-bullying facilitator’s manuals, each participant was contacted individually by the student researcher. The participants were briefed on what was required of them. They were also informed that no one else would see the completed questionnaires other than the student researcher, and that all questionnaires would
be destroyed upon completion of the thesis project. All three participants verbally assented to completing the Facilitators Feedback Form. Written consent was not obtained from any of the participants as no personal data was to be collected.

**Measures.** A Facilitator’s Feedback Form was developed to evaluate the facilitator’s manuals for each of the programs. The purpose of these forms was to obtain feedback to make adjustments and changes to the programs prior to implementing the programs with the youth. A feedback form for the shoplifting facilitator’s manual (see Appendix C) and the cyber-bullying facilitator’s manual (see Appendix D) was given to three reviewers/evaluators to receive their feedback on materials and modules used during the shoplifting program.

**Procedures.** The staff members were all provided with an electronic copy of the manuals. One paper copy of each manual was provided and placed in the main office area of the agency, in case a participant preferred to evaluate the manuals while looking at a hard copy. The respondents were provided with a two-week period in which to complete the questionnaires individually and return them to the student researcher. Upon completion of the questionnaires, the participants were instructed to leave the forms on the student researcher’s desk. Due to the small number of participants, no anonymity clause was put into place, as all three of the participants had requested to also provide verbal feedback to the student researcher.

The feedback received from the raters was tabulated to determine the levels of agreement with each statement on the questionnaire. This was done by taking the number of responses and dividing them by the total number of raters and converting the resulting number into a corresponding percentage. This information was presented in tabular format.
Chapter IV: Results

Part One

That’s Not Mine!: A Teen’s Guide to Preventing Shoplifting facilitators’ guide can be found in Appendix A. Table 1 provides a brief outline of each session and the corresponding topic, information, and activities associated with each lesson. The manual was created by reviewing literature on the topic of shoplifting and by looking at existing programming available for individuals who were in trouble with the law for theft. A gap was identified in the availability of youth shoplifting programming. The facilitators’ manual was created to be used as a guide for program providers to administer a shoplifting program for youth between the ages of 10 and 17.

Table 1.
Overview of That’s Not Mine!: A Teen’s Guide to Preventing Shoplifting Facilitator’s Guide

<table>
<thead>
<tr>
<th>Session</th>
<th>Main Topic</th>
<th>Information/Activities</th>
</tr>
</thead>
</table>
| **One** | What is Shoplifting? | **Information**  
  - Purpose of the program  
  - Confidentiality  
  - Ground Rules  
  - Definition of shoplifting  
  - Description of “typical” shoplifter  
  - Reasons why people shoplift  
  - Review of the session  
  - **Activities**  
  - Knowledge pre-test  
  - Myths about Shoplifting |
| **Two** | How does my shoplifting behaviour affect others? | **Information**  
  - Review of previous week’s topic  
  - Who does my shoplifting affect?  
    - Brainstorm  
  - Review of the session  
  - **Activities**  
  - Who does my shoplifting affect?  
  - Shop Owner activity (option 1 of 3)  
  - Shop Owner activity (option 2 of 3)  
  - Home Owner activity (option 3 of 3)  
  - Circles activity |
| **Three** | What can I do to not shoplift? | **Information**  
  - Review of previous week’s topic  
  - What can I do to not shoplift?  
    - Brainstorm  
  - Review of all session topics  
  - **Activities** |
Cyber Friendly: A Teen’s Guide to Smart Internet Use facilitators’ guide can be found in Appendix B. Table 2 provides a brief outline of each session and the corresponding topic, information, and activities associated with each lesson. The manual was created by reviewing literature on the topic of cyber-bullying and by looking at existing programming available for individuals who were in trouble with the law for online bullying. The facilitators’ manual was created to be used as a guide for program providers to administer a cyber-bullying program for youth between the ages of 10 and 17.

Table 2.

<table>
<thead>
<tr>
<th>Session</th>
<th>Main Topic</th>
<th>Information/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>What is Cyber-bullying?</td>
<td>Information</td>
</tr>
<tr>
<td></td>
<td>• Purpose of the program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Confidentiality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ground Rules</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Definition of cyber-bullying</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cyber-bullying video and brainstorm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How cyber-bullying is different and similar to traditional bullying</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Indirect and direct cyber-bullying</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Review of the session</td>
<td>Activities</td>
</tr>
<tr>
<td></td>
<td>• Knowledge pre-test</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Indirect and direct cyber-bullying activity</td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td>How does my online behaviour affect others?</td>
<td>Information</td>
</tr>
<tr>
<td></td>
<td>• Review of previous week’s topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How does my online behaviour affect others?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Brainstorm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Review of the session</td>
<td>Activities</td>
</tr>
<tr>
<td></td>
<td>• Who does cyber-bullying affect?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Circles activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Anti cyber-bullying poster activity</td>
<td></td>
</tr>
<tr>
<td>Three</td>
<td>What can I do to not be a Cyber-bully?</td>
<td>Information</td>
</tr>
</tbody>
</table>
Part Two

The facilitator feedback form was used to measure the level of satisfaction that potential facilitators had regarding the shoplifting and cyber-bullying manuals. The “That’s Not Mine!: A Teen’s Guide to Preventing Shoplifting” Facilitator Feedback Form was developed with a series of eight questions that had raters select responses on a Likert-type scale, ranging from strongly agree to strongly disagree. Five open-ended questions were provided for written feedback. Raw data from the Likert scale for the shoplifting questionnaire can be found in Appendix E. Table 3 depicts a condensed form of the responses given in the Likert rating portion of the feedback form.

Table 3.
Percentage of Three Facilitators’ Ratings on Each Question on the Shoplifting Feedback Forms

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Unsure</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  This program has appropriate activities for the topic discussed</td>
<td>33%</td>
<td>66.7%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2  This is a useful tool for empowering teens</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>3  There are many things that the youth will learn</td>
<td>33.3%</td>
<td>66.7%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4  The program is well laid out</td>
<td>33.3%</td>
<td>66.7%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>5  The program materials are easy to understand</td>
<td>66.7%</td>
<td>33.3%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>6  The information learned in That's Not Mine! can be carried over to other pro-social situations</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>7  The sessions are the right length</td>
<td>0%</td>
<td>33.3%</td>
<td>33.3%</td>
<td>33.3%</td>
</tr>
<tr>
<td>8  There were topics</td>
<td>0%</td>
<td>33.3%</td>
<td>66.7%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Note: The strongly disagree column was removed from Table 3 as no raters selected this response for any of the questions.

The rating information garnered from questions one to six provided information showing that, overall, all of the raters either agreed or strongly agreed with the statements. On question two (This is a useful tool for empowering teens) and question six (The information learned in That's Not Mine! can be carried over to other pro-social situations) showed that 100% of the facilitators agreed with the statements. Question seven showed the greatest variability among raters with 33.3% of the respondents each selecting agree, unsure and disagree. Question eight received a response showing that 66.7% of the responders felt that they were unsure whether or not topics were unaddressed in the shoplifting program while 33.3% did feel that some topics were unaddressed. Upon receiving verbal feedback from the raters about question eight, it was noted that the unsure response was given as they felt the topics would probably be covered in the actual implementation of the program but that they were not discussed enough in the manual itself.

The raw data showing written responses from each of the three participants can be found in Appendix F. Table 4 shows the condensed version of the written responses that were received from the raters on the shoplifting feedback forms.

Table 4.
Written Feedback for the Shoplifting Feedback Forms

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
</tr>
</thead>
</table>
| The parts of the That’s Not Mine! program that will benefit the youth the most are: | • Awareness of impact  
• What can I do to not shoplift  
• Activities that keep them engaged in the learning  
• Make them feel the experience, using their own minds to see the bigger picture  
• Education and awareness |
| The parts of the That’s Not Mine! program that will benefit the youth least are: | • Just need more activities  
• The youth can benefit from all aspects of the program |
| I would change the That’s Not Mine! program by adding: | • More self awareness  
• Cognitive thinking and personal reflection and planning  
• Practice opportunities for refusal skills or alternate decision making  
• More activities for all sessions.  
• I would make a fourth session to make it longer  
• Change some of the wording  
• I feel it is missing some info on the life-long consequences  
• Nothing at this time |
I would change the That’s Not Mine! program by removing:

- “Lie” in game and call it a false
- Nothing at this time

Any additional comments:

- I would add a session to allow for more cognitive material (thinking errors, self talk etc.) and more time to do activities related that allow for different teaching
- Hard to provide feedback without using the program or seeing it – programs are evolving and will likely have things to add/change as we try them
- Things I would see that could be focused on more – may actually get focus needed in “real” use of program. Needs to be sure they are highlighted as important to discuss/cover
- Great job!
- You did a great job Sarah!

Raw data from the Likert scale for the cyber-bullying questionnaire can be found in Appendix G. Table 5 depicts a condensed form of the responses given in the Likert rating portion of the feedback form.

Table 5.
Percentage of Three Facilitators’ Ratings on Each Question on the Cyber-bullying Feedback Forms

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Unsure</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  This program has appropriate activities for the topic discussed</td>
<td>33.3%</td>
<td>66.7%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>2  This is a useful tool for empowering teens</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>3  There are many things that the youth will learn</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>4  The program is well laid out</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>5  The program materials are easy to understand</td>
<td>66.7%</td>
<td>33.3%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>6  The information learned in the Cyber Friendly program can be carried over to other pro-social situations</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>7  The sessions are the right length</td>
<td>0%</td>
<td>0%</td>
<td>66.7%</td>
<td>33.3%</td>
</tr>
<tr>
<td>8  There were topics unaddressed by the Cyber Friendly program</td>
<td>0%</td>
<td>33.3%</td>
<td>33.3%</td>
<td>33.3%</td>
</tr>
</tbody>
</table>
Note: The strongly disagree column was removed from Table 5 as no raters selected this response for any of the questions.

The overall feedback from the raters on the “Cyber Friendly: A Teen’s Guide to Smart Internet Use” Facilitators’ Manual was that the manual was well received. When looking at results for questions one to six, all of the raters either agreed or strongly agreed with the statements provided. In question seven, 66.7% of the raters were unsure if the sessions were the right length and 33.3% disagreed with the session length. In verbal feedback received from all three raters, it was felt that the sessions should be longer or that session topics should be spread out over four sessions as opposed to the current manual’s three. There was a greater range of responses on question 8 regarding whether or not there were unaddressed topics, with 33.3% of the raters each selecting agree, unsure and disagree. Verbal feedback for question eight matched with question seven feedback in that the responders felt that the topics could be more thoroughly covered if the session length was changed.

The raw data showing written responses from each of the three participants on the cyber-bullying feedback questionnaire can be found in Appendix H. Table 6 shows the condensed version of the written responses that were received from the raters on the shoplifting feedback forms.

Table 6.
Written Feedback for the Cyber-bullying Feedback Forms

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The parts of the Cyber Friendly program that will benefit the youth the most are:</td>
<td>• Session 3 and added material such as education material&lt;br&gt;• Knowing what is cyber-bullying and how it effects&lt;br&gt;• Education and awareness</td>
</tr>
<tr>
<td>The parts of the Cyber Friendly program that will benefit the youth least are:</td>
<td>• Needs more about the legal consequences&lt;br&gt;• I think the youth can benefit from all aspects of this program</td>
</tr>
<tr>
<td>I would change the Cyber Friendly program by adding:</td>
<td>• Cognitive piece – self reflection&lt;br&gt;• Discussion around behaviours on the internet that are harmful, illegal, consequences – conflict resolution&lt;br&gt;• More activities to really get youth thinking, and feeling like a victim or bully&lt;br&gt;• Nothing at this time</td>
</tr>
<tr>
<td>I would change the Cyber Friendly program by removing:</td>
<td>• Nothing at this time</td>
</tr>
<tr>
<td>Any additional comments:</td>
<td>• Expand to four sessions to allow for more cognitive material (thinking errors, self talk etc.) and more time to do activities related that allow for different teaching. Session three should be longer to incorporate key learning&lt;br&gt;• Hard to provide feedback without using the program or seeing it – programs are evolving and will likely have things to add/change as we try them</td>
</tr>
</tbody>
</table>
- Things I would see that could be focused on more – may actually get focus needed in “real” use of program. Needs to be sure they are highlighted as important to discuss/cover
- Great job Sarah, it will be a great start for youth with this issue

On most all of the feedback forms, the ratings and comments were positive. The raters found that the activities would provide education to the young people who participate. Enabling the youth to use their own minds to look at the effects of their behaviour was also noted as a positive of both the shoplifting and cyber-bullying manuals. The raters also provided information for further developing both of the manuals by expanding the programs to four sessions as opposed to three or adjusting the time period for each session allowing more time for completing activities and exercises. The raters felt for the most part that any areas that needed to be addressed more in the manuals were likely to be covered in practical implementation of the programs themselves. The raters also felt that more time should be spent on cognitive parts to allow the youth to reflect further on his or her thoughts about their own behaviour. Overall, the feedback received indicated a positive review of the manual.
Chapter V: Discussion

Overview

This purpose of this study was to develop two facilitators’ guides, one for a shoplifting program and one for a cyber-bullying program, to be utilized with teens in conflict with the law. The manuals were developed to be utilized in group settings with youth as well as in individual cases. Each of the facilitators’ manuals was constructed after a review of the empirical literature by analyzing programs currently in place in North America and by identifying gaps in coverage. It was discovered that there is a lack of tools and programs available to address shoplifting and cyber-bullying in teens. The researcher then developed a series of learning activities to utilize with young people when teaching pro-social skills to decrease their shoplifting or cyber-bullying behaviour. This information was compiled into the two facilitators’ manuals. Each of the manuals contained a pre-and-post test measure that was designed to assess the level of knowledge before and after taking the program. A questionnaire was also developed to obtain feedback from youth on their perceptions of the programs. Unfortunately, neither program could be run due to a lack of available participants.

The manuals were then distributed to potential facilitators for review and evaluation. Each participant was given a feedback form that was tailored for each manual. The participants rated the manuals using Likert-type scales with ratings from strongly agree to strongly disagree. The ratings addressed topics such as appropriate session length, uncovered topics in the material, generalizability to other situations, and ease of use. The forms also asked open-ended questions. The feedback demonstrated that the manuals were well received and that they would be useful for teaching youth pro-social skills on the topics of shoplifting and cyber-bullying. The main concern raised by the facilitators was the session length being perhaps too short and not allowing for adequate time to address all of the relevant topics involved in shoplifting and cyber-bullying. Raters expressed that by adding one more session to the program that potentially unaddressed topics would receive the time needed to adequately teach them to the youth. Despite the session length being raised as a concern, the tone of the feedback was positive, and facilitators felt that it would be an appropriate tool to utilize with young people in conflict with the law.

Strengths

“That’s Not Mine!: A Teen’s Guide to Preventing Shoplifting” and “Cyber Friendly: A Teen’s Guide to Smart Internet Use” facilitators’ guides were developed to be utilized with youth aged 10 to 17 who were in conflict with the law. Developing an age-appropriate tool to be utilized with this population provides a resource that can make the topics relevant to young people, as well as increase the chances that youth will understand and engage with the material. Another way that these tools are appropriate for youth is that the activities are engaging and provide opportunity for young people to speak up and engage in a discussion with others who may have difficulties with the same problem behaviour. By limiting the amount of time per session that the youth have to focus only on the facilitator and increasing the amount of activity time that is interactive, it allows for the youth to actively participate and engage with the learning materials being presented. The layout of the manuals provides an easy template to follow when administering the programs and provides opportunities to discuss the answers to group activities together.
Limitations
There were several limitations noted during the development and evaluation period of the current study. The first and most notable was that the ability to run and administer the programs themselves was dependent on whether or not any young people who were involved at the diversion agency were in need of a shoplifting or a cyber-bullying program. Unfortunately, at the time of the study, no youth engaged in diversion were in need of a cyber-bullying program which led to the program not being run. While one participant was a good fit for the shoplifting program, he did not attend, and the program could not be run. In a population of young offenders, making a program voluntary for the youth may not have been the best way to secure participants.

Another limitation of the study was that of not being able to test out the programs in a pilot group. By not being able to run either program, there was no data available for collection on the pre-and-post test measures, or feedback from a youth perspective. This limited the ability to contrast and compare youth feedback with facilitator responses.

Contributions to the Field of Behavioural Psychology
This study contributes to the field of behavioural psychology by providing two comprehensive facilitators’ manuals to utilize with youth who are in conflict with the law, as shown through the feedback gathered from the facilitators about the positive effects that using these tools could have for a young person. Providing interactive activities for youth to participate in enables higher levels of engagement. This study contributes two original program manuals to the behavioural psychology field and provides an age-appropriate tool to use with young people who are in conflict with the law for shoplifting or cyber-bullying.

Multilevel Challenges to Service Implementation
There are a variety of concerns and difficulties that present themselves when doing a study in the area of youth diversion. These challenges become even more evident when dealing with a relatively small community. When these challenges arise, they are found across a variety of levels, including client level, program level, organizational level, and societal level.

Client Level. When conducting this study, many factors came into play when looking at the client level. One of the main issues that arose during the current study was that finding youth who would actively participate and attend proved to be difficult. Most of the youth who were involved with the diversion agency were there due to problems arising from legal charges. Therefore, these youth were required to participate in set measures from their case worker or would be sent back to the police or court system. Given that the participation in the study was voluntary, those who were eligible chose to not attend or simply not respond to the invitation.

Program Level. One of the challenges at the program level that arose during the current study was that of the youth understanding what the program was about. In the case of some of the youth involved with the agency, the terminology of shoplifting was not fully understood. The youth assumed that because the program was entitled “That’s Not Mine! A Teen’s Guide to Preventing Shoplifting” that only people who had shoplifted could participate or benefit. The youth did not understand that theft from individuals and homes was also covered in the program. Another issue that came into play at this level was that the youth did not ask questions about the
program and because their theft charges were not related to shoplifting, that the program was not for them and did not respond to the invitation.

**Organizational Level.** At the organizational level, the small size of the agency made it challenging to find staff available to observe and oversee the program implementation, and especially so when individuals became sick and missed work. Having few staff to choose from when the original plan fell through made it difficult to come up with an alternate plan or alternate person to oversee the program. This also caused a problem when staff members were busy with full caseloads, as it required juggling of daily schedules to accommodate the thesis student.

**Societal Level.** Conducting a thesis study such as the one done while on placement was affected by challenges at the societal level, when parents and family members entered into the situation. Many times parents or guardians only wanted their child to participate in diversionary measures that are required by the courts or the police in order to avoid having criminal charges on their records. As the programs being run by the student researcher were voluntary, some parents saw it as unnecessary. These parents may have felt that their child would not benefit from extra programs offered through the diversion agency and may have encouraged their child to leave, not participate or may have shared a distorted view of the program with the child.

**Recommendations for Future Research**

In addition to providing the shoplifting and cyber-bullying manuals, a section could be developed to include additional activities if extra time in a session needed to be filled. An extra session could also include alternate activities to be utilized if an activity in the main body of the session is deemed inappropriate for a specific youth in one-on-one sessions. By adding an extra area with activities, it would allow facilitators to tailor the program to each youth or group of young people.

Another recommendation for future revisions and manual development should include actually running the groups with youth. By implementing the activities with the youth, facilitators or researchers would be able to identify whether the material is indeed being learned through the use of the pre-and-post test measures. In addition to the pre-and-post measures, the youth satisfaction questionnaire would also provide feedback from the perspective of young people, and would allow for input and further revisions and additions to better the programs.

For the population of youth in conflict with the law, another aspect of the program that could be added to would be that of assigning homework at the end of each week. This could be done through the use of personal reflections or tasks to do individually. Personal reflections could be used as a tool to have youth analyze their own behaviour and the effects of that on themselves and others. An example of a task for a young person to do individually could be researching an aspect of shoplifting or cyber-bullying and then presenting the information to the group in the next session. Another example of an individual homework assignment could be a poster for shoplifting or cyber-bullying awareness. By including additional homework for the youth, it could enable additional learning and reflection on their behaviour. By adding these additional components to the “That’s Not Mine!: A Teen’s Guide to Preventing Shoplifting” and “Cyber Friendly: A Teen’s Guide to Smart Internet Use” teens can benefit even more from having an age appropriate, engaging program in which to participate.
References


Appendix A: That’s Not Mine!: A Teen’s Guide to Preventing Shoplifting Facilitators’ Guide
That’s not mine!
A Teen’s Guide to Preventing Shoplifting
Facilitators’ Guide

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Created and Written by: Sarah McCue
Bachelor of Applied Arts in Behavioural Psychology
St. Lawrence College
2014
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Program Considerations

Selection of Program Facilitator(s)

- The program facilitator should:
  - Have experience in delivering program material to youth aged 10-17
  - Have experience in dealing with youth in trouble with the law as many of the topics discussed in this guide will relate to criminal offending.

Selection of Program Participants

- The program participants should:
  - Be referred from a youth services or diversion agency
  - Either been in conflict with the law for shoplifting behaviour or been referred to the youth services or diversion agency by a parent concerned about shoplifting or theft behaviour
  - Be fluent in the English language to ensure understanding of the material

Program Materials

- Pens (all sessions)
- Chart Paper and markers (all sessions)
- White board and dry erase markers (all sessions)
- Play Money (session 2)
- Candy (Session 2) - Optional
- Sticky notes (Session 2)
Session One: What is Shoplifting?

**Introduction** (1 minute)

- Introduce facilitator(s)
  - Briefly describe yourself and how you came to be a program facilitator for the “That’s Not Mine! A Teen’s Guide to Preventing Shoplifting”.

**Purpose of the Program** (2 minutes)

- Explain to the youth participants that the purpose of the program is to learn more about shoplifting and who it affects. Youth will also discuss and learn about the criminal charges that can result from shoplifting.
- Let the youth know that the sessions will be educational but will also include activities for them to participate in. The youth will also get to engage in brainstorms and group discussion.

**Confidentiality** (2 minutes)

- Let the youth know that anything they say during the program will be kept confidential unless you feel that they are at risk of hurting themselves or others. We would also have to break confidentiality if you disclosed child abuse or we felt that you were being abused at home or in the community.

**Ground Rules** (10 minutes)

- Use the chart paper and markers in the room, and ask the youth to come up with ground rules for the sessions.
- Allow the youth to come up with several of their own ground rules, and if something has not been addressed, then add the following:
- Out of respect for everyone in the room, the information shared within the group stays within the group.
- Listen and actively participate in the sessions.
- Don't speak over others when they are sharing or speaking.
- Keep an open mind to what others have to say.
- Come to all sessions.
- Be on time – reinforce to the youth that being on time for this program is crucial as each session only lasts for one hour, and many things will be discussed during this time.

**Group Introductions/Icebreakers** (5 minutes)

- Explain to youth the icebreaker Two Truths and a Lie. Tell the youth that they are to each come up with two true statements about themselves and one statement that is false. Have each youth introduce themselves, and then tell the group their three statements.
  - (Ex – “Hi, I’m Sarah. I have two cats at home. I once broke my arm skateboarding. I like to go skiing.”)
- At this point in the icebreaker have the group vote on which statement was the lie by putting one, two or three fingers into the air. Have the participant tell the group which statement was the lie, and then repeat this exercise until all participants and facilitators have gone.

**Pre-Test** (10 minutes)

- Administer the pre test for shoplifting (Appendix A) to the youth at this point. Allow the youth ten minutes to answer the ten multiple choice questions. For youth who have reading difficulties, the questions can be read
aloud to the group, with the instruction given to the youth that they are to listen and then circle A, B, C or D on their test page.

What is Shoplifting? (10 minutes)

- Write the following two definitions of shoplift on the white board (this can be done prior to group arrival to save time):
  - “the action of stealing goods from a shop while pretending to be a customer” (Oxford Online Dictionary, 2013)
  - “to steal things from a shop or store” (Merriam-Webster Online Dictionary, 2013)
- Discuss these definitions with the youth and ask them to tell you why these descriptions of shoplifting are accurate.
- Ask the youth to tell you who they think the “typical” shoplifter is and have them describe this person to you. Have each group member describe who/what they think a shoplifter is. Once the group has described what they think, explain to them that there are no typical shoplifters and that anyone at anytime could be a shoplifter.
- Ask youth to brainstorm reasons why people shoplift and write the answers on a piece of chart paper.
- Once the youth have brainstormed some ideas of why people shoplift discuss with them that there is never one reason for why everyone shoplifts and that every person shoplifts for a different reason.
  - Sometimes the reasoning behind theft behaviour can be as simple as human greed, low self-control, high thrill-seeking tendencies, lack of access to food or personal care products or even the result of a drug problem (Caputo, 2004).
Tell the youth that police-reported crime statistics from Statistics Canada (2013) state that, of all youth Criminal Code and federal statute offences in 2012, 18% of the accusations were for theft of $5000 or under and were usually shoplifting crimes.

Myths about Shoplifting Activity (15 minutes)

- Handout the Myths about Shoplifting activity (Appendix B).
- Allow the group 6-7 minutes to answer all of the true or false questions.
- Go through the questions and discuss with the youth the correct answers (Appendix C) and the truth behind the myth. Allow the youth to ask questions and provide them with example scenarios if need be.
- Discuss with the youth other myths (Canadian’s living in igloos, etc.), and discuss how myths provide false information to people.

Recap of the Session (5 minutes)

- At the end of the session, go over the following as review:
  - Is there a “typical” shoplifter?
  - Is there only one reason all people shoplift?
  - What are some reasons people may shoplift?
  - Discuss how myths are often wrong and can give false information.
  - Remind the youth of the session next week.
Session Two: How Does My Shoplifting Behaviour Affect Others?

Introduction (5 minutes)

- Welcome everyone back to the group
- Ask the youth how their week went
- Introduce this session’s topic of how their shoplifting behaviour affects other people in their lives.
- Go over the agenda for the day

Review of What is Shoplifting (5 minutes)

- Discuss the following topics briefly as a recap for the youth from last week’s session:
  - Is there a “typical” shoplifter?
  - Is there only one reason all people shoplift?
  - What are some reasons people may shoplift?
  - Discuss how myths are often wrong and can give false information.

How Does my Shoplifting Behaviour Affect Others? (15 minutes)

- Have the youth brainstorm different individuals in their lives that would be affected by their shoplifting behaviour. Once the youth have completed the first brainstorm, next have them think of individuals who would be affected in the shop owner’s life. Explain to the youth that the purpose of this activity is to get them thinking about who else is affected other than themselves.
- Handout the Who does Shoplifting Affect activity (Appendix D).
- Allow the group 5-6 minutes to answer all of the true or false questions.
- Go through the questions and discuss with the youth the correct answers (Appendix E) and the truth behind the statement. Allow the youth to ask questions and provide them with example scenarios if need be.
Select one of the following three activities at this point for the group to complete.

**Shop Owner Activity** (20 minutes) *Ideal for groups of three or four.*

- Before you begin this activity, select and speak with one of the participants. You will ask this participant to be the “secret shoplifter” and instruct them to steal items from the other participants. Remind the youth that they must keep this a secret until the activity is finished.
- Explain to the youth that for this activity they are each going to be the owners of a small store that sells items such as candy, pens, pencils, movies, etc. Place a number of items on the front table or desk and assign prices to each item. Give each youth a $100 of play money and instruct them that they are to purchase as many items as they can to total $100. Remind the youth that they cannot spend over $100. Have the youth take their items back to his or her table and have them set up their “shop”.
- Next give the youth $25 of play money and instruct them that this is their money to spend on items that they would like to have. In order for them to earn more money to purchase things, they will be allowed to sell items from their shop.
- You as the facilitator are also to participate in this activity; however you will be the shoplifter. You will also have $50 of play money to spend, however you may choose to steal items rather than pay for them.
- Start the activity and have the youth move around the room buying and selling items. Let the youth engage in the activity for roughly 8-10 minutes and then have them go back to their own “stores”. Have each youth count how much money they have and how many items that they sold.
- Give the youth time to notice if things are missing from their tables.
• Once the youth have counted their moneys and items and noticed if things are missing explain that the purpose of this activity was to demonstrate how easily theft can affect a store owner.

• Ask the secret shoplifter to explain what they felt when stealing the items. Use this time to address comments the secret shoplifter makes which could be thrill-seeking, or relief. Discuss the comments with the whole group and have the secret shoplifter reflect on how his or her shop did in the activity when you took their items when they weren’t paying attention.

• Discuss with the youth the various security measures stores utilize such as mirrors, cameras and security tags to prevent theft from occurring.

**Shop Owner Activity (20 minutes)**

*Alternative to original Shop Owner Activity – ideal for use with one or two participants*

• Select one youth from the group. Explain to the youth that for this activity he or she is going to be a store owner. Tell the youth that the room you are in is now their store and everything in the room is their property (let them know this is just an activity and they aren’t to take anything that does not belong to them).

• Give the youth some sticky notes, and instruct the group to assign prices to the items within the room (e.g., $200 on a TV, $400 on a computer, $5 on a chair, etc.). The sticky notes will be the price tags associated with the items to represent how much each item cost the home owner.

• Have the youth write down how much all of their belongings cost

• Next instruct the youth to turn and face the corner of the room, at this point the other youth – the shoplifter (or you if there is only one participant) will go around the room and “take” items (just remove the sticky note price tag).
• Let the youth turn around at this point and then instruct the youth to collect the rest of the price tags from the items. Have the youth count up how much money he or she still has (how much each item was worth).
• Once the youth has the new number have them compare the number to what they began with and share this with the group.
  ▪ Original Price Tag Value – Final Price Tag Value= Amount of money lost
• Explain that the purpose of this activity was to demonstrate how easily theft can affect a store owner and have the youth discuss how much taking the items can affect other people.
• Ask the youth questions such as
  o How would you feel if you had owned all of the items in the room and then all of a sudden you had them taken from you?
  o Would you be upset? Why?
• Ask the shoplifter to explain what they felt when stealing the items. Use this time to address comments the shoplifter makes which could be thrill-seeking, or relief. Discuss the comments with the whole group.
• Discuss with the youth the various security measures stores utilize such as mirrors, cameras and security tags to prevent theft from occurring.

**Home Owner Activity (20 minutes)**  
*Alternative to Shop Owner Activity – ideal for use with one or two participants.*

• Select one youth from the group. Explain to the youth that for this activity he or she is going to be a home owner. Tell the youth that the room you are in is now their house and everything in the room is their property (let them know this is just an activity and they aren’t to take anything that does not belong to them).
• Give the youth some sticky notes, and instruct the youth to assign prices to the items within the room (e.g., $200 on a TV, $400 on a computer, $5 on a chair, etc.). The sticky notes will be the price tags associated with the items to represent how much each item cost the home owner.

• Have the youth write down how much all of their belongings cost

• Next instruct the youth to turn and face the corner of the room, at this point the other youth – the “thief” (or you if there is only one participant) will go around the room and “take” items (just remove the sticky note price tag).

• Let the youth turn around at this point and then instruct the youth to collect the rest of the price tags from the items. Have the youth count up how much money he or she still has (how much each item was worth).

• Once the youth has the new number have them compare the number to what they began with.
  - Original Price Tag Value – Final Price Tag Value = Amount of money lost

• Discuss with the youth how much taking the items can affect other people.

• Ask the youth questions such as
  - How would you feel if you had owned all of the items in the room and then all of a sudden you had them taken from you?
  - Would you be upset? Why?

• Ask the thief to explain what they felt when stealing the items. Use this time to address comments the thief makes which could be thrill-seeking, or relief.

• Discuss with the youth the various security measures individuals can use to protect their homes such as motion sensors, alarm systems and cameras to prevent theft from occurring.
Circles Activity (10 minutes)

- For this activity explain to youth that you are going to look at the circles of impact regarding theft. Hand out the circles activity (Appendix F).
- Give the youth 5 minutes to fill out the circles and then ask youth to share what they came up with for individuals who are impacted by shoplifting behaviour.
- Have the group reflect on how their actions could have been different by asking “how would these people have been affected if you hadn’t stolen”.

Recap of the Session (5 minutes)

- At the end of the session, go over the following as review:
- Discuss who is affected by theft.
- Review of the shop owner activity.
  - What was the point?
  - What did we learn?
- Review of the circles of impact.
- Remind the youth of the session next week.
Session Three: What can I do to Not Shoplift?

Introduction (5 minutes)

- Welcome everyone back to the group
- Ask the youth how their week went
- Introduce this sessions topic of what they can do to not shoplift in the future.
- Go over the agenda for the day

Review of How Shoplifting Affects Others (5 minutes)

- Go over the following as review of last week’s session:
- Discuss who is affected by theft.
- Review of the shop owner activity.
  - What was the point?
  - What did we learn?
- Review of the circles of impact.

What Can I do to Not Shoplift? (15 minutes)

- Have the youth brainstorm different strategies for avoiding and dealing with situations in which they would be tempted to shoplift. Ask the youth to tell you if their idea is a long term solution that will keep them from shoplifting forever, or a short term solution that will help them when they are having troubles.
- Handout the What can I do to Not Shoplift activity (Appendix G).
- Allow the group 7-8 minutes to answer all of the true or false questions.
- Go through the questions and discuss with the youth the correct answers (Appendix H) and the truth behind the statement. Allow the youth to ask questions and provide them with example scenarios if need be.
Recap of the program (10 minutes)

- At this point explain to the group that you are going to do a recap of all three weeks of the program. Discuss the following briefly:
  - Is there a “typical” shoplifter?
  - Is there only one reason all people shoplift?
  - What are some reasons people may shoplift?
  - Discuss how myths are often wrong and can give false information.
  - Discuss who is affected by theft.
  - Review of the shop owner activity.
    - What was the point?
    - What did we learn?
  - Review of the circles of impact.
  - What are some positive ways to avoiding and dealing with situations in which you are tempted to shoplift.

- Answer any further questions that the youth have at this point

Post Test (10 minutes)

- Administer the post-test for shoplifting to the youth at this point (Appendix I). Allow the youth ten minutes to answer the ten multiple choice questions

Satisfaction Questionnaire (10 minutes)

- Administer the satisfaction questionnaire for shoplifting to the youth at this point (Appendix K). Allow the youth ten minutes to complete the survey.

Graduation (5 minutes)

- Congratulate each participant for completing the “That’s Not Mine! A Teen’s Guide to Preventing Shoplifting”. Award each youth with a certificate stating their completion of the program.
- Thank each participant for coming and engaging.
To Be Completed After the Youth Leave

- All facilitators need to complete the facilitator feedback form (Appendix L) at this time and submit to the student researcher for data collection and feedback *(Disregard this step once the student researcher has completed placement)*
References


All Images obtained and utilized are from Microsoft Word Clipart and Smart Art
Appendix A: Pre Test

That’s Not Mine!: A Teen’s Guide to Preventing Shoplifting

Pre-Test

Please answer the following questions to the best of your ability.

1) Which of the following are reasons for why people shoplift?
   a. Human Greed
   b. Low self-control
   c. Lack of access to food
   d. All of the above

2) What percentage of all reported youth crime in 2012 was for theft under $5000?
   a. 18%
   b. 25%
   c. 12%
   d. 73%

3) Shoplifting can lead to all of the following except:
   a. Raised prices on all items from chocolate bars to electronics
   b. Increased security monitoring through the use of cameras and mirrors
   c. Having to publicly apologize
   d. Having to pay a fine of up to $2000 for stealing

4) The typical shoplifter is:
   a. Youth between the ages of 10-17
   b. Young adults between the ages of 20-30
   c. Elderly between the ages of 65-80
   d. All of the above
5) The definition of shoplift according to the Oxford Dictionary is:
   a. Stealing something from a store that doesn’t belong to you
   b. The action of stealing goods from a shop while pretending to be a customer
   c. To steal things from a shop or store
   d. To take that which does not belong to you

6) The retail industry employs the _____________ largest amount of people in Canada.
   a. 2\textsuperscript{nd}
   b. 4\textsuperscript{th}
   c. 11\textsuperscript{th}
   d. 9\textsuperscript{th}

7) If an individual is caught shoplifting items that cost under $5000 what is the maximum penalty they could receive
   a. Having to pay back the cost of the stolen items
   b. Going to jail for up to 2 years and having to pay a maximum fine of $2000
   c. Going to jail for over 2 years and having to pay a fine equal to the cost of the items stolen
   d. Going to jail for up to 2 years and having to pay a fine equal to the cost of the items stolen

8) Shoplifting can affect your life later on in all of the following ways except:
   a. Not being able to apply for store credit cards from stores you were caught shoplifting in
   b. Crossing the border into another country
   c. Learning how to drive
   d. Getting a job
9) Doing the following will get you out of a shoplifting charge:
   a. Crying and saying it was a mistake
   b. Running away before the police arrive
   c. Telling the police that it was someone else’s fault
   d. None of the above

10) Which of the following statements is false?
   a. You can be charged as an accessory if you have knowledge that, or are with a friend when they shoplift
   b. Shoplifting is a minor crime and it doesn’t cause long term affects on store owners
   c. You can be charged with theft even if you haven’t left the store with the item yet.
   d. You can be sent to jail for a period of up to two years for committing a theft under $5000
Appendix B: Myths about Shoplifting

Myths about Shoplifting

For the statements below, place a “T” on the line if you believe the statement to be true, or an “F” if you believe the statement to be false.

_____ 1. Shoplifting is only a crime in certain provinces or territories.
_____ 2. You can be charged with shoplifting before you leave the store with an unpaid item.
_____ 3. Crying and saying it was a mistake is how to make the store let you go.
_____ 4. You won’t get sent to jail for shoplifting.
_____ 5. Stores are affected by even the smallest theft.
_____ 6. Shoplifting charges from a store won’t affect your life later on.
_____ 7. Stores are not allowed to ban someone from their shop.
_____ 8. You can be charged for shoplifting even if it was your friend that actually took the item.
_____ 9. The retail industry doesn’t provide a lot of jobs in the community.
_____ 10. Most stores will let you pay for the item and let you go.
Appendix C: Myths about Shoplifting Answers

Myths about Shoplifting

For the statements below, place a “T” on the line if you believe the statement to be true, or an “F” if you believe the statement to be false.

1. Shoplifting is only a crime in certain provinces or territories.  
   *Shoplifting is a crime everywhere and is not specific to only certain areas.*

2. You can be charged with shoplifting before you leave the store with an unpaid item.  
   *This is true. You can be charged for shoplifting for opening a bag of cookies and eating them while you shop because you are consuming the product before you purchase it.*

3. Crying and saying it was a mistake is how to make the store let you go.  
   *This tactic will not work. The store will still call the police, and you will be charged.*

4. You won’t get sent to jail for shoplifting.  
   *You can be sent to jail for a period of up to two years for a theft under $5000 charge. If you receive a theft over $5000 charge you could receive a jail sentence of anything from 2 years and more. In addition to going to jail the courts can order you to pay a fine of up to $2000.*

5. Stores are affected by even the smallest theft.  
   *This is true because the store has to purchase every item they have*
from their distributor before they can put it in the shop. When someone steals something from them, the store loses the money they spent to purchase the item in the first place.

**F** 6. Shoplifting charges from a store won’t affect your life later on.  
This is false because stores can keep records of who stole from them, and this can affect your ability to receive credit cards from shops. If you are charged and found guilty of a theft, a credit check would flag these charges, and you would be denied the credit card. Receiving criminal charges can also affect your ability to cross over the border into another country, as well as affect your ability to get a job. Many employers will not hire individuals who have criminal records.

**F** 7. Stores are not allowed to ban someone from their shop.  
Stores are allowed to ban individuals by filing a “trespass notice”. If this notice is broken, you can receive additional charges.

**T** 8. You can be charged for shoplifting even if it was your friend that actually took the item.  
This is true; you would be charged as an accessory to the theft. It does not matter if you are outside being a lookout or inside with the person committing the theft you can be charged with the same crime because you were a participant.

**F** 9. The retail industry doesn’t provide a lot of jobs in the community.  
This is untrue. The retail industry is the second largest provider of jobs in Canada! Some of the other large industries that employ individuals in Canada are agriculture, energy, technology and manufacturing (Business Review Canada, 2012).
10. Most stores will let you pay for the item and let you go.

This is not true. Stores will still call the police who will come to investigate and place charges.
Appendix D: Who does Shoplifting Affect?

Who does Shoplifting Affect?

For the statements below, place a “T” on the line if you believe the statement to be true, or an “F” if you believe the statement to be false.

_____ 1. When stores close, all the employees get to keep their jobs.
_____ 2. Stores don’t have many expenses to pay.
_____ 3. Shoplifting raises prices on all items.
_____ 4. The store owner’s wife won’t be affected.
_____ 5. Stores have lots of money.
_____ 6. My parents will be affected by my shoplifting behaviour.
_____ 7. Stealing a chocolate bar will affect the store owner.
_____ 8. Someone else stealing doesn’t affect me.
_____ 9. I only ever stole one thing; that doesn’t have that big an impact.
_____ 10. My shoplifting behaviour affects me, my family, and everyone around me.
Appendix E: Who does Shoplifting Affect? Answers

Who does Shoplifting Affect? Answers

For the statements below, place a “T” on the line if you believe the statement to be true, or an “F” if you believe the statement to be false.

1. When stores close, all the employees get to keep their jobs.
   \textit{When a store closes, all of the employees lose their jobs. The shop owner also loses his or her job because they no longer have a source of income.}

2. Stores don’t have many expenses to pay.
   \textit{This is very inaccurate. Stores have bills to pay just like everyone else. They are responsible for paying rent of their space, taxes, employee wages, heat, hydro and water bills, in addition to the merchandise they have to purchase. These expenses can add up quickly!}

3. Shoplifting raises prices on all items.
   \textit{Stealing any item, even something small, can cause prices to go up. You may not think that the one candy bar you took has that big an effect, but add in the candy bars that other people have taken and the damage and loss gets higher and higher. To combat losing money, stores often raise their prices to cover the cost of the stolen items.}

4. The store owner’s wife won’t be affected.
   \textit{This is inaccurate. The store owner’s wife and entire family are affected by theft. This can come in the form of stress, or loss of}
wages that would have been used to pay household bills.

F 5. Stores have lots of money.
   *This is not true. All stores are responsible for buying the merchandise you see on the shelves. This means that the store owner has put their own money on the line in the hopes that their merchandise will be purchased. The store owner won’t make their money back if things get stolen.*

T 6. My parents will be affected by my shoplifting behaviour.
   *This is very true. Your parents will be affected and will most likely be disappointed in your behaviour.*

T 7. Stealing a chocolate bar will affect the store owner.
   *This is true; stealing something as small as a chocolate bar does affect the store owner. By taking even a small item, you are causing the store owner to lose money because they had to pay for the item which you took. When this happens they don’t make any money and lose what that had invested in the item.*

F 8. Someone else stealing doesn’t affect me.
   *This is not true. You are affected everyday by other people’s stealing. This happens because when they stole something, the price on that item had to be raised to cover the cost. Therefore, you are paying for what someone else took.*

F 9. I only ever stole one thing; that doesn’t have that big an impact.
   *This is not true, even the smallest item can affect a store. This is why stores do inventory to keep track of their products. Many stores take inventory several times a year; some places even do random item inventory to check things on a weekly or daily basis.*
My shoplifting behaviour affects me, my family, and everyone around me.

This is true! Raising prices affects everyone, including your family and friends.
Appendix F: Circles of Impact

Circles of Impact

Please put in the names of people, companies or groups that are affected by your theft behaviours.
Appendix G: What can I do to Not Shoplift?

What can I do to Not Shoplift?

For the statements below, place a “T” on the line if you believe the statement to be true, or an “F” if you believe the statement to be false.

_____ 1. Nobody will help me if I ask for help.
_____ 2. There is no point trying to change.
_____ 3. I can make changes to my shoplifting habit if I try.
_____ 4. I am responsible for my own actions.
_____ 5. I can walk away from situations that tempt me to shoplift.
_____ 6. I can hang out with different friends who don't shoplift.
_____ 7. I can avoid going into stores when I know I don't have enough money.
_____ 8. I can get a job to earn money so that I don't have to steal.
_____ 9. There are people and resources available to help me stop shoplifting.
_____ 10. I can ask for help.
Appendix H: What can I do to Not Shoplift? Answers

What can I do to Not Shoplift? Answers

For the statements below, place a “T” on the line if you believe the statement to be true, or an “F” if you believe the statement to be false.

F 1. Nobody will help me if I ask for help.
   This is not true; if you ask for help, there are services and programs that can help you. Programs like this one are designed to help teach you about shoplifting and about alternatives to theft.

F 2. There is no point trying to change.
   This is not true; changing your theft behaviour will benefit you and everyone around you. By changing your behaviour to be a responsible shopper and not taking what doesn’t belong to you, you can demonstrate that you are responsible and capable of making the right choices. When you show these qualities to adults around you, you can earn back their trust.

T 3. I can make changes to my shoplifting habit if I try.
   You can certainly make changes if you try.

T 4. I am responsible for my own actions.
   This is accurate. Everyone is responsible for their own actions.

T 5. I can walk away from situations that tempt me to shoplift.
   You have the ability to walk away from tempting situations.

T 6. I can hang out with different friends who don’t shoplift.
   Hanging out with different people can benefit you in other ways besides no longer shoplifting. Being around different people can
introduce you to new things that you have never done or tried.

7. I can avoid going into stores when I know I don't have enough money.

   By avoiding going into stores that have items you know you can’t afford, you are being proactive in making the right decisions.

8. I can get a job to earn money so that I don't have to steal.

   You can look for jobs everywhere, even making minimum wage can give you the extra spending money you’re looking for. Having a job will also keep you busier, leaving you less idle time that you could get into trouble during.

9. There are people and resources available to help me stop shoplifting.

   This is true; programs such as this one are designed to help people when they have difficulties with shoplifting.

10. I can ask for help.

    You always have the ability to ask for help. Making the right connections with services can help you control the urges or temptations you may have to shoplift.
Appendix I: Post Test

That’s Not Mine! A Teen’s Guide to Preventing Shoplifting

Post-Test

Please answer the following questions to the best of your ability.

1) Which of the following are reasons for why people shoplift?
   a. Human Greed
   b. Low self-control
   c. Lack of access to food
   d. All of the above

2) What percentage of all reported youth crime in 2012 was for theft under $5000?
   a. 18%
   b. 25%
   c. 12%
   d. 73%

3) Shoplifting can lead to all of the following except:
   a. Raised prices on all items from chocolate bars to electronics
   b. Increased security monitoring through the use of cameras and mirrors
   c. Having to publicly apologize
   d. Having to pay a fine of up to $2000 for stealing

4) The typical shoplifter is:
   a. Youth between the ages of 10-17
   b. Young adults between the ages of 20-30
   c. Elderly between the ages of 65-80
   d. All of the above
5) The definition of shoplift according to the Oxford Dictionary is:
   a. Stealing something from a store that doesn’t belong to you
   b. The action of stealing goods from a shop while pretending to be a customer
   c. To steal things from a shop or store
   d. To take that which does not belong to you

6) The retail industry employs the _____________ largest amount of people in Canada.
   a. 2\textsuperscript{nd}
   b. 4\textsuperscript{th}
   c. 11\textsuperscript{th}
   d. 9\textsuperscript{th}

7) If an individual is caught shoplifting items that cost under $5000 what is the maximum penalty they could receive
   a. Having to pay back the cost of the stolen items
   b. Going to jail for up to 2 years and having to pay a maximum fine of $2000
   c. Going to jail for over 2 years and having to pay a fine equal to the cost of the items stolen
   d. Going to jail for up to 2 years and having to pay a fine equal to the cost of the items stolen

8) Shoplifting can affect your life later on in all of the following ways except:
   a. Not being able to apply for store credit cards from stores you were caught shoplifting in
   b. Crossing the border into another country
   c. Learning how to drive
   d. Getting a job
9) Doing the following will get you out of a shoplifting charge:
   a. Crying and saying it was a mistake
   b. Running away before the police arrive
   c. Telling the police that it was someone else’s fault
   d. None of the above

10) Which of the following statements is false?
   a. You can be charged as an accessory if you have knowledge that, or are with a friend when they shoplift
   b. Shoplifting is a minor crime and it doesn’t cause long term affects on store owners
   c. You can be charged with theft even if you haven’t left the store with the item yet.
   d. You can be sent to jail for a period of up to two years for committing a theft under $5000
Appendix J: Pre/Post Test Answers

That’s Not Mine! A Teen’s Guide to Preventing Shoplifting

Pre/Post-Test Answers

Please answer the following questions to the best of your ability.

1) Which of the following are reasons for why people shoplift?
   a. Human Greed
   b. Low self-control
   c. Lack of access to food
   d. All of the above

2) What percentage of all reported youth crime in 2012 was for theft under $5000?
   a. 18%
   b. 25%
   c. 12%
   d. 73%

3) Shoplifting can lead to all of the following except:
   a. Raised prices on all items from chocolate bars to electronics
   b. Increased security monitoring through the use of cameras and mirrors
   c. Having to publicly apologize
   d. Having to pay a fine of up to $2000 for stealing

4) The typical shoplifter is:
   a. Youth between the ages of 10-17
   b. Young adults between the ages of 20-30
   c. Elderly between the ages of 65-80
   d. All of the above
5) The definition of shoplift according to the Oxford Dictionary is:
   a. Stealing something from a store that doesn’t belong to you
   b. The action of stealing goods from a shop while pretending to be a customer
   c. To steal things from a shop or store
   d. To take that which does not belong to you

6) The retail industry employs the _____________ largest amount of people in Canada.
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   b. 4\textsuperscript{th}
   c. 11\textsuperscript{th}
   d. 9\textsuperscript{th}

7) If an individual is caught shoplifting items that cost under $5000 what is the maximum penalty they could receive
   a. Having to pay back the cost of the stolen items
   b. Going to jail for up to 2 years and having to pay a maximum fine of $2000
   c. Going to jail for over 2 years and having to pay a fine equal to the cost of the items stolen
   d. Going to jail for up to 2 years and having to pay a fine equal to the cost of the items stolen

8) Shoplifting can affect your life later on in all of the following ways except:
   a. Not being able to apply for store credit cards from stores you were caught shoplifting in
   b. Crossing the border into another country
   c. Learning how to drive
   d. Getting a job
9) Doing the following will get you out of a shoplifting charge:
   a. Crying and saying it was a mistake
   b. Running away before the police arrive
   c. Telling the police that it was someone else’s fault
   d. None of the above

10) Which of the following statements is false?
   a. You can be charged as an accessory if you have knowledge that, or are with a friend when they shoplift
   b. Shoplifting is a minor crime and you can only be forced to pay back the cost of what you stole
   c. You can be charged with theft even if you haven’t left the store with the item yet.
   d. You can be sent to jail for a period of up to two years for committing a theft under $5000
Appendix K: Youth Satisfaction Questionnaire

“That’s Not Mine!: A Teen’s Guide to Preventing Shoplifting” Participant Feedback Form

<table>
<thead>
<tr>
<th></th>
<th>(5) = Strongly Agree</th>
<th>(4) = Agree</th>
<th>(3) = Unsure</th>
<th>(2) = Disagree</th>
<th>(1) = Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking part in this program has helped me learn new skills</td>
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<tr>
<td>I feel that I learned a lot</td>
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<tr>
<td>The things I learned about will help me make the right choices</td>
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<tr>
<td>I enjoyed taking part in That’s Not Mine!</td>
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<tr>
<td>That’s Not Mine! was not beneficial to me</td>
<td></td>
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<tr>
<td>I will be able to use the things I have learned in other parts of my life</td>
<td></td>
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<td>I enjoyed the activities</td>
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<td>I thought the sessions were the right length</td>
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<tr>
<td>There were more things That’s Not Mine should have taught me</td>
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</table>

The thing I like the most about That’s Not Mine! was: ____________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

The thing I liked the least about That’s Not Mine! was: ____________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

I would change the That’s Not Mine! program by: ____________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Any additional comments: ______________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Appendix B: Cyber Friendly: A Teen’s Guide to Smart Internet Use Facilitators’ Guide
Cyber-Friendly
A Teen’s Guide to Smart Internet Use
Facilitator’s Guide

Created and Written by: Sarah McCue
Bachelor of Applied Arts in Behavioural Psychology
St. Lawrence College
2014
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Program Considerations

Selection of Program Facilitator(s)
- The program facilitator should:
  - Have experience in delivering program material to youth aged 10-17
  - Have experience in dealing with youth in trouble with the law as many of the topics discussed in this guide will relate to criminal offending.

Selection of Program Participants
- The program participants should:
  - Be referred from a youth services or diversion agency
  - Either been in conflict with the law for cyber-bullying behaviour or been referred to the youth services or diversion agency by a parent concerned about cyber-bullying behaviour
  - Be fluent in the English language to ensure understanding of the material

Program Materials
- Pens (all sessions)
- Chart Paper and markers (all sessions)
- White board and dry erase markers (all sessions)
- Laptop computer or other electronic device capable of playing videos from the internet
- Construction paper (session 2)
- Markers (session 2)
- Magazines (session 2)
- Glue (session 2)
- Scissors (session 2)
Session One: What is Cyber-bullying?

Introduction (1 minute)
- Introduce facilitator(s)
  - Briefly describe yourself and how you came to be a program facilitator for the “Cyber Friendly: A Teen’s Guide to Smart Internet Use”.

Purpose of the Program (2 minutes)
- Explain to the youth participants that the purpose of the program is to learn more about cyber-bullying and who it affects. Youth will also discuss and learn about the criminal charges that can result from cyber-bullying.
- Let the youth know that the sessions will be educational but will also include activities for them to participate in. The youth will also get to engage in brainstorming and group discussion.

Confidentiality (2 minutes)
- Let the youth know that anything they say during the program will be kept confidential unless you feel that they are at risk of hurting themselves or others. We would also have to break confidentiality if you disclosed child abuse or we felt that you were being abused at home or in the community.

Ground Rules (10 minutes)
- Use the chart paper and markers in the room and ask the youth to come up with ground rules for the sessions.
- Allow the youth to come up with several of their own ground rules, and if something has not been addressed, then add the following:
  - Out of respect for everyone in the room, the information shared within the group stays within the group.
  - Listen and actively participate in the sessions.
Don't speak over others when they are sharing or speaking.

Keep an open mind to what others have to say.

Come to all sessions.

Be on time – reinforce to the youth that being on time for this program is crucial as each session only lasts for one hour, and many things will be discussed during this time.

**Group Introductions/Icebreakers (5 minutes)**

- Explain to youth the icebreaker Two Truths and a Lie. Tell the youth that they are to each come up with two true statements about themselves and one statement that is false. Have each youth introduce themselves, and then tell the group their three statements.
  - (Ex – “Hi, I’m Sarah. I have two cats at home. I once broke my arm skateboarding. I like to go skiing.”)

- At this point in the icebreaker, have the group vote on which statement was the lie by putting one, two or three fingers into the air. Have the participant tell the group which statement was the lie, and then repeat this exercise until all participants and facilitators have gone.

**Pre-Test (10 minutes)**

- Administer the pre-test for cyber-bullying to the youth at this point (Appendix A). Allow the youth ten minutes to answer the ten multiple choice questions. (The answers for the pre-and-post test are located in Appendix L and are to be scored when the youth leave after this session)

**What is Cyber-bullying? (10 minutes)**

- Write the following definition of cyber-bullying on the white board (can be done prior to group arrival to save time):
“the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature” (Oxford Online Dictionary, 2013)

- Langos (2012) suggests that, in addition to repetition and the inability to defend oneself, a power imbalance also exists between the bully and the victim.
- Have the youth watch the following video: The Cyber Bullying Virus http://www.youtube.com/watch?v=vmQ8nM7b6XQ
- When the video is finished, ask the youth for their opinions on the following questions
  - Do you think cyber-bullying spreads that easily?
  - Do you think you could stand up for someone who was being cyber-bullied?
  - How do you think you would feel if you were Jane Doe in this situation?

**How cyber-bullying is different and similar to traditional bullying** (15 minutes)

- Traditional bullying stems from a set of specific behaviours that are aggressive in nature utilized to deliberately harm someone else (Olweus, 1980). These behaviours are directed at individuals who are unable to defend themselves and are repetitive.
- Langos (2012) suggests that in addition to the victim’s inability to defend oneself and the repetitive nature of bullying, that in case where electronic devices are used a power imbalance also exists between the bully and the victim.
- Langos (2012) proposed two forms of cyber-bullying
Direct

- In this form of cyber-bullying, bullies send instant messages, text or video messages, or emails directly to the victim with the intent of causing immediate harm (Langos, 2012). This form of direct cyber-bullying occurs in the private domain of the internet.

Indirect

- In this form of cyber-bullying, bullies posts messages, comments, videos, photos or other items onto a public forum such as a website like Facebook (Langos, 2012). This form of bullying allows further anonymity for bullies as the more times the item posted is shared or copied, the harder it is to trace it back to its origins.

- In these two forms of cyber-bullying, as soon as a message, comment, photo, video or other form of online technology crosses from the private domain into the public domain, it becomes indirect cyber-bullying.

- Hand out the Indirect and Direct Cyber-Bullying Activity (Appendix B) and allow the group 5 minutes to answer the questions and then take them up as a group (Appendix C).

Recap of the Session (5 minutes)

- At the end of the session, go over the following as review:
  - The definition of cyber-bullying.
  - The difference between traditional bullying and cyber-bullying.
  - The difference between indirect and direct bullying.
  - The private and public nature of bullying.

- Remind the youth of the session next week.
Session Two: How Does My Online Behaviour Affect Others?

Introduction (5 minutes)
- Welcome everyone back to the group
- Introduce this session’s topic of how their cyber-bullying behaviour affects other people in their lives.
- Go over the agenda for the day

Review of What is Cyber-bullying? (5 minutes)
- Discuss the following topics briefly as a recap for the youth from last week’s session:
  - The definition of cyber-bullying.
  - The difference between traditional bullying and cyber-bullying.
  - The difference between indirect and direct bullying.
  - The private and public nature of bullying.

How Does my Online Behaviour Affect Others? (15 minutes)
- Have the youth brainstorm different individuals in their lives that would be affected by their cyber-bullying behaviour. Once the youth have completed the first brainstorm, have them think of individuals who would be affected in the victim’s life. Explain to the youth that the purpose of this activity is to get them thinking about who else is affected other than themselves.
- Handout the Who does Cyber-bullying Affect activity (Appendix D).
- Allow the group 5-6 minutes to answer all of the true or false questions.
- Go through the questions and discuss with the youth the correct answers (Appendix E) and the truth behind the statement. Allow the youth to ask questions and provide them with example scenarios if need be.
**Circles Activity (10 minutes)**

- For this activity, explain to youth that you are going to look at the circles of impact regarding cyber-bullying. Hand out the circles activity (Appendix F).
- Give the youth 5 minutes to fill out the circles and then ask youth to share what they came up with for individuals who are impacted by their cyber-bullying behaviour.
- Have the group reflect on how their actions could have been different by asking “How would these people have been affected if you hadn’t cyber-bullied?”.

**Anti Cyber-Bullying Activity (20 minutes)**

- For this activity, provide the youth with the following items:
  - Construction paper
  - Markers
  - Magazines
  - Scissors
  - Glue
- Instruct the youth that they are to make a poster on the construction paper to discourage cyber-bullying in schools and the community. Tell the youth that they can use any of the materials provided and can make the poster however they would like to as long as it deals with cyber-bullying. Provide the youth with the handouts from the Canadian Centre for Child Protection (Appendix G) on the topics of personal boundaries, steps to removing pictures and videos from the Internet, involving safe adults and healthy relationships. Tell the youth that they may use these handouts as resources but are not to cut them up to put on their posters. They may use the content but must demonstrate it in their own way.
• Instruct the youth that you will be asking them to present their posters at the next session as ways to not cyber-bully and how to help those that have been cyber-bullied. Let the youth know that the posters don’t have to be perfect or complex as long as the message gets shown that cyber-bullying is not okay.

• Once the posters are completed, have the youth post them on the white board in the room. The posters are not to leave with the youth, as they will be needed for the next week

Recap of the Session (5 minutes)

• At the end of the session, go over the following as review:
  o Who does cyber-bullying affect?
  o That cyber-bullying can result in criminal charges
  o Cyber-bullying can lead to mental health concerns such as suicidal thoughts or depression

• Remind the youth of the session next week.
Session Three: What can I do to not be a Cyber-bully?

Introduction (5 minutes)
- Welcome everyone back to the group
- Ask the youth how their week went
- Introduce this session’s topic of what they can do to not cyber-bully in the future.
- Go over the agenda for the day

Review of How Online Behaviour Affects Others (5 minutes)
- Go over the following as review of last week’s session:
  o Who does cyber-bullying affect?
  o That cyber-bullying can result in criminal charges
  o Cyber-bullying can lead to mental health concerns such as suicidal thoughts or depression

What Can I do to Not be a Cyber-bully? (15 minutes)
- Have each youth present their cyber-bullying poster from the last session. The presentation does not have to be long, 2-3 minutes per youth is fine.
- Ask each youth to tell the group the following:
  o Why they choose the cyber-bullying topic they did
  o What the poster demonstrates
  o How the poster discourages cyber-bullying in schools and the community
- Once all the presentations are finished, have the youth brainstorm other ways to prevent cyber-bullying in the community and schools. Also ask for suggestions to help when they see someone being cyber-bullied.
  o Some examples of individuals that youth can go to for help would be:
    - Parents
- Teachers
- Counsellors
- Police
- Trusted adults

Recap of the program (10 minutes)

- At this point, explain to the group that you are going to do a recap of all three weeks of the program. Discuss the following briefly:
  - The definition of cyber-bullying.
  - The difference between traditional bullying and cyber-bullying.
  - The difference between indirect and direct bullying.
  - The private and public nature of bullying.
  - Who does cyber-bullying affect?
  - That cyber-bullying can result in criminal charges.
  - Cyber-bullying can lead to mental health concerns such as suicidal thoughts or depression.
  - What the strategies to preventing cyber-bullying.
  - How to help someone who has been or is being cyber-bullied.

- Answer any further questions that the youth have at this point

Post Test (10 minutes)

- Administer the post-test for cyber-bullying to the youth at this point (Appendix H). Allow the youth ten minutes to answer the ten multiple choice questions. (Answers to the pre-and-post tests are located in Appendix I). If time allows, let the youth mark the tests themselves. Once they have marked their tests, hand out the pre-tests and have them compare their results. Use this opportunity to ask them questions such as:
  - How do your post-test results compare to your pre-test results
Satisfaction Questionnaire (10 minutes)

- Administer the satisfaction questionnaire for cyber-bullying to the youth at this point (Appendix J). Allow the youth ten minutes to complete the survey.

Graduation (5 minutes)

- Congratulate each participant for completing the “Cyber-Friendly: A Teen’s Guide to Smart Internet Use”. Award each youth with a certificate stating their completion of the program.
- Thank each participant for coming and engaging.

To Be Completed After the Youth Leave

- All facilitators need to complete the facilitator feedback form (Appendix K) at this time and submit to the student researcher for data collection and feedback (disregard this step once the student researcher has completed placement)


References


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Appendix A: Pre-Test
Cyber-Friendly: A Teen’s Guide to Smart Internet Use

Pre-Test

Please answer the following questions to the best of your ability.

1) Cyber-bullying is defined as ____________________________
   a. The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
   b. Using Facebook to send intimidating messages to other people to bully them
   c. Using social media web sites such as Twitter and Facebook to bully others with mean, hurtful messages
   d. Using only cell phones and email to bully a person, typically by sending messages of an intimidating or threatening nature

2) Cyber-bullying is made up of ________________, ________________ and ________________.
   a. A power imbalance, cruelty and repetition
   b. An inability to defend oneself, cruelty and a power imbalance
   c. A power imbalance, inability to defend oneself and repetition
   d. Repetition, inability to defend oneself, and cruelty

3) Which of the following is not a direct form of cyber-bullying?
   a. Sending emails to the victim
   b. Writing a post on the victims Facebook status
   c. Sending an instant message to the victim
   d. Sending a picture or video message to the victim

4) Which of the following is not a form of indirect cyber-bullying?
   a. Writing a post on the victims Facebook status
   b. Posting a video of the victim on Twitter
   c. Adding embarrassing photos of the victim to Instagram
   d. Sending an instant message to the victim on Facebook
5) Indirect and direct forms of bullying involve the public and private areas of the Internet.

Which of the following is the correct combination?

a. Indirect – public, direct – private
b. Indirect – private, direct – public
c. Indirect – private, direct – private
d. Indirect – public, direct – public

6) Which of the following criminal charges could you receive for cyber-bullying?

a. Harassment
b. Uttering threats
c. None of the above
d. Both A and B

7) When someone has been cyber-bullied they can feel ______________, __________ and ______________?

a. Sad, unloved and depressed
b. Depressed, overwhelmed and suicidal
c. Overjoyed, unloved and sad
d. Both A and B

8) When a cyber-bully says negative things to a victim, what kind of impact does that have?

a. The person will remember what you said forever, and it can leave long term scars.
b. The person will forgive you as soon as you apologize, and they won’t have any long term scars.
c. The person will remember what you said forever, but they won’t have any long term scars.
d. The person won’t remember what you said forever, and it won’t leave any long term scars.
9) When involving a safe adult in a cyber-bullying site, it is important to choose the right person. All of the following are examples of safe adults except for:
   a. Your parents
   b. Your classroom teacher
   c. Your brand new neighbour
   d. A police officer

10) Qualities to look for in a healthy relationship are:
   a. Trust, manipulation and patience
   b. Honesty, intimidation and loyalty
   c. Dependability, loyalty and lying
   d. Trust, mutual respect and patience
Appendix B: Indirect and Direct Cyber-Bullying

Indirect and Direct Cyber-Bullying

For the statements below, place an “I” on the line if you believe the statement is an indirect form of cyber-bullying, or a “D” if you believe the statement to be direct cyber-bullying.

1. Joanne sends a text message to Laura telling her that she is not pretty.
2. Joey comments on Melissa’s Facebook wall that she is stupid.
3. Marin tweets a photo she took of Marissa getting changed in the locker room.
4. Henry takes a video of himself making fun of Jill and sends it to her cell phone as a video message.
5. Charlie sends a string of inappropriate emails to Jenny.
6. Robby discovers a video of himself on YouTube that showed him picking his nose.
7. Jordan posted a picture of his ex-girlfriend Lindsay on Instagram showing her being made fun of by a bunch of other girls.
8. Megan iMessages Brian telling him that he will never get a girlfriend if he continues to wear ugly clothes.
9. Jenna comments on Missy’s Facebook status that if she continues to advertise her problems for everyone to see, she’ll keep getting made fun of.
10. Mary sends a Facebook message to Leah telling her to stay away from her boyfriend, or she will beat her up.
Appendix C: Indirect and Direct Cyber-Bullying Answers

Indirect and Direct Cyber-Bullying Answers

For the statements below, place an “I” on the line if you believe the statement is an indirect form of cyber-bullying, or a “D” if you believe the statement to be direct cyber-bullying.

D 1. Joanne sends a text message to Laura telling her that she is not pretty.  
   *This is direct because Joanne is sending the text message directly to Laura, and it was private.*

I 2. Joey comments on Melissa’s Facebook wall that she is stupid.  
   *This is indirect because while Joey did post on Melissa’s wall, the message was in the public domain for everyone to see and comment further on.*

I 3. Marin tweets a photo she took of Marissa getting changed in the locker room.  
   *This is indirect because the tweet of Marissa could be re-tweeted and was in the public domain for the world to see.*

D 4. Henry takes a video of himself making fun of Jill and sends it to her cell phone as a video message.  
   *This is a direct form of bullying because Henry sent the video directly to Jill and it wasn’t posted for everyone to see.*

D 5. Charlie sends a string of inappropriate emails to Jenny.  
   *This is direct because Charlie sent the emails directly to Jenny and did not include everyone else.*
6. Robby discovers a video of himself on YouTube that showed him picking his nose.

*This is indirect because Robby found the video on YouTube which is a public domain that allows everyone to view videos.*

7. Jordan posted a picture of his ex-girlfriend Lindsay on Instagram showing her being made fun of by a bunch of other girls.

*This is indirect because the picture was posted on a social media site and was not sent directly to Lindsay.*

8. Megan iMessages Brian telling him that he will never get a girlfriend if he continues to wear ugly clothes.

*This is direct because Megan used an instant messaging application to send a message to Brian.*

9. Jenna comments on Missy’s Facebook status that if she continues to advertise her problems for everyone to see, she’ll keep getting made fun of.

*This is indirect because Jenna left the comment on a public forum where other individuals could see the comment and leave further remarks.*

10. Mary sends a Facebook message to Leah telling her to stay away from her boyfriend, or she will beat her up.

*This is a direct form of cyber-bullying because Mary sent the message through a private messaging application on Facebook. Even though it was sent through a social media site, it was sent directly to Leah and was not public for everyone to see.*
Appendix D: Who does Cyber-bullying Affect?

Who does Cyber-bullying Affect?

For the statements below, place a “T” on the line if you believe the statement to be true, or an “F” if you believe the statement to be false.

_____ 1. Susie won’t remember that you called her ugly ten years from now.
_____ 2. Leah will think about the hurtful things you said to her every day.
_____ 3. Megan’s mom won’t have a clue that you said hurtful things to Megan about the way she dresses.
_____ 4. Your best friend will be influenced when you start picking on the new girl at school.
_____ 5. You apologized to Henry for insulting him in front of the whole school; he won’t be upset any more
_____ 6. The new girl Lily switched out of your gym class the day after you called her fat and made fun of her. Lily starts to cry when you say something to her about it later in the day. Lily says it has nothing to do with you.
_____ 7. Cyber-bullying can cause the bullied individual to consider options like suicide.
_____ 8. The only people affected by cyber-bullying are the bully and the victim.
_____ 9. If someone is picked on all their life, they can feel like no one cares about them.
_____ 10. You can’t be charged for being mean to someone else.
Appendix E: Who does Cyber-bullying Affect? Answers

Who does Cyber-bullying Affect? Answers

For the statements below, place a “T” on the line if you believe the statement to be true, or an “F” if you believe the statement to be false.

F 1. Susie won’t remember that you called her ugly ten years from now.
   This is false. When you make fun of someone you never know if they will remember what you said ten years from now. If the person you bully has a good support system to help him/her through the tough times, then they may not remember you. However if the person you bully doesn’t have a support system to help them, they may remember those comments for the rest of their life.

T 2. Leah will think about the hurtful things you said to her everyday
   This is very true. When someone hears something hurtful directed at them, it can cause scars, and the person will think about those comments every time they get upset or are hurt. Sometimes the victims of these comments can even start to believe what was said even though it is completely wrong.

F 3. Megan’s mom won’t have a clue that you said hurtful things to Megan about the way she dresses.
   This is false. Oftentimes, victims of cyber-bullying will tell their parents or adults they can trust. This impacts the victim’s families because parents worry about their children.
4. Your best friend will be influenced when you start picking on the new girl at school.

*This is true. Even if your friend doesn’t say anything when you cyber-bully, he or she can be influenced by what you say to others.*

5. You apologized to Henry for insulting him in front of the whole school on Twitter; he won’t be upset any more

*This is false. While someone might accept your apology, that doesn’t mean that they won’t be upset any longer. Sometimes actions speak louder than words, and in order for someone to believe what you said, you need to show it in your actions by not picking on others.*

6. The new girl Lily switched out of your gym class the day after you called her fat and made fun of her on Facebook. Lily starts to cry when you say something to her about it the next day, and says it has nothing to do with you.

*This is false. Oftentimes, comments people make on Facebook have a bigger impact on their victims than we know. When you insult someone, it hurts their feelings and can cause feelings of shame.*

7. Cyber-bullying can cause the bullied individual to consider options like suicide.

*This is true. Oftentimes, teens and youth feel that they have no options to get away from the cyber-bullying, and they feel that ending their lives is the only solution. Never underestimate what you say because words do hurt, and you don’t know the effects of what you say and how they will make others feel. Stick with the theory that if you don’t have anything nice to say you shouldn’t say...*
anything at all.

F 8. The only people affected by cyber-bullying are the bully and the victim.

This is inaccurate. Cyber-bullying also affects the families of victims and bullies, friends, and school situations. Cyber-bullying is not an isolated incident, and once something goes public, there is no taking it back.

T 9. If someone is picked on all their life, they can feel like no one cares about them.

This is true. Many bullied individuals feel like no one cares, and don’t know who to turn to for help. Many times, these victims deal with depression and suicidal thoughts.

F 10. You can’t be charged for being mean to someone else.

This is not true whatsoever. You can be charged with criminal harassment, uttering threats, and even pornography charges if you post an image of someone without their clothes on. Bullying anyone in any way, shape or form can have serious consequences for the bully.
Appendix F: Circles of Impact

Circles of Impact

Please put in the names of people, organizations or groups that are affected by your cyber-bullying.
Appendix G: Handouts for Session Two Cyber-bullying Poster

ESTABLISHING PERSONAL BOUNDARIES

Having well-defined personal boundaries are what makes each person distinct in who they are and what they feel and think. It sends the message that you take responsibility for your life, how you treat others, and lets others know how you expect to be treated. By establishing physical, emotional and mental standards for what you will and will not do, you are protecting yourself from being taken advantage of or mistreated by others.

Determining what you are comfortable/uncomfortable with can take some time. In the journey of trying to figure out what you stand for, remember the following:

- You know yourself the best – trust in what you need, want and value in life.
- You should let others know, in a respectful way, when they have crossed the line with you. By doing so, you are setting the standard for how you feel you deserve to be treated.
- Your needs and feelings are not less or more important than someone else’s. Communicate what you need and expect while respecting that another person’s views may be different.
- Learn to say “no” when you are uncomfortable with what is happening.

When you have healthy, well-established boundaries you are more likely to be self-confident, aware of your surroundings, and increase the likelihood that your relationships are nurturing, supportive and kind.

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STEPS YOU CAN TAKE TO GET PICTURES/VIDEOS OFF THE INTERNET

Many youth take pictures/videos of themselves and send them to friends or post the content online - you are likely no different. Sometimes, the content may end up on the Internet without your permission. When this happens, removing the picture/video is often a primary focus.

If you know where your picture/video has been posted, you can try to take steps to get it off the Internet. The most popular websites and other online services have a process for reporting and many place a higher priority on situations involving children/youth. If you have been impacted by a sexual picture/video being posted on the Internet, there are some practical steps you can take to regain some control over the content. By including certain information in your report, there is a good chance these sites will take down the sexual picture/video of you.

**STEPS YOU CAN TAKE:**

1. Determine what service [e.g. YouTube®, Facebook®, Twitter®] the picture/video is displayed on and contact that service to request that they remove the picture/video.

For information about contacting popular websites and requesting the removal of pictures/videos, please visit needhelpnow.ca/contacting_popular_sites.

Be sure to get directly to the point as the service likely receives a large number of complaints each day and it will be helpful for them to know why your request is important.

At a minimum, include the following information within your complaint:

   a. **Your age:** This lets the website/online service know that you are a child/youth. If the picture/video was taken when you were a different age then you are presently, include your age at the time the picture/video was taken as well as your current age.

   b. **Identify yourself as the person in the picture/video:** Say that you are the child/youth in the picture/video. If you are identifiable in the picture/video e.g. if a person who knows you viewed the picture/video, s/he would recognize you, include this as well - the website/online service may give your complaint a higher priority.

   c. **Object to the posting of the content:** Say that you did not post the picture/video to their site, did not give permission for the content to be posted and that you want it removed. This lets them know that you object to the continued posting of the picture/video.

   d. **Include information about who had access to the content:** If you sent the picture/video to someone else, say so, and give the name of the person you sent the content to. This may help the website trace who posted the content and prevent the individual from posting content in the future.

Sample Complaints:

I am 13 years old and I am requesting the removal of a sexual picture/video of myself that appears through your service at the following URL: [Insert the exact URL (website address) where the image/video is located].

I did not post the picture/video on your site or give permission for it to be posted and I do not want it to stay there.

If you do not know who posted the picture/video, you could say:

I do not know who posted the picture/video onto your site.

If you do know who posted the picture/video, you could say:

I do not know who posted the picture/video onto your site, but I did send the picture/video to my boyfriend, [insert full name] and I did not give him permission to post it.

I am not sure who posted the picture/video onto your site, but I have reason to believe that it may have been [insert full name].

2. You may want to submit a report to Cybertip.ca. If you are being threatened, intimidated or blackmailed in any way, we highly encourage you to report to us or talk to a safe adult about what is occurring. For more information on situations that have gone too far, please see needhelpnow.ca/reporting.

The above information is for general use only. It is not intended, and should not be relied upon, as legal or professional advice.

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IN INVOLVING A SAFE ADULT

Family members can offer you guidance, support and be an important advocate when you are going through a difficult time. While it may be difficult to tell your parents or another safe adult about what happened, even when you know you need to, it is important. Remember, it’s your parent’s job to help keep you safe so while they may be upset, they should also be concerned about what has happened and help you figure out how to deal with it.

In some situations, there may be reasons why talking to a parent may not be an option. In those situations, speak with another safe adult (like a teacher, coach or relative) about what’s happening.

Here are some suggestions about how to let your parents/a safe adult know what’s happening:

- Write a note or an email to your parent/a safe adult explaining what’s happening and asking for their help.
- Have a friend or a safe adult present with you while you speak with your parents about what happened.
- Have a safe adult (teacher, counselor, another relative) speak with your parents on your behalf. This can give your parents time to process the information without you being in front of them.

It may also be helpful to practice what you are going to say before approaching your parents/a safe adult. You can make notes about what you want to say and discuss with a friend. This may help you figure out how to approach and respond to your parents/a safe adult and their possible reaction.

Some ways to approach the conversation include:

- “I made a mistake – I sent a sexual picture of myself to [name] and now others have seen it.”
- “I really need your support to get through this.”
- “I understand if you are upset. I am trying to figure out what to do – that’s why I’m talking to you.”
- “I am feeling………..and I don’t know what to do about it.”
- “I need your help in deciding what to do next and I want you to really hear what I have to say.”

Be aware that your parents/a safe adult are likely to feel a wide range of emotions hearing that you have created and shared a sexual picture/video of yourself with peers. This may include disappointment, anger or hurt, as well as concern about what may happen next. It is normal for your family to be feeling these things and more when receiving this type of news. Try your best to remember that in most cases, your family will have a strong reaction because they care about your well-being and safety.

For a resource to help your parents navigate through what’s happened, please see cybertip.ca/self_peer_exploitation.

If you aren’t able to identify a safe adult to talk to, contact a crisis line, like Kids Help Phone (1-800-668-6868) or find a counsellor in your area (i.e. school guidance counsellor, drop-in counselling). A counsellor may be able to help you make decisions about what to do next.
HEALTHY RELATIONSHIPS ARE ABOUT:

TRUST
You can rely on each other and know you will not share each other’s private information or say anything that would embarrass each other. Note: The exception to this would be if you are worried about your friend’s safety and well-being and as a result, talked to a safe adult about those concerns.

MUTUAL RESPECT
Value and cherish each other’s friendship and consider each other’s feelings. Be respectful of the other’s views and choices - only ask the other person to do things that they believe in and feel comfortable doing.

PATIENCE
Have patience with each other and understand that nobody is perfect and everybody makes mistakes (keep in mind that people should learn from their mistakes, and try to avoid making the same mistake repeatedly).

HONESTY
Be sincere and mean what you say to each other.

LOYALTY
Stick up for each other.

KINDNESS
Be generous and care about how one another feels. Help each other out.

INTIMACY
Share your experiences, feelings and thoughts with each other.

DEPENDABILITY
Be there for each other when you say you will be, and keep plans with each other.

ENJOYMENT
Enjoy spending time together and have some similar interests (i.e. activities, music, books, jokes, etc.).

LISTENING
Actively listen to each other. Try to understand the way each other feels and be thoughtful not to hurt each other’s feelings.

If you are currently in a relationship, remember that you are less likely to become involved in a self/peer exploitation incident if it involves caring, respect, and dignity versus controlling behaviours such as insincere flattery and persistence/pressure (i.e. won’t accept “no” for an answer).
UNHEALTHY RELATIONSHIPS ARE ABOUT:

MANIPULATION
In order to get what they want, the person may use threats, i.e. to hurt their partner, to break up with them, to hurt themselves or commit suicide; bribe the other person with money, gifts, clothes, food, alcohol or drug; use pity and guilt by doing things like telling their partner they do not like themselves and have no one else but them. The other person feels sorry for them and wants to “help” them.

ASSAULT AND ABUSE
This includes sexual assault, physical assault and emotional abuse. Sexual assault involves forcing sexual touching, making threats to get sex, getting the other person drunk or use drugs to get sex. Physical assault includes hurting the other person physically (i.e. biting, hitting, pushing, slapping, kicking, punching, or pinching). Emotional abuse involves using put-downs, sarcasm, humiliation or embarrassment and raising your voice towards the other person. It also includes being highly critical of the other person and those who care about the person.

LYING AND MINIMIZING
Not telling the truth, saying things didn’t happen when they did, doing things behind the other person’s back and not taking their concerns seriously. Making excuses for their behaviour and acting as though nothing they do is a “big deal.”

UNPREDICTABLE BEHAVIOUR
Acting very supportive and caring, then the next minute being angry and yelling at the other person. The other person never knows what kind of mood that their partner will be in and what to expect from their behaviour.

INTIMIDATION
Scaring the other person through gestures (a mean look, making a fist), actions (destroying property, punching holes in walls) or the use of weapons.

PERSISTENCE
Pressuring the other person to do something they want. They will not take “No” for an answer.

A LACK OF ACCEPTANCE
Rejecting the other person for who they are, putting them down and ignoring them.

ISOLATION
Telling the other person who they can talk to or look at, who their friends should be and where they can go.
Appendix H: Post-Test
Cyber-Friendly: A Teen’s Guide to Smart Internet Use

Post-Test

Please answer the following questions to the best of your ability.

1) Cyber-bullying is defined as _________________________
   a. The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
   b. Using Facebook to send intimidating messages to other people to bully them
   c. Using social media web sites such as Twitter and Facebook to bully others with mean, hurtful messages
   d. Using only cell phones and email to bully a person, typically by sending messages of an intimidating or threatening nature

2) Cyber-bullying is made up of ________________, _________________and _________________.
   a. A power imbalance, cruelty and repetition
   b. An inability to defend oneself, cruelty and a power imbalance
   c. A power imbalance, inability to defend oneself and repetition
   d. Repetition, inability to defend oneself, and cruelty

3) Which of the following is not a direct form of cyber-bullying?
   a. Sending emails to the victim
   b. Writing a post on the victims Facebook status
   c. Sending an instant message to the victim
   d. Sending a picture or video message victim

4) Which of the following is not a form of indirect cyber-bullying?
   a. Writing a post on the victims Facebook status
   b. Posting a video of the victim on Twitter
   c. Adding embarrassing photos of the victim to Instagram
   d. Sending an instant message to the victim on Facebook
5) Indirect and direct forms of bullying involve the public and private areas of the Internet.
   Which of the following is the correct combination?
   a. Indirect – public, direct – private
   b. Indirect – private, direct – public
   c. Indirect – private, direct – private
   d. Indirect – public, direct – public

6) Which of the following criminal charges could you receive for cyber-bullying?
   a. Harassment
   b. Uttering threats
   c. None of the above
   d. Both A and B

7) When someone has been cyber-bullied they can feel ____________, ____________ and ____________?
   a. Sad, unloved and depressed
   b. Depressed, overwhelmed and suicidal
   c. Overjoyed, unloved and sad
   d. Both A and B

8) When a cyber-bully says negative things to a victim, what kind of impact does that have?
   a. The person will remember what you said forever and it can leave long term scars
   b. The person will forgive you as soon as you apologize and they won’t have any long-term scars
   c. The person will remember what you said forever but they won’t have any long-term scars
   d. The person won’t remember what you said forever and it won’t leave any long-term scars
9) When involving a safe adult in a cyber-bullying site it is important to choose the right person. All of the following are examples of safe adults except for:
   a. Your parents
   b. Your classroom teacher
   c. Your brand new neighbour
   d. A police officer

10) Qualities to look for in a healthy relationship are:
   a. Trust, manipulation and patience
   b. Honesty, intimidation and loyalty
   c. Dependability, loyalty and lying
   d. Trust, mutual respect and patience
Appendix I: Pre-and-Post Test Answers

Cyber-Friendly: A Teen’s Guide to Smart Internet Use

Pre-and Post-Test Answers

Please answer the following questions to the best of your ability.

1) Cyber-bullying is defined as _________________________
   a. The use of electronic communication to bully a person, typically by sending messages of a intimidating or threatening nature
   b. Using Facebook to send intimidating messages to other people to bully them
   c. Using social media web sites such as Twitter and Facebook to bully others with mean, hurtful messages
   d. Using only cell phones and email to bully a person, typically by sending messages of an intimidating or threatening nature

2) Cyber-bullying is made up of ________________, _______________ and _______________.
   a. A power imbalance, cruelty and repetition
   b. An inability to defend oneself, cruelty and a power imbalance
   c. A power imbalance, inability to defend oneself and repetition
   d. Repetition, inability to defend oneself, and cruelty

3) Which of the following is not a direct form of cyber-bullying?
   a. Sending emails to the victim
   b. Writing a post on the victims Facebook status
   c. Sending an instant message to the victim
   d. Sending a picture or video message to the victim

4) Which of the following is not a form of indirect cyber-bullying?
   a. Writing a post on the victims Facebook status
   b. Posting a video of the victim on Twitter
   c. Adding embarrassing photos of the victim to Instagram
   d. Sending an instant message to the victim on Facebook
5) Indirect and direct forms of bullying involve the public and private areas of the Internet.
   Which of the following is the correct combination.
   a. Indirect – public, direct – private
   b. Indirect – private, direct – public
   c. Indirect – private, direct – private
   d. Indirect – public, direct – public

6) Which of the following criminal charges could you receive for cyber-bullying?
   a. Harassment
   b. Uttering threats
   c. None of the above
   d. Both A and B

7) When someone has been cyber-bullied they can feel _______________, ____________
   and ________________?
   a. Sad, unloved and depressed
   b. Depressed, overwhelmed and suicidal
   c. Overjoyed, unloved and sad
   d. Both A and B

8) When a cyber-bully says negative things to a victim, what kind of impact does that have?
   a. The person will remember what you said forever and it can leave long term scars
   b. The person will forgive you as soon as you apologize and they won’t have any long term scars
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9) When involving a safe adult in a cyber-bullying site it is important to choose the right person. All of the following are examples of safe adults except for:
   a. Your parents
   b. Your classroom teacher
   c. Your brand new neighbour
   d. A police officer

10) Qualities to look for in a healthy relationship are:
   a. Trust, manipulation and patience
   b. Honesty, intimidation and loyalty
   c. Dependability, loyalty and lying
   d. Trust, mutual respect and patience
**Appendix J: Cyber-bullying Participant Feedback Form**

“Cyber-Friendly: A Teen’s Guide to Smart Internet Use” Participant Feedback Form

<table>
<thead>
<tr>
<th>Statement</th>
<th>(5) = Strongly Agree</th>
<th>(4) = Agree</th>
<th>(3) = Unsure</th>
<th>(2) = Disagree</th>
<th>(1) = Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking part in this program has helped me learn new skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel that I learned a lot</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The things I learned about will help me make the right choices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoyed taking part in Cyber-Friendly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cyber-Friendly was not beneficial to me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will be able to use the things I have learned in other parts of my life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoyed the activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I thought the sessions were the right length</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There were more things Cyber-Friendly should have taught me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The thing I like the most about Cyber Friendly was: __________________________

The thing I liked the least about Cyber Friendly was: ________________________

I would change the Cyber Friendly program by: ________________________________

Any additional comments: ____________________________________________________
### Appendix C: Shoplifting Facilitator Feedback Form

“That’s Not Mine!: A Teen’s Guide to Preventing Shoplifting” Facilitator Feedback Form

<table>
<thead>
<tr>
<th></th>
<th>(5) = Strongly Agree</th>
<th>(4) = Agree</th>
<th>(3) = Unsure</th>
<th>(2) = Disagree</th>
<th>(1) = Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>This program has appropriate activities for the topic discussed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is a useful tool for empowering teens</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are many things that the youth will learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The program is well laid out</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The program materials are easy to understand</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The information learned in That’s Not Mine! can be carried over to other pro-social situations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The sessions are the right length</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There were topics unaddressed by the That’s Not Mine! program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The parts of the That’s Not Mine! program that will benefit the youth the most are: ____________________________

The parts of the That’s Not Mine! program that will benefit the youth the least are: ____________________________

I would change the That’s Not Mine! program by adding: ____________________________

I would change the That’s Not Mine! program by removing: ____________________________

Any additional comments: _____________________________________________________________
Appendix D: Cyber-bullying Facilitator Feedback Form

“Cyber Friendly: A Teen’s Guide to Smart Internet Use” Facilitator Feedback Form

<table>
<thead>
<tr>
<th>(5) = Strongly Agree</th>
<th>(4) = Agree</th>
<th>(3) = Unsure</th>
<th>(2) = Disagree</th>
<th>(1) = Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>This program has appropriate activities for the topic discussed</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>This is a useful tool for empowering teens</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>There are many things that the youth will learn</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The program is well laid out</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The program materials are easy to understand</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The information learned in Cyber Friendly can be carried over to other pro-social situations</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The sessions are the right length</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>There were topics unaddressed by the Cyber Friendly program</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

The parts of the Cyber Friendly program that will benefit the youth the most are: ____________________________
________________________________________________________________________
________________________________________________________________________

The parts of the Cyber Friendly program that will benefit the youth the least are: ____________________________
________________________________________________________________________
________________________________________________________________________

I would change the Cyber Friendly program by adding: ____________________________
________________________________________________________________________
________________________________________________________________________

I would change the Cyber Friendly program by removing: ____________________________
________________________________________________________________________
________________________________________________________________________

Any additional comments: ____________________________
________________________________________________________________________
________________________________________________________________________
Appendix E: Raw Data Table for Likert Scale from Shoplifting Facilitators Ratings

<table>
<thead>
<tr>
<th>Question</th>
<th>Participant One</th>
<th>Participant Two</th>
<th>Participant Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  This program has appropriate activities for the topic discussed</td>
<td>Agree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>2  This is a useful tool for empowering teens</td>
<td>Agree</td>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>3  There are many things that the youth will learn</td>
<td>Agree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>4  The program is well laid out</td>
<td>Agree</td>
<td>Strongly Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>5  The program materials are easy to understand</td>
<td>Strongly Agree</td>
<td>Strongly Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>6  The information learned in That's Not Mine! can be carried over to other pro-social situations</td>
<td>Agree</td>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>7  The sessions are the right length</td>
<td>Disagree</td>
<td>Agree</td>
<td>Unsure</td>
</tr>
<tr>
<td>8  There were topics unaddressed by the That's Not Mine! Program</td>
<td>Unsure</td>
<td>Agree</td>
<td>Unsure</td>
</tr>
</tbody>
</table>
### Appendix F: Raw Data Responses to Written Questions from Shoplifting Facilitators Questionnaire

#### Written feedback for the shoplifting feedback forms

<table>
<thead>
<tr>
<th>Question</th>
<th>Participant</th>
<th>Responses</th>
</tr>
</thead>
</table>
| The parts of the That’s Not Mine! program that will benefit the youth the most are: | Participant One | • Awareness of impact  
• What can I do to not shoplift?  
• Activities that keep them engaged in the learning |
|                                                                          | Participant Two | • Make them feel the experience, using their own minds to see the bigger picture |
|                                                                          | Participant Three | • Education and awareness |
| The parts of the That’s Not Mine! program that will benefit the youth the least are: | Participant One | • Just need more activities |
|                                                                          | Participant Two | • No Comments Given |
|                                                                          | Participant Three | • The youth can benefit from all aspects of the program |
| I would change the That’s Not Mine! program by adding:                    | Participant One | • More self awareness  
• Cognitive thinking and personal reflection and planning  
• Practice opportunities for refusal skills or alternate decision making |
|                                                                          | Participant Two | • More activities for all sessions  
• I would make a fourth session to make it longer  
• Change some of the wording  
• I feel it is missing some info on the life-long consequences |
|                                                                          | Participant Three | • Nothing at this time |
| I would change the That’s Not Mine! program by removing:                  | Participant One | • “Lie” in game and call it a false |
|                                                                          | Participant Two | • No Comments Given |
|                                                                          | Participant Three | • Nothing at this time |
| Any Additional Comments:                                                  | Participant One | • I would add a session to allow for more cognitive material (thinking errors, self talk etc.) and more time to do activities related that allow for different teaching  
• Hard to provide feedback without using the program or seeing it – programs are evolving and will likely have things to add/change as we try them  
• Thing I would see that could be focused on more – may actually get |
focus needed in “real” use of program. Needs to be sure they are highlighted as important to discuss/covers

- Great job!

<table>
<thead>
<tr>
<th>Participant Two</th>
<th>You did a great job Sarah!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant Three</td>
<td><em>No Comments Given</em></td>
</tr>
</tbody>
</table>
### Appendix G: Raw Data Table for Likert Scale from Cyber-bullying Facilitators Ratings

#### Raw Data from Likert Scale for Cyber-Bullying Facilitators Ratings

<table>
<thead>
<tr>
<th>Question</th>
<th>Participant One</th>
<th>Participant Two</th>
<th>Participant Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  This program has appropriate activities for the topic discussed</td>
<td>Agree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>2  This is a useful tool for empowering teens</td>
<td>Agree</td>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>3  There are many things that the youth will learn</td>
<td>Agree</td>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>4  The program is well laid out</td>
<td>Agree</td>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>5  The program materials are easy to understand</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>6  The information learned in the Cyber Friendly program can be carried over to other pro-social situations</td>
<td>Agree</td>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>7  The sessions are the right length</td>
<td>Agree</td>
<td>Unsure</td>
<td>Unsure</td>
</tr>
<tr>
<td>8  There were topics unaddressed by the Cyber Friendly program</td>
<td>Agree</td>
<td>Unsure</td>
<td>Disagree</td>
</tr>
</tbody>
</table>
### Appendix H: Raw Data Responses to Written Questions from Cyber-bullying Facilitators Questionnaire

#### Written feedback for the Cyber-bullying feedback forms

<table>
<thead>
<tr>
<th>Question</th>
<th>Participant</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>The parts of the Cyber Friendly program that will benefit the youth the most are:</td>
<td>Participant One</td>
<td>• Session 3 and added material such as education material</td>
</tr>
<tr>
<td></td>
<td>Participant Two</td>
<td>• Knowing what is cyber-bullying and how it effects</td>
</tr>
<tr>
<td></td>
<td>Participant Three</td>
<td>• Education and awareness</td>
</tr>
<tr>
<td>The parts of the Cyber Friendly program that will benefit the youth the least are:</td>
<td>Participant One</td>
<td>• No Comments Given</td>
</tr>
<tr>
<td></td>
<td>Participant Two</td>
<td>• Needs more about the legal consequences</td>
</tr>
<tr>
<td></td>
<td>Participant Three</td>
<td>• I think the youth can benefit from all aspects of this program</td>
</tr>
<tr>
<td>I would change the Cyber Friendly program by adding:</td>
<td>Participant One</td>
<td>• Cognitive piece – self reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion around behaviours on the internet that are harmful, illegal, consequences – conflict resolution</td>
</tr>
<tr>
<td></td>
<td>Participant Two</td>
<td>• More activities to really get youth thinking, and feeling like a victim or bully</td>
</tr>
<tr>
<td></td>
<td>Participant Three</td>
<td>• Nothing at this time</td>
</tr>
<tr>
<td>I would change the Cyber Friendly program by removing:</td>
<td>Participant One</td>
<td>• No Comments Given</td>
</tr>
<tr>
<td></td>
<td>Participant Two</td>
<td>• No Comments Given</td>
</tr>
<tr>
<td></td>
<td>Participant Three</td>
<td>• Nothing at this time</td>
</tr>
<tr>
<td>Any Additional Comments:</td>
<td>Participant One</td>
<td>• Expand to four sessions to allow for more cognitive material (thinking errors, self talk etc.) and more time to do activities related that allow for different teaching. Session three should be longer to incorporate key learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Hard to provide feedback without using the program or seeing it – programs are evolving and will likely have things to add/change as we try them</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Things I would see that could be focused on more – may actually get focus needed in “real” use of program. Needs to be sure they are highlighted as important to discuss/cover</td>
</tr>
<tr>
<td>Participant Two</td>
<td>• Great job Sarah, it will be a great start for youth with this issue</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Participant Three</td>
<td>• No Comments Given</td>
<td></td>
</tr>
</tbody>
</table>