



Understanding High School Students' Strategies for Coping with Cyberbullying through Creative Drama *

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Abstract

This study aims to reveal the sensitivity and coping levels of high school students to cyberbullying they encounter online, the coping strategies they use in the process of cyberbullying, and, based on the students' opinions, the effectiveness of the creative drama method used. In the research, in which embedded mixed design was used, quantitative data were obtained from the *Coping with Cyberbullying Scale* and the *Sensitivity to Cyberbullying Scale*. During the research qualitative data were obtained from participant diaries, online communication records, and a semi-structured interview form. The research group consisted of 10th and 11th-grade students (10 girls, 12 boys) in an Anatolian High School. The results showed that the *Drama-Based Cyberbullying Education Program* was effective in helping students cope with cyberbullying and developing new coping strategies, being more sensitive to cyberbullying, and creating real-life skills by taking different roles.

Keywords

Cyberbullying
Creative drama
Coping strategies

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Introduction

Today, children under the age of 18, who make up one third of internet users, are also the group that connects the most to the internet. Online environments, which have many positive features such as easy and fast access to information, providing academic support, helping with homework, and equal access to resources (Gross, 2004; Jackson et al., 2006; Valkenburg & Peter, 2007), also bring problems such as addiction to social media, computer games or technology, lack of communication, and alienation from society (Karlier-Soydaş, 2011; Mitchell, Finkelhor, & Wolak, 2004; Shariff, 2009). Cyberbullying, which is encountered in online environments and seen as a different type of peer bullying, is handled as one of the most extensive problems experienced today. Bullying, which negatively affects adolescents and their learning processes as well as the school climate and other dynamics of the society, can be defined as *aggressive behaviors that occur intentionally and repetitively among people with no equal power* (Campbell, 2013; Collins, McAleavy, & Adamson, 2004; Olweus, 1995; Roland & Munthe, 1989).

Cyberbullying, which high school students are exposed to in online environments and try to cope with, can be defined as electronic bullying, online bullying, digital bullying, or internet bullying by various researchers. It has started to attract the attention of researchers since the 2000s (Akbaba &

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Şahin, 2017; Aktepe, 2013; Hoff & Mitchell, 2009; Kowalski & Limber, 2007; Myers, McCaw, & Hemphill, 2011; Shariff, 2008; Willard, 2007). Cyberbullying, which consists of repetitive and harmful behaviors performed by one or more individuals and in a deliberate/systematic way, is hostile behavior where there is usually an imbalance or inequality of power between the person bullying (bully) and the person bullied (victim) (Belsey, 2005; Hoff & Mitchell, 2009; Kowalski & Limber, 2007; Myers et al., 2011; Patchin & Hinduja, 2006; Raskauskas & Stoltz, 2007; Shariff, 2008). In the cyberbullying process, which is a new, different, and covert form of peer bullying that takes place at school or around the school, the person or persons harm their peers by using their mobile phones, internet, social media, chat rooms, or e-mails (Campbell, 2013; O'Connor, 2009; Willard, 2007).

Adolescents who are cyberbullied experience this process unharmed or with negative effects. The coping process, which depends on the different characteristics and skills of the adolescents, includes determining new strategies, reducing the effects of bullying behavior exposed, and eliminating the possibility of encountering cyberbullying by learning positive attitudes or behaviors (Aldwin, 2007; Campbell & Akbulut, 2017; Perren & Gutzwiller-Helfenfinger, 2012; Völlink, Bolman, Dehue, & Jacobs, 2013). Parris, Varjas, Meyers, and Cutts (2012) divide the coping strategies used by high school students exposed to cyberbullying into three as reactive (avoidance, acceptance, seeking social support, justification), preventive (talk in person, increasing security and awareness) and no way to prevent cyberbullying revealed that coping strategies also determine the extent to which they are affected by cyberbullying. According to the studies, while adolescents use more frequently such coping strategies as; blocking; deleting; responding; escaping from the environment (staying away); receiving social support from family, adults, or friends (Bardakçı, 2018; Bradbury, 2013; Campbell & Akbulut, 2017; Kavuk Kalender, Keser, & Tugun, 2019; G. Özer, 2016), problem-solving, distraction (Bradbury, 2013; Compas, Malcarne, & Fondacaro, 1988; Hampel & Petermann, 2005; Konishi & Hymel, 2009), they less prefer strategies such as answering back with bullying (retaliating), resorting to legal actions, telling the teacher or the school principal (Bradbury, 2013; Hampel & Petermann, 2005; G. Özer, 2016; Tenenbaum, Varjas, Meyers, & Parris, 2011). According to Patchin and Hinduja (2015), sharing the situation with friends, family, and an adult, telling the cyberbully to give up, and leaving the online environment are also coping strategies.

If high school students learn strategies to cope with cyberbullying, the negative effects of cyberbullying cases can be reduced or prevented. Students can get help from subject experts with new coping strategies (Aydın, Horzum, & Ayas, 2017). Learning coping strategies that change depending on students' problem-solving styles, the people they get help from, their attitudes and behaviors at an early age are important in acquiring real-life skills. In determining a coping strategy, in which social and individual values, beliefs, and different perspectives are effective, the solution to be applied, the steps to be taken, and the person to seek help from are important in terms of coping with the problem. It is necessary to create suitable environments in which adolescents will be informed about coping with the situation they are exposed to cyberbullying (Aydın et al., 2017; Özada & Duyan, 2018), can learn new coping strategies, and experience the causes and effects of cyberbullying and the roles such as bully, victim, and spectator. In the light of this information, it can be said that creative drama, which creates a safe area for high school students in a fictional process, will provide various opportunities to deal with cyberbullying in-depth, to determine its effects on adolescents and their relationships, and to determine new coping strategies.

Creative Drama and Strategies for Coping with Cyberbullying

Adıgüzel (2019, p. 45) describes creative drama as "It is a performance of a purpose, a thought using techniques such as improvisation, role-playing (taking a role), etc. based on the experiences of the group and its members." The creative drama that makes use of the general characteristics of play has the features of "spontaneity," "here and now principle," "pretending." With all these opportunities, creative drama, which helps students to recognize their senses and emotions, to express themselves effectively, to develop new conflict resolution styles and coping strategies, provides a life-based learning experience by creating a safe and free area where students can perform various role playing

and improvisation activities (Burton, 2010; Adıgüzel, 2019; Karaosmanoğlu, 2019). Students discover the characters, the problems, the place or time where the problems are experienced in a dramatic fiction. Although the mentioned elements are handled in a dramatic context, they are designed based on the students' real-life experiences.

Studies reveal that drama and theater-based methods are used in few studies on peer bullying and cyberbullying, and that drama-based methods and techniques are effective in these studies. In these processes, it is seen that students learn the concepts of peer bullying, acquire comprehensive information about the types of bullying and in which environments it takes place, and experience attitudes, behaviors, and different perspectives in different roles such as bully, victim and spectator. Studies also show that drama-based practices have an important role in the change of students' attitudes and behaviors and that drama methods and techniques are effective in gaining skills such as empathy, tolerance, respect for differences, and problem-solving by experiencing different social roles (Burton, 2010; Fleming, 1998; Karaosmanoğlu, 2019). Research has shown that methods such as creative drama, process drama, forum theater, theater of the oppressed, and playback theater are used and that performance-oriented activities/techniques such as role-playing, improvisation, forum technique, still image, hot chair, split-screen are used for bullying, cyberbullying, in-school social relationships, conflict resolution, peer mediation, and positive results are obtained (Baştak & Altınova, 2015; Burton, 2013; Burton & O'Toole, 2009; Karaosmanoğlu, 2019; Mavroudis & Bournelli, 2016; O'Toole, Burton, & Plunkett, 2005; H. Özer, 2016; Ross & Nelson, 2014; Shiakou & Piki, 2018; Sticks & Stones, n.d.; White, Foody, & O'Higgins Norman, 2019).

It is thought that the research, designed with creative drama methods and techniques, will allow high school students to think deeply about the problem of cyberbullying, provide students who engage in cyberbullying or are exposed to cyberbullying with a thinking space where they will feel free and safe, and observe different perspectives. It is also thought that the dramatic fiction of the drama will contribute the students to play roles, to improvise various situations related to cyberbullying, and find various solutions to the problems they encounter. It is predicted that the research will contribute to new research on cyberbullying and will be effective in helping high school students to solve the problems related to cyberbullying and acquire new coping strategies.

Purpose

In this research, it is aimed to determine the sensitivity and coping levels of high school students to cyberbullying, the coping strategies they use in the process of cyberbullying, and to reveal the effectiveness of the creative drama method used based on the students' opinions. For this purpose, answers to the following questions are sought:

1. What are the coping strategies used by high school students who are exposed to cyberbullying?
2. What is the Drama-Based Cyberbullying Education Program (DBCBEPE) effect on high school students' levels of sensitivity and coping with cyberbullying?
3. What are the students' views on DBCBEPE designed with drama methods and techniques?

Importance of Research

Today, many high school students are trying to cope with the problem of cyberbullying. The problem of cyberbullying, which is encountered more frequently in the online environment, requires high school students to act more consciously, know cyberbullying, and review their attitudes and behaviors towards this problem. High school students learning the roles in the cyberbullying process, the bullying behaviors, the environments where to be exposed to bullying, and the solutions to be applied will enable them to cope more easily when they encounter cyberbullying or when a person around them is exposed to this problem, and to support the exposed person. High school students will also have the opportunity to apply the coping strategies or solutions they learn in their daily lives. In this context, it can be said that the studies to be carried out to raise awareness about cyberbullying more effectively are important not only as a cognitive knowledge transfer but also in terms of experiencing the roles of bully, victim and the spectator in a fictional process and a safe environment by the students.

The research process, which was designed based on experience for cyberbullying, has enabled the students to perform the relevant situations in a dramatic fiction and by taking a role and has been an important opportunity for them to observe not only the roles such as bully, victim, and spectator but also the attitudes and behaviors and different perspectives of people such as parents, teachers, friends who may affect the cyberbullying process. At this point, it can be said that creative drama is a safe area where students prepare for real-life and reflect deeply on the problem of cyberbullying. In this regard, it is thought that constructing the research with creative drama, which is a form of art education, will allow students to transfer the knowledge, attitudes, and behaviors they will acquire about cyberbullying to real life.

Method

Research Model

In the research, the embedded mixed-method, in which the quantitative and qualitative data were obtained sequentially, was preferred to determine the students' attitudes and behaviors towards cyberbullying and to discuss their views on coping strategies in depth. In this design, in which qualitative and quantitative data are used in combination or sequentially, the researcher can combine a quantitative process such as an experimental process with a qualitative stage (Creswell, 2017; Creswell & Clark, 2011). The "combination," which expresses the association of qualitative and quantitative stages with each other and can be carried out in different stages, was made by the researchers during the "interpretation" stage and was interpreted together with the findings obtained from the data. The effects of drama methods and techniques used in the research on students' levels of sensitivity to cyberbullying and their levels of coping with cyberbullying were examined, and the experiences gained in the drama process related to cyberbullying, the effects of drama methods and techniques on these experiences, and the effect of the drama process on the students' development of coping strategies with cyberbullying were investigated in depth.

Research Group

To determine the research group, the *Cyberbullying and Victimization Scale* was applied to 419 students in an Anatolian High School in the province of Istanbul. As a result of descriptive analysis, it was determined that 10th and 11th-grade students had higher Cyber Bullying Total Score (SZTP) and Cyber Victimization Total Scores (SMTP). While determining the students who will participate in drama practices, the total scores were taken into account, and the purpose and content of the study were explained by doing one-to-one interviews with 57 students with high scores. It was observed that the interviewed students used mobile phones and the internet for a long time, had problems due to online environments, had experience with cyberbullying and victimization, but had no knowledge about cyberbullying. After the determination of the research group, which consists of 22 students (10 girls, 12 boys students) whose consent was taken for participation in the application, drama activities were carried out with the students under the headings of getting to know and meeting, communication-interaction, adaptation, and trust. In this process, various games and activities were carried out for the students who did not have drama experience to gain experience, and studies based on improvisation and role-playing were carried out.

Data Collection

The *Cyberbullying Sensitivity Scale* developed by Tanrikulu, Kınay, and Arıcağ (2013) was used to determine the sensitivity levels of high school students to cyberbullying. The scale, answered with a 3-point Likert-type rating, consists of 15 items and one dimension. Six hundred sixty-three high school students participated in the validity and reliability study of the scale, exploratory factor analysis was performed to test its validity, and it was determined that the scale consisted of a single structure that explained 46.65% of the variance. It was determined that the scales' internal consistency coefficients were between .83 and .90, the split-half reliability coefficients were between .75 and .84., the total item correlation coefficients were between .42 and .63. All the differences between the averages of the 27% lower and upper groups were significant. According to the findings, it was determined that the scale is a valid and reliable tool for measuring the sensitivity levels of adolescents to cyberbullying.

The Coping with CyberBullying Scale developed by Peker, Özhan, and Eroğlu (2015) was used to determine the level of coping with cyberbullying of high school students. It was determined that the scale, whose validity and reliability study was conducted with 318 students, consisted of 17 items collected in 4 sub-dimensions (Seeking for Social Support, Seeking Help, Struggling, and Online Security), and its relationship with the Strategies for Coping with Bullying Scale was significant in terms of criterion validity. When the findings related to reliability were examined, it was determined that Cronbach Alpha internal consistency coefficients varied between .70-.86 for the sub-dimensions of the scale, and the split-half reliability coefficients were between .66-.86 for the sub-dimensions of the scale; test-retest reliability coefficients were between .68-.83 for the sub-dimensions of the scale.

Qualitative data in the research was obtained from interviews, participant diaries by creating an online communication group. An interview form was prepared to conduct interviews focusing on the coping strategies used by the students in the cyberbullying process, the DBCBEP applied, and the students' thoughts about the drama process. Expert opinion was taken, and the interview form was finalized according to the feedback. The participant diaries consisted of the answers given by the students to the questions aiming to reveal the information they learned about the cyberbullying process, their coping strategies, and the effect of the creative drama method. Students answered daily questions at the end of each session. During the research, an online communication group (Whatsapp group) was established with the consent of the students and parents to communicate with the students, to ask questions about the purpose of the research, the topics covered and the achievements of the program, and at the end of each session, questions about the topic discussed were shared with the group. The statements containing the answers and student opinions were transferred to the computer environment at the end of the research.

Data Analysis

In the study, the Wilcoxon signed-rank test, which is one of the non-parametric tests, was used in order to compare the pre-test and post-test scores in the analysis of quantitative data and to demonstrate the effectiveness of DBCBEP. The qualitative data obtained were analyzed at once with the content analysis technique, which explores concepts and relationships and explains the data. The data analysis process steps based on Yıldırım and Şimşek (2013) and Creswell (2017) were followed, the data were prepared for analysis by reading and dumping simultaneously with the data collection, and the analysis process started with the data collection process. The data obtained from the interview texts were coded; codes were collected under categories and themes and reported. At the end of the research, the data obtained with the interviews containing the students' opinions, participant diaries, and online communication group records were analyzed together in the Maxqda qualitative analysis program.

Validity and Reliability

To ensure validity and reliability in the research, data collection tools, research design, and analysis process were handled and reported impartially. In the research, which was acted with a qualitative and quantitative perspective, to minimize the sample effect that can be seen as an external threat in ensuring validity and reliability, the sample was determined meticulously based on criterion sampling, one of the purposive sampling techniques. In this process, the research group took its final form by doing one-to-one interviews with the students with the highest scores among the group whose experiences of cyberbullying and victimization were determined with quantitative data collection tools. To ensure that the research findings are consistent and meaningful within themselves, quantitative and qualitative data collection tools were used, the collected data were analyzed in qualitative and quantitative analysis programs, and the findings were presented together. Qualitative data were transferred to the computer environment simultaneously with the data collection process; the qualitative data analysis process was carried out in accordance with the research purpose by determining the themes and categories.

To observe the subject impartially, the opinions and suggestions of the school psychological counselor were taken during the preparation and implementation stages of the research, and the statements, concepts, and contents that could pose a threat to the students were reviewed in line with

the recommendations of the psychological counselor. The opinions of the students on the findings and the suggestions of the psychological counselor regarding the cyberbullying situations in school environments were taken to verify the data obtained, and expert opinions were used before and during the research. In the research, the following steps were applied to determine the accuracy of the findings defined by the researcher and the participants and to ensure the validity of the qualitative data obtained (Creswell, 2017):

- Diversification of data collection tools: Interviews were held with the students, students were asked to keep a diary about the process, and their answers to the questions asked in the online communication group were included in the study as data.
- Obtaining students' views on the findings and comments: The findings obtained from the interviews with the students and the posts in the online communication group were shared with the students, and their opinions were taken.
- Seeking expert opinion: During the research process, the opinions of field experts on different subjects such as interview questions and drama sessions on cyberbullying were taken.
- Audio recording/video recording: Audio and video recordings were taken during the interviews and creative drama sessions, with the consent of the participants and their parents.

Drama-Based Cyberbullying Training Program (DBCBEP)

During the development of DBCBEP, a literature review was conducted to identify cyberbullying and its types, environments, and coping strategies, and interviews were conducted with high school students to determine the problems experienced in online environments. The statements obtained indicate that students encounter problems while using technology, the internet, social media, and online games; sometimes, they solve these problems, and sometimes they are ineffective in the solution phase. The students stated that they did not have experience in solving the problems they encountered. They tried to solve the solution based on the experiences of their friends, or they expected it to be solved spontaneously. In the light of the information obtained as a result of the literature review and the interviews with the students, the topics and achievements of the drama sessions were determined, and the contents of the program were designed. Considering the program, the purpose of the research, and the attitude and behavior changes in the students, seven 21-hour drama sessions were designed and presented to the expert opinion, and the program was finalized.

Creative drama methods and techniques were used during the design of the program. In drama sessions consisting of preparation-warm-up, improvisations, and assessment (evaluation) stages, activities, games, and performing contents were used to serve the purpose and achievements of the research. In the preparation-warm-up phase, motion-based activities were applied in which the students would learn about the subject, touch the concepts or realize a situation related to the subject in question. During the preparation-warm-up phase, the students played games that dealt with the roles, environments, effects, or technological tools in the cyberbullying process, and participated in different activities. Attention has been paid to transform the games discussed in the preparation-warm-up phase in accordance with cyberbullying. For example, the game "Davul, zurna 1-2-3" was played in the form of "Bully 1-2-3" and the forms and roles in the game were adapted to the cyberbullying process. In the improvisations stage, in which students enter roles suitable for the given situations and express themselves with different drama techniques within the role, techniques such as improvisation, role playing, still image, role on the wall, tableaux, split screen, meeting were used. The students' experiences about cyberbullying guided the improvisation process, in which they observed different perspectives and reviewed their attitudes and behaviors about cyberbullying. In the evaluation stage, the students realised what they learned during the drama process, besides the activities such as writing a diary, designing a newspaper page, designing a poster, drama techniques such as writing in role, fragment and tableaux were also used.

Results and Interpretation of the Research

The themes, categories, frequency numbers and percentages of participant expressions reached in the research are presented in tables. The themes and categories included the students' self-evaluations, the effects of drama on students' views on roles in the cyberbullying process, the changes it caused in their coping strategies, and opinions of the students on DBCBEP. The participants' statements regarding the interviews, the online communication group (WhatsApp) and the answers they gave to the questions in the diaries were quoted and tried to be supported with relevant comments.

Results Related to the First Sub-Problem

The first sub-problem of the research was determined as "What are the coping strategies used by high school students who are exposed to cyberbullying?" The table containing the categories of students' opinions about the problem is as follows:

Table 1. Results on students' strategies to cope with cyberbullying

	F	%
Communicating with a cyberbully	58	27,36
Stop communicating with a cyberbully	41	19,34
Getting help	41	19,34
Responding with cyberbullying	22	10,38
Believing that sharing, getting help facilitates the process	17	8,02
Ignoring, not caring, not responding	13	6,13
Gathering information about the cyberbully	11	5,19
Exposing the cyberbully by spreading the content	8	3,77
Consoling oneself	1	0,47
Total	212	100,00

During the research, it was observed that students who were cyberbullied used different coping strategies. It has also been observed that the applied coping strategy varies according to the personality characteristics, the effect level of the bullying behavior, the communication with the family and other people, the attitudes and behaviors of the people at the school (teachers, administrators, and other employees), and the characteristics of the friend group. It has been seen that students communicate with the bully when the power balance is equal, stop communication when the bully is stronger, and prefer to seek help in cases that are serious, complex, or where they cannot solve the problem on their own. It has been observed that communication with adults is important in the process of getting help and that in cases where the situation is shared or help is received, the effect of the bullying behavior decreases, and the process takes a shorter time.

Communicating with a cyberbully (Power balance is more equal)

It has been observed that some students who are exposed to cyberbullying try to cope with the situation by communicating with the cyberbullying person when the balance of power is equal. In these more balanced situations in terms of power, coping strategies such as empathizing, learning the reasons for the bullying behavior, calming or discouraging the bully, and proving the rightness of the bully-victim were preferred. P11 stated that if the bully listened calmly, she could ask why the bullying behavior and learn it, and she would not act with the same rudeness. P9, on the other hand, stated that the person who bullied him was a friend from school and tried to discourage him from this behavior by talking. P5, who thinks that it is more meaningful to talk to the cyberbullying person instead of blocking or ignoring them and that it is necessary to raise awareness of the bully, stated that he felt obliged to make the other person realize that he/she was cyberbullying. The answers of some students who were cyberbullied were in favor of solving the current problem by communicating. The way they communicate can be considered a reflex to protect themselves and an attempt to end bullying behavior. The students stated that the bullying person should be made conscious by communicating.

In various forms, it's not nice to block or ignore it, I don't do that either, but it can be done by talking to him. I think I have to raise awareness of the bully and tell him if he is aware of it. He may not realize that he is bullying. At least I have to warn him (P5, M, 17).

I received a profanity video sharing via DM from a friend. Even as a joke, I told him that it was very wrong. I told him that he shouldn't do this and that his friends wouldn't like it, that he could turn into a victim of a bully. I informed him. He told me that he was not aware (P9, M, 17).

If he/she is very calm and can listen to me, I'll ask why if he/she doesn't insult me all the time. I say, "Why are you doing this?". I try to talk to him/her first and approach him/her kindly (P11, F, 16).

It has been observed that students who think that cyberbullying process should also be looked at from the side of the person doing the bullying, have established empathy with the person in front of them. P16 stated that bullying was caused by people with weak muscle strength who are jealous of the victims' academic success, handsomeness (beauty) or are excluded from a group and that these people, in a sense, take "revenge." P21, on the other hand, stated that bullying people experience various problems, but the impact of cyberbullying on people is great. Stating that they try to persuade and discourage the bully by speaking, the students stated that this situation depends on the attitudes and behaviors of the person, and it is important for them to learn the reason for the bullying behavior and not to do it someone else. At this stage, it has been observed that coping with the bullying behavior is such that it surrounds the bully, and the students trying to understand and make sense of the problem also try to solve the problem by considering the needs of the other party.

I think that bullying should be perceived not only from the victim's perspective but also from the bully's perspective. Because we can think, "Why would the bully have done this? Could he/she be bullied because he/she is a victim in real life? Is the bully in the cyber environment attacking from the cyber environment, perhaps because he/she is weak in terms of muscle strength?". In some cases, it can be associated with jealousy, especially in young people, not necessarily in terms of a relationship. For example, they may be jealous of a person's academic success. They may be jealous of someone's beauty and handsomeness. Maybe they are jealous of someone's circle of friends. Or they may be excluded from a group, and they may be bullying the person who kicked them out to prevent this exclusion (P16, F, 16).

I understood more or less in what psychology they behaved this way. I also realized that what they did was not normal, and they acted in this way because they already had problems (P21, F, 17).

Stop communication with the cyberbully (The cyberbully is stronger)

One of the coping strategies of adolescents who are cyberbullied is to stop communication. It has been observed that in these situations, where they get away from the bully and try to get rid of the bully, the freedom of the students is restricted. They are deprived of the internet and social media tools, and they prefer to stay away from the problem. *Blocking the person on the phone, social media account or communication groups, removing from the friend list, not responding, trying to close the case, not using social media or internet, closing the e-mail account, opening an account with a different name, hiding the account, deleting or changing content shared such as text, picture, photo, video, etc.* are the main coping strategies used in this process. While P17, one of the students, said that she blocked the person as the first thing to build a wall between herself and the bully and prevent them from reaching her, P8 said that it is very difficult to get rid of cyberbullying, which she likened to a virus, and to find the person who bullied with different names or anonymous accounts. She said that she hides her account, does not accept the requests of people she does not know or blocks them to cope with these situations.

I think it is very difficult to get rid of this virus. It's something that's always done from a private account. We may not be able to find that person. I think it's a little impossible to stop everyone.

To cope, we can hide the account, not accept requests from people we don't know or block them. If someone disturbs us, we can block him/her (P8, F, 16).

I used to block the account directly when bullied before. Actually, I first share it with friends and then block the account. I'm blocking it from reaching me. I'm building a wall for myself by blocking it so that he/she can't send messages to my account (P17, F, 16).

P20 stated that *removing from the friend list or blocking* methods can be used, but this is not a solution, and the bully always achieves his/her goal. Similar to P20, who was quite hopeless, P8 stated that a friend of her who was cyberbullied does not use social media anymore and that she found a solution to the problem by opening a fake account when she wanted to use it. What P8 said about her friend, who gave up her freedom to use social media and the internet to deal with cyberbullying, is quite striking. According to P8, opening an account without sharing everything with everyone seems to be a safer way.

27.03.2018 20:17: The process is clear. You disturb someone somehow, and you will be blocked by that person or removed from their friend list. Since the bully knows no boundaries, he/she starts to disturb that person by opening another account this time (P20, M, 16, WhatsApp).

In cyberbullying, as much as you put the other person in a difficult situation, there is constant discouragement. When the internet and social media are so common, he/she always wants to run back. For example, I have such a friend. She experienced it long ago, but she was disturbed, and she was followed to his home. She can no longer use Instagram and social media. She is trying to open a fake account and follow the agenda from there. So, we can either close their social media accounts as my friend did. But it can be a little difficult in this era. She is giving up a little of his freedom here. Or she may open another account and not reveal that the account belongs to her. It is necessary to set up an account on social media without sharing everything with everyone (P8, F, 16).

Some students think that if they do not respond to or care about the bullying behavior, the behavior will disappear, that these people will give up their behavior, or that the bullying will take a shorter time. The findings reveal that the main motivation tool of the bully is the severity of the response, and the response increases or decreases the duration of the bullying. According to P5, the more replies and reactions the bully receives, the longer the process takes. What needs to be done is *"not to take notice of the bully, not to respond to his insults or hurtful words."*

You shouldn't mind too much. When you are cursed, of course, you respond to it so as not to be outdone. You should ignore it. It is enough to give the answers that the bully wants. He/she will go away after he/she has already reached the saturation level. After slightly satisfying himself/herself, he/she will say, "I can't bully him/her." In strangely advanced cases, it can be notified (P5, M, 17).

Getting help (if the cyberbullying problem is serious and the student is unable to solve it alone)

Students who preferred to seek help when the bullying behavior was serious or could not reach a solution on their own stated that the process was shortened in these situations or that they had overcome the problem with less damage. It has been observed that the students who received help used coping strategies such as *seeking social support, taking legal actions, sharing with another person, and talking to the bully*. It has been observed that the persons whom the students get help are *their best friends, girlfriends or boyfriends, friends who have been bullied before and have experience in this area, parents, other family members or the bully's family, peers, or adults who are knowledgeable about ICT, school administrators, school counselor or teachers at school* respectively. In some cases, students who received help from a social media tool or website administrator tried to close or freeze the bully's account.

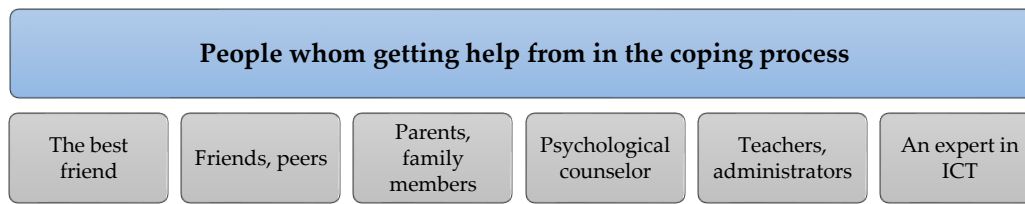


Figure 1. Getting help in the coping process

P9, who was exposed to bullying, first asked his mother for help, and when he couldn't find a solution, he got help from his father. P9, who was exposed to exclusion in the Whatsapp group, first asked for help from his parents due to the negative effects of the bullying behavior he faced. P2, who thinks that his parents are ignorant and prefers to get help from his brother or friends whom he considers close to himself, stated that he could talk to his parents or teachers if the bullying behavior *is very high*. Stating that she can talk to the person she feels closest to in such situations, P16 also stated that she could get help from her family when cyberbullying reaches serious levels.

I sometimes talk to my brother. Since my parents do not know much about this subject, I consult them much, but sometimes I talk to my teachers. At very high levels, I can think of my teachers and talk to my parents last. If I shared this with my brother, my mother and father would know about it anyway (P2, M, 16).

This happened to me for a while. My mother couldn't find a solution and remained a spectator. I felt very bad because I was so excluded in the Whatsapp group that it's like being excluded in real life. My mother looked for a solution, a remedy, but could not find it. Finally, I solved it by talking to my father (P9, M, 17).

I usually consult my close circle. So, I consult with my closest friends. If there are, I may refer to close cousins, relatives. I refer to my best friend because she's usually closer. I believe more that she can understand me. When it comes to a serious level for me, I apply to my family. I talked to my mom and dad. Maybe I'll talk to my brother. I ask them to help, but as I said, I usually tell my best friend (P16, F, 16).

In the study, it was observed that the students did not receive help from their parents in situations they described as "ordinary", did not share the situation with them, and gave information when the bullying reached serious dimensions. The effect level of the bullying behavior, the attitudes and behaviors of the bullying person determined whether or not the bullying behavior was shared. As the level of influence increased, it was seen that the students shared the situation with their parents. In addition, students stated that they shared the cyberbullying situation with their closest friends, girlfriends/boyfriends, or an adult they believed would not share it with anyone else, whom they are closer to them and whom they thought would understand them.

It has been observed that adolescents who have been exposed to cyberbullying try to persuade the opposite side, such as P9 so that the case does not grow and does not affect them negatively. Stating that he did not act solution-oriented by trying to close the case, P9 also stated that his only goal at that moment was to get rid of the situation. Students stated that they are trying to solve the problem by getting help from people who are competent in ICT and who use online environments, social media, and the internet effectively during the cyberbullying process. These people may be the social media agent or site administrator, someone who is competent in the field of ICT, someone who has experienced such a situation before, a relative who knows computers well, a computer engineer or teacher. Students who acted utilitarianly in this process and aimed to solve the problem or get rid of the problem stated that they did not need to know this person who is knowledgeable in computer science and that they could reach these people with the help of their friends or online environments.

When it happens to me, I approach it intending to close the case, not solution-oriented. Because it is very difficult and challenging to find. I don't think it's possible to find the bully. They can

escape by changing the IP address or in a different way. I can't stand it when there is a victim. I'm on the side of the victim. But I'm usually in favor of closing the case. The first people I shared were my girlfriend, then my family, and my brother. Since my brother is conscious of computers, I shared it with him (P9, M, 17).

Responding with cyberbullying

In the study, it was seen that students who were exposed to cyberbullying used responding by cyberbullying as a coping strategy. Studies revealing that students who are cyberbullying and are exposed to cyberbullying students are the same people (Bauman, Toomey, & Walker, 2013; Brewer & Kerslake, 2015; Kavuk Kalender et al., 2019; Wolak, Mitchell, & Finkelhor, 2007; Ybarra & Mitchell, 2004; Ybarra, Espelage, & Mitchell, 2007; Yiğit & Seferoğlu, 2017) support the findings. The statements of P5 and P7 and other findings reveal that responding by bullying is mostly used as a coping strategy in online games (when the game account is stolen or a vehicle in the game is seized) or in social media tools such as Instagram. It has been seen that adolescents who are bullied in social media tools where visual content is more preferred, such as Instagram, expose the person who bullies by getting help from their close friends and people on their lists. In the light of the findings, it can be said that in some cases, students cyberbully the other party to take revenge (Çelen, Çelik, & Seferoğlu, 2016; Hoff & Mitchell, 2009; Raskauskas & Stoltz, 2007; Topçu, 2014). When they are bullied, it can be said that students who try to block the account by "spamming" in their own words or to have the account closed with the "complain" button act together with their close friends or stand by the person being bullied. Stating that she responds more severely when her physical features are mocked and hurtful expressions are used, P17 also stated that she exhibited this behavior due to its nature, that the questions containing profanity and insults were removed from the platform called Ask. Fm, where such bullying behaviors took place, and that she used this feature when she was exposed to bullying. In the light of the findings, it can be said that social media tools and internet sites affect students' coping with bullying with counter bullying. The statements of P5, P7, and P17 reveal that the students use strategies such as seizing the bully's account, blocking the account by mass spamming, and removing the content by using inappropriate expressions.

Since my game accounts were stolen once or twice, they were game accounts in which we deposited loads of money, and we then opened e-mails with different passwords that we're safe and sound so that they would not be stolen. We took it under protection, but it was stolen again. We connected our team accounts to the phone, we took extra security measures, but it was still stolen. We thought that "Ours is being stolen, why shouldn't we steal?". This time we started stealing. We also stole (P5, M, 17).

26.03.2018 22:35: When the account is stolen, if I cannot reach my account in any way, I ask my friends to spam the account. It usually closes. Of course, it is not a pleasant situation. I am sure that it is a very annoying situation, especially for those who use social media actively. When that situation happens, honestly, I don't think they're going to react like that. "It can happen to anyone." Because it is a great effort made to the accounts (P7, F, 17).

I'm not in favor of running away. I'm more on the side of "If he's doing it to me, I'll bully him too." For example, P18 said, "I usually close the account when they ask questions." I do not close the account. And I counteract with bullying. I'm getting more violent. That's how it is by nature. They curse and insult me and make fun of my physical features through Ask. fm. Of course, sometimes I'm not afraid to answer. On Ask.fm there is something such that: When you swear, that question goes back. That's how I curse when I reply. After that, the questions are removed, together with the answers (P17, F, 16).

P16's statements show that some students use cyberbullying as a coping strategy in order to respond to gossip about them by opening fake accounts or following some people secretly. P16, who said that one of the reasons underlying her behavior was boredom, states that what she did was not bullying behavior.

I don't think stalk is a bully unless it's used outside. I have two accounts that I used for stalking. The people I observe are usually some in my close circle, who are not very close, who have thoughts about me, but who do not share these with me. It is like talking behind my back. I follow people in this situation. Or I opened an account just for an application called Ask.fm. In this application, especially in the high school environment, very harsh questions can be asked. I created a fake account to avoid them. The reason I opened a fake account was also that I was bored at that time. "Maybe a question comes, and I answer it." There are also daily questions there. It was such a purpose (P16, F, 16).

The findings obtained in the study reveal that students who are exposed to cyberbullying use different coping strategies and that one of the most important factors determining these coping strategies are the effect level of the bullying behavior. Students, who usually try to solve the problem independently, felt the need to get help, share with someone, and talk as the effect of bullying increased. While sharing the bullying behavior with someone and getting help shortens the effect time, not sharing it with anyone makes the situation unbearable. It has been observed that when adolescents encounter cyberbullying, they also prefer coping strategies such as ignoring, disregarding, and not responding, and in some cases, they try to find out whom the bully is by collecting information. One of the most important things that determine adolescents' reactions in the process of cyberbullying is their personal characteristics and communication with the people around them.

Results Related to the Second Sub-Problem

The second sub-problem of the study has been determined as answering that question: What is the effect of the Drama-Based Cyberbullying Education Program on high school students' sensitivity to and coping with cyberbullying? Considering the Wilcoxon Signed Ranks test results for the comparison of the pre-test and post-test scores presented in Table 2, it was seen that there was a significant change in the sensitivity levels of students towards cyberbullying before and after the study and the change was in the direction of DBCBEP.

Table 2. Wilcoxon Signed Ranks test results for pre-test and post-test scores of the *Cyberbullying Sensitivity Scale*

Cyberbullying Sensitivity Scale	Pre-test		Post-test	
	\bar{X}	ss	\bar{X}	ss
	29.77	4.73	34.50	4.28
	N	Mean Rank	Z	p
Negative Ranks	2	1.50	-4.018	.000**
Positive Ranks	20	12.50		
Ties	0			
Total	22			

**p<.001

The Cyberbullying Sensitivity Scale post-test total scores revealed that after DBCBEP, students used online environments more consciously, did not share their personal information with anyone, kept a distance from people who might have problems, and were more sensitive to threats in online environments. The increase in the mean scores showed that DBCBEP affected students' sensitivity towards cyberbullying positively and that there was a significant increase in the scores of students who had low scores in taking precautions and being sensitive to potential problems and bullying behaviors in online environments before the program. While students are using online tools, they have become more sensitive to the people they encounter on social media and websites, who may bully them. The said sensitivity has contributed to students taking more precautions in order not to be cyberbullied or to be harmed by bullying, not to be harmed by online environments, or to be less harmed. Sensitivity gained about cyberbullying has also positively affected coping strategies. It reduced the probability of students being cyberbullied.

The Coping with Cyberbullying Scale was applied at the beginning and end of the study to determine the level of students' coping with cyberbullying. When Wilcoxon Signed Ranks test results regarding the comparison of pre-test and post-test scores in total and sub-dimensions were examined, it was seen that there was a significant difference between students' pre-test and post-test scores, and DBCBEP had a positive effect on coping with cyberbullying.

Table 3. Wilcoxon Signed Ranks test results regarding the pretest and posttest scores of the Coping with Cyberbullying Scale

The Coping with Cyberbullying Scale	Pre-test			Post-test	
		\bar{X}	ss	\bar{X}	ss
Total Score		34.68	9.20	48.00	9.36
	N	Mean Rank	Sum of Ranks	Z	p
Negative Ranks	2	6.75	13.50	-3.548	.000**
Positive Ranks	19	11.45	217.50		
Ties	1				
Total	22				
CCBS- Sub dimension of seeking social support	Pre-test			Post-test	
		\bar{X}	ss	\bar{X}	ss
		6.27	1.80	8.27	2.09
	N	Mean Rank.	Sum of Ranks	Z	p
Negative Ranks	4	6.88	27.50	-2.730	.006*
Positive Ranks	15	10.83	162.50		
Ties	3				
Total	22				
CCBS- Sub dimension of seeking help	Pre-test			Post-test	
		\bar{X}	ss	\bar{X}	ss
		7.63	3.44	11.45	3.55
	N	Mean Rank.	Sum of Ranks	Z	p
Negative Ranks	5	6.30	31.50	-3.090	.002*
Positive Ranks	17	13.03	221.50		
Ties	0				
Total	22				
SZBÇÖ-Mücadele Etme Alt Boyutu	Pre-test			Post-test	
		\bar{X}	ss	\bar{X}	ss
		9.13	2.60	11.72	3.08
	N	Mean Rank.	Sum of Ranks	Z	p
Negative Ranks	3	6.17	18.50	-3.090	.002*
Positive Ranks	16	10.72	171.50		
Ties	3				
Total	22				
SZBÇÖ-Çevrim İçi Güvenlik Alt Boyutu	Pre-test			Post-test	
		\bar{X}	ss	\bar{X}	ss
		11.63	4.07	16.54	2.78
	N	Mean Rank.	Sum of Ranks	Z	p
Negative Ranks	3	4.17	12.50	-3.457	.001*
Positive Ranks	17	11.62	197.50		
Ties	2				
Total	22				

*p<.05; **p<.001

The findings show that the students who were cyberbullied before the drama studies had lower scores for coping with the behavior in question, that after DBCBEP, the students took more measures to cope, and they were more conscious of talking to the people around them and getting support and help. It has been observed that students who are more knowledgeable about coping with bullying by receiving social support have higher scores in getting help from their friends, family, or an adult. When the scale scores of the students, who had the opportunity to improve themselves in coping with cyberbullying with the help of drama activities, were examined, it was observed that they showed improvement in the areas of warning the bully, removing them from the friend list, questioning the reason for their behavior and ending the said behavior. It has been observed that the students also set secure passwords and do not share their passwords with anyone and that they take adequate online security measures by using secure sites.

Results Related to the Third Sub-Problem

The third sub-problem has been determined: What are the students' views on DBCBEP designed with drama methods and techniques? The table containing the categories of students' opinions on the problem is as follows:

Table 4. Results Related to the Students' Views on the Effect of the Drama Process

	F	%
Raising awareness about the CB process	105	26,92
Including coping strategies	66	16,92
Offering different perspectives	56	14,36
Effective in learning the CB process and roles	38	9,74
Related to real life	35	8,97
Pleasant-fun	29	7,44
Including with different emotions	23	5,90
Including mutual sharing towards the solution.	22	5,64
Comfortable and free	8	2,05
Including people listening to each other	6	1,54
Away from technology	2	0,51
Total	390	100,00

Students defined DBCBEP as a process *that provides awareness about the cyberbullying process, includes coping strategies, offers different perspectives, is effective in learning about cyberbullying and roles, is related to real life, and has mutual sharing for solutions.* In the light of the findings, it can be said that the drama process will help students cope with the cyberbullying problem they encounter in daily life, they will feel safe, they will develop coping strategies, they will experience the cyberbullying process without being harmed, and they will solve the problems they encounter.

Raising awareness about the cyberbullying process

During the study, the students mirrored themselves with the opportunities offered by creative drama and reviewed the roles they experienced and their attitudes and behaviors. P7, who defined this mirror as the displacement of souls, defined the fictional process as a realistic rehearsal of life and stated that empathizing makes the process more effective. P6, who stated that there was a change in all students, that they are now "*not helpless but stronger and able to cope with cyberbullying situations,*" stated that their self-confidence improved, and they became more assertive during the drama process where they expressed themselves comfortably and freely.

According to me, the drama application is as follows: If we think that two bodies are facing each other, it is like the souls change places. It's as if you were living the life that person lived at that moment, there. You are watching a different life from a different perspective. You approach it differently. You are approaching from the eyes of that person (P7, F, 17).

I can say sympathizing. I can say sharing: When we did drama, it all came together as connected. First, we had an opening process. We talked about what's inside of us. Later, when you tell it, you inevitably relax. You feel like, "I already mentioned it. I can tell the rest." After that, when we gathered, we became more assertive in conversations, we were able to say to each other in this way, and the thing was also good, for example; in the dramas, we didn't know which of us was the bully and which of us was the victim. We still don't know, but there has been a change in all of us. The victim became a little less helpless and became stronger and able to cope with the problem. I don't know if the bully has given up on bullying completely, but I think it has come to a point where he/she will not push the victim into a serious situation (P6, F, 17).

Emphasizing that the biggest effect of the drama process is the students' ability to establish empathy, P6 stated that they can put themselves in the place of different people with drama and that having a real person in front of them makes their job easier. According to P6, "awareness can be realized not by acquiring knowledge, but by playing and experiencing the role," and students can only have awareness by putting themselves in the place of others in the role. The awareness expressed by P6 points to the review of the attitudes and behaviors that are aimed to be realized in students while playing the role during the drama process. Coping strategies, which are expressed as the solution process, are actualized as soon as students take on different roles such as bully, victim, spectator by putting themselves in someone else's place. The aforementioned process can be expressed as "living a piece of information instead of reading or hearing it," as P6 puts it.

In the beginning, I always thought that awareness would come with knowledge, but now my ideas have changed. Awareness increases more when we put ourselves in someone else's place. The solution process starts automatically. Even someone who doesn't bully regularly can be much more careful after activities. Thanks to drama, we understand better because we examine every situation as the victim and the bully, the spectator, and the environment. Instead of reading a piece of information, we live that information (P6, F, 16).

It is seen that students who define the process of establishing empathy or understanding emotions as "understanding a person" try to understand their bullying peers and to make sense of the reason for the bullying behavior. Students stated that drama methods and techniques, different perspectives, and role experiences were effective in establishing empathy. Stating that she prefers to look at the problem through the eyes of the bully and those around him, P7 said that she wants to be in the role of a bully, she knows very well how the bullies treat her and what they feel, and that improvisations help her a lot in empathizing.

Actually, I wanted to be the bully more in those improvisations. Because I know how they treat me. I know how they approached. I know how they behave. That's why I wanted to do it more. And in these improvisations, although I try not to be with this bully, as I said, I observed how those who were with the bully felt the same way. I think the improvisations were the things that helped us the most to empathize, rather than the games (P7, F, 17).

Including coping strategies

The findings show that DBCBEP is effective in helping students cope with cyberbullying, determining new coping strategies, and being more sensitive to cyberbullying. The students stated that they started to use the coping strategies they learned during the drama process in their real lives. Stating that she did not get help from the people around her when she was bullied, P11 said she would start getting help with the effect of the drama process. P18, on the other hand, stated that the information she learned helped her in her daily life, she avoided the problem when she was exposed to bullying before, and she did not share it with anyone, and with the effect of drama, she shared the situation she encountered with her mother and close friends.

I think what I learned will help me in my daily life because I think that when such a bullying thing happens to me, I will ask for help. I wouldn't want it if it was before this lesson (P11, F, 16, diaries).

Victims generally do not prefer sharing with the elders, I think, as I do. However, after this process, I don't think I will do that anymore. For example, let's say I had questions asked about cyberbullying on Ask.fm. I used to close my account. I used to avoid this situation. But I don't do that anymore. I am more or less looking for a solution. Now there is blocking. When we block the person, we can see more or less who the person is. It can come out. There are so many different methods. At least I'm trying them. I share it with my close friends or with my mother (P18, F, 16).

The students stated that they approached the problems in a solution-oriented manner with the effect of the drama process and applied the coping strategies they learned. For example, P11 stated that she was shy about asking for help, she started to ask for help with drama studies, and that bullying is a situation that she cannot handle alone and can get rid of by getting help. Students who said they learned the truth of their false information about cyberbullying stated that they became more conscious with the improvisation activities and games in the drama process in which they discussed comprehensive information and new definitions. Considering that the students did not seek help from their families and other adults before the research, it can be said that development is important in dealing with cyberbullying.

This drama raised awareness, especially since the last three sessions were about asking for help. That's why I was especially conscious of them. Because I was a shy person to ask someone for help, after that, my thought changed, I realized. I learned that it is not something I can handle on my own without asking someone for help, and I saw that there is nothing to be afraid of. I realized that I should not be afraid and tell my family no matter what (P11, F, 16).

During the drama process, the students made new connections between their roles or the situations they observed as an integrated audience and their previous experiences. In the light of the findings, it can be said that the awareness and change in students' thoughts, attitudes, and behaviors about cyberbullying is due to drama methods and techniques. In this change, it can be underlined that students' taking on the roles of bullying, being bullied, or the surrounding audience and empathizing with these roles are effective. P17 stated that she could use the information she learned during the cyberbullying process in real life. P6, who supported P17's thoughts, stated that she experienced many roles, brainstorming, or different perspectives affected this awareness. One of the findings obtained in the research is that the students exposed to bullying bully the other person to cope with the problem. P19, who stated that he responded with counter bullying before the drama process, stated that he questioned the reason for the behavior and empathized with the other party after the drama practices by thinking about what he had experienced before. The students stated that role-playing and improvisation-based studies were effective in portraying different role characters. They discovered which role would act and how, and they learned which coping strategies to respond to these behaviors. In the light of the findings, it can be said that taking on different roles and establishing empathy contribute and help students to make sense of what the bully is thinking, feeling, and why he acts like this.

I was most impressed with the improvisations. I will go through the improvisations as I learned the most from them. You know, we all had a character in our minds, but because it was in our heads, we couldn't use that knowledge effectively. Now, I don't remember how many people there were. Since we shared, I think it was like a brainstorm. I can know the character in someone else's head. So, I know that such a role exists and how I should behave towards him; he/she may be a victim or bully. Now I know more or less how he/she will treat me (P6, F, 17).

After the drama activities, I was bullied and applied what I learned. I received a profanity video sharing via DM from a friend. I told him that this was very wrong, even if it was a joke. I told him that he shouldn't do this and that his friends wouldn't like it, that he could turn from a bully to a victim. I informed him. He told me that he was not aware of it (P9, M, 17).

We put ourselves in the place of the bully, the victim, or the spectator. We learned how we should behave in the face of an event and how we should behave in the face of bullying (P17, F, 16).

If it was before this study, I would have been obsessed and tried to answer it. I would do the thing we call the feeling of revenge. But if it happens now, I'll take a look and think without answering at first. If he has an identity, I look at what I went through with this person. I ask myself, "Why is he doing this to me?" or if I don't understand, I ask him, "Why are you doing this to me?" (P19, M, 16).

Offering different perspectives

Students experienced various roles related to cyberbullying during the creative drama process, looked at these roles from different perspectives, and acquired new attitudes and behaviors related to real life. Creative drama methods and techniques, games, and other physical activities allowed students to express themselves and deal with cyberbullying, a social problem, from different perspectives in a fictional process. Stating that different perspectives effectively determine coping strategies, P21 stated that the bullying impacted her development, guided her, and broadened her perspective. P19, who stated that he had problems warning the bully before the drama study and saying that what he/she did was bad, stated that the games, physical activities, and the sharing contributed to him. The students stated that they observed different perspectives by taking on different roles in the drama process and that they gained different perspectives by addressing the problems from different points through verbal exchanges.

Yes, I think it helps a lot. While I used to be unable to warn the cyberbully and tell him what a bad thing he/she did, now I can approach him/her calmly and cautiously. The sharing of ideas at the end of the activities and the games impressed me a lot. We heard different opinions from different people, which is very useful (P19, M, 16).

For example, maybe someone among us has experienced it before. Maybe it's happened too much. It doesn't matter what they do. The experiences of these friends improved my perspective on the case (P21, F, 17).

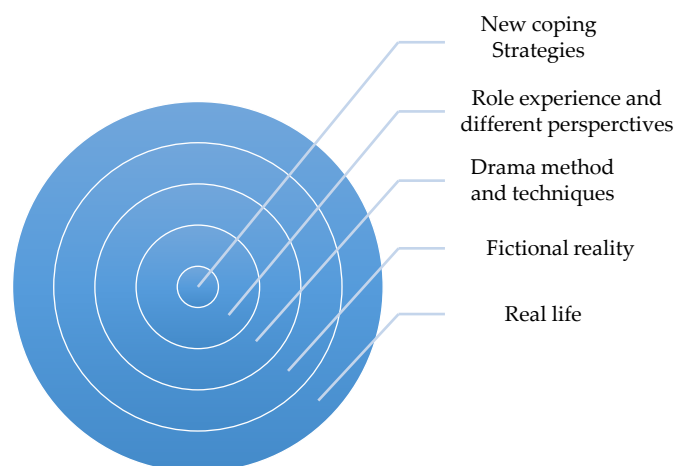


Figure 2. From fictional reality experience to coping strategy

Students who had different cyberbullying experiences had the opportunity to look at real-life problems from a different distance with drama methods and techniques during the research. They both participated in the drama process and directly or indirectly affected the experiences of other students during drama process. The development in the students was realized with the effect of the role, with the different perspectives of the participants, and with the designed drama process. The structure to be conveyed in Figure 2. can be thought of as nested layers. The layers, ordered from the outside to the inside, include the next ones in terms of scope. However, coping strategies in the center of the figure can be considered a variable reflected in other layers. While the students carried their previous lives and experiences to the fictional process, they also carried their experiences in the fictional process to their real lives. The transformative effect of the transfer of experience on cyberbullying was realized in a transitive, intertwined, bidirectional, and interactive manner.

In the light of the findings, it can be said that drama methods and techniques are effective in communicating with people who exhibit bullying behavior and developing different perspectives in the cyberbullying process. The students felt free and safe while taking on various roles or playing the games in the creative drama sessions, in which they expressed themselves and used their senses and emotions effectively. This freedom and safety are not only necessities but also essential for the spontaneous progress of dramatic fiction. It can be said that this freedom and safety are important for students to contribute to the formation of dramatic fiction, to determine and share roles, to express themselves with techniques such as improvisation and role-playing, to resolve various conflicts within the role, to observe other role characters, and to obtain different perspectives. In the drama process, the students benefited not only from their own experiences but also from different role experiences in the fictional process by associating the components of the dramatic fiction such as human context, role characters, relationships, dramatic tension/conflict, focus, space, time, atmosphere with the cyberbullying process and establishing new relationships. For example, they reviewed the attitudes and behaviors of the mother, father, or psychological counselor of the child who was exposed to bullying in dramatic fiction, and they had the opportunity to discuss the time-space limitlessness in the cyberbullying process by carrying the environments where cyberbullying takes place in daily life to the fictional process. Creative drama allowed students to think deeply about cyberbullying, develop different perspectives, and observe the attitudes and behaviors related to the cyberbullying process from the perspectives of different roles.

Discussion and Conclusion

In the study, it has been seen that students who were exposed to cyberbullying used various strategies to cope with this situation, sometimes passively (ignoring, disregarding, avoiding the environment, normalizing, closing the account, etc.) and sometimes actively (seeking social support, getting help, sharing with someone, seeking legal actions, etc.). It has been observed that some adolescents try to find out the reason for the behavior by communicating or empathizing with the bully and trying to persuade the person not to be bullied. In the study, it was determined that students with developed empathy skills were successful in communicating with the people around them and that empathizing and trying to understand the feelings, thoughts, and behaviors of the other person were effective in coping with the cyberbullying process (Brewer & Kerslake, 2015; Peker, Eroğlu, & Ada, 2012; Topçu, 2008). The findings of the study revealed that students exposed to cyberbullying shared the situation with their parents or other family members (Cassidy, Brown, & Jackson, 2012; Kavuk Kalender et al., 2019; G. Özer, 2016; Patchin & Hinduja, 2006; Riebel, Jager, & Fischer, 2009), that they prefer to tell teachers or administrators less, that they usually try to solve the problem on their own, and that the people they receive help are their closest friends at the first place. Some of the students stated that they left the online environment where cyberbullying takes place (Bardakçı, 2018; Kavuk Kalender et al., 2019; G. Özer, 2016; Patchin & Hinduja, 2006; Völlink et al., 2013), and told the cyberbullying person to give up (G. Özer, 2016; Patchin & Hinduja, 2006), requesting social support from people close to them (Bardakçı, 2018; Machackova, Cerna, Sevcikova, Dedkova, & Daneback, 2013), blocking, deleting or removing the cyberbully from their friend lists (Bardakçı, 2018; Campbell & Akbulut, 2017; Völlink et

al., 2013). Research results also revealed that students use strategies such as finding technological solutions and avoiding (Campbell & Akbulut, 2017; Kavuk Kalender et al., 2019; Özada & Duyan, 2018). When the coping strategies of the students were examined, it was seen that technical and easy solutions such as blocking, unfollowing, closing the account, avoiding online environments were used more frequently, and coping strategies such as getting help, seeking social support, sharing with someone were used less frequently. Aydın et al. (2017) determined that coping strategies used by high school students consisted of strategies they developed to protect themselves without being aware of it. From this point of view, it can be seen that students' determination of strategies to cope with cyberbullying may also depend on their experience of these skills with some content.

In the study, it was observed that some high school students responded to the cyberbullying person by counter bullying, and the students used this as a coping strategy. Students responded to the bullying by seizing the other party's account, spreading their social media conversations, and closing their accounts via spam by their group of friends. Studies conducted have proven these findings (Bauman et al., 2013; Brewer & Kerslake, 2015; Kavuk Kalender et al., 2019; Wolak et al., 2007; Ybarra & Mitchell, 2004; Ybarra et al., 2007; Yiğit & Seferoğlu, 2017). The findings revealed that personality traits effectively determine coping strategies, and studies to be conducted on healthier communication within the family will be effective in this regard. Studies in the literature that show that mother, father, and peer relationships are important in coping with cyberbullying (Pekşen Süslü, 2016) support the results.

In the study, it was observed that there was a significant difference in the total scores and sub-dimensions of the students' *Sensitivity to Cyberbullying Scale* and *the Coping with Cyberbullying Scale* depending on DBCBEP. When the pretest and posttest scores are examined, it is determined that the students are more sensitive and conscious about cyberbullying with the effect of drama studies, they take precautions against cyberbullying, they develop different coping strategies to cope with cyberbullying, they share the situation when they are exposed to cyberbullying, they get help or apply different strategies. Therefore, it can be considered that the need for intervention programs to be designed to combat cyberbullying, preventing or responding to cyberbullying (Tanrıku, 2018) is met with the DBCBEP designed during the research process. It has been observed that high school students who participate in drama-based studies on cyberbullying have increased their ability to be sensitive to cyberbullying and to cope with cyberbullying. In the emergence of this effect, the games and improvisation activities performed during the drama process have an important role. Different research results also support these findings. In the studies conducted by Baştak and Altınova (2015) and Mavroudis and Bournelli (2016), students stated that after the intervention program, they became more sensitive people with the information they gained about cyberbullying and that they could cope with such situations more easily. The studies conducted by H. Özer (2016), Gölpek-Sarı and Seferoğlu (2018), Shiakou and Piki (2018), and White et al. (2019) also revealed that drama-based intervention programs used in subjects such as peer bullying and cyberbullying provide improvement in students' coping with cyberbullying and developing sensitivity to cyberbullying.

In the research, it was seen that DBCBEP, which was designed with creative drama methods and techniques, caused a change in students in gaining awareness about cyberbullying and developing coping strategies, transferring the coping strategies learned in the fictional process to real life, and developing different perspectives. Students gained new knowledge about cyberbullying and experienced situations involving cyberbullying in different roles. Developed with the drama method and techniques, DBCBEP has come to the fore as an effective tool in transforming these experiences into real-life skills. The students stated that they could use the problem-solving skills and coping strategies they gained during the drama process in cyberbullying situations that they might encounter in their real lives and transfer them to real life. Stating that they had the opportunity to discuss the roles, environments, types, and coping strategies of cyberbullying from different perspectives and to express themselves, the students likened the creative drama method to "*an effective tool in which they experience cyberbullying situations and roles in an environment where they feel free and safe.*" The research results showed that role-playing activities (drama) made the process more effective and allowed students to experience

different role characters, establish empathy with these people, and obtain different perspectives. Students participating in the drama process not only play roles that seem quite clear such as the bully, being bullied, or the spectator, but also different roles such as spectators who help the bully or the person being bullied, remain neutral, never interfere with the event or seek a solution to the event.

During the drama activities, students carried certain behavioral patterns to the fictional process based on their personal and cultural belief systems, observed the attitudes and behaviors of their friends by considering their previous experiences, and obtained different perspectives (Bolton & Heathcote, 1998). Drama Methods and techniques enabled this change in students both by providing the opportunity to experience "reality" from different perspectives and by creating the "distance" necessary for students to see themselves from an outside perspective (Fleming, 1998). The emotional distance revealed by the said distance is provided by the fictional processes effectively employed in the drama processes, in other words, through the "role." By taking on different roles, students distanced themselves from reality, created an emotional distance from reality, and had the opportunity to discuss situations involving cyberbullying in a more objective, impartial, and solution-oriented manner. This discussion platform allowed students to gain awareness about cyberbullying and discover which coping strategies to determine in this process.

DBCBEF, including drama methods and techniques and designed by considering the feedback, feelings, and thoughts of the students at every stage, went beyond a linear knowledge transfer and experience sharing in the design and implementation process and allowed the creation of a more creative and collective discussion space and thinking ground with the students. This learning area, which students define with practice, role-playing and talking-oriented expressions, has enabled them to gain experience in a fictional process where they feel free and safe in the cyberbullying process, which they have difficulty in coping with, sharing or getting help from, to deal with the cyberbullying process from different perspectives, and to make new interpretations about the process, roles, and solutions. As in Dewey's (2014) statement, "Every experience shapes the next experience," the students participating in the study also defined the drama process in which cyberbullying, and victimization were handled with words such as "simulation/analogy, study, course, exercise" similar to Dewey's.

One of the research results is that students share the cyberbullying situation more easily when they have good communication in the family, in the environment of friends, and at school with their teachers or administrators. For students to cope with the problem in question, they need to share the problem. In other words, they must have good communication with the people around them. This result reveals that it is important to develop student's communication skills as much as information and awareness activities on cyberbullying. In the field, in which various programs are carried out. Many institutions such as the Ministry of Internal Affairs, the Ministry of Health, and the Ministry of National Education carry out studies, different non-governmental organizations carry out projects and comprehensive activities. Scientists carry out researches in Turkey to solve the problem of cyberbullying, it has been observed that drama-based, arts education contributes to the solution of the problem and the development of different skills and moral values of the students. It is thought that the awareness of students about cyberbullying will positively affect both the schools where they are educated and the family environments in which they grow up and all segments of society.

Suggestions

The research results show that the development of the awareness level of high school students who are exposed to cyberbullying about this problem contributes to the increase in the coping strategies they use and to use these strategies more effectively. In order to increase the aforementioned level of awareness, information-based processes in which high school students will have both cognitive and affective knowledge about cyberbullying and life-based processes in which they review their attitudes and behaviors and obtain new coping strategies should be designed. In this sense, first of all, research should be conducted in which students will learn what cyberbullying is, what roles are involved in the cyberbullying processor in which environments it takes place, and its effects or results are revealed.

Secondly, interactive awareness training should be implemented in which students can review their attitudes and behaviors towards cyberbullying and observe the different perspectives of their peers.

In this context, high school students should be given practical and life-based training that deals with the definition, types, environments, roles, and coping strategies. Although there are many quantitative studies on cyberbullying and victimization in the literature, there is not enough qualitative research to reveal the coping strategies of high school students. Practices or interviews should be conducted to address the experiences of high school students on cyberbullying in depth. Studies that will reveal the opinions of the students, who are the subject of the problem, on cyberbullying, their perspectives on the problem, and their coping strategies, should be conducted in a qualitative perspective and should include games and drama within the scope of it.

The findings show that students who are exposed to cyberbullying are not conscious of what to do, they are emotional about whom they will get help from, they generally do not share the cyberbullying situation they are exposed to (Hinduja & Patchin, 2015), and if they do, they get help from their closest friends or girlfriends/boyfriends. Getting help or sharing stands out as one of the most important coping strategies in cyberbullying. It is necessary to offer different suggestions in terms of supporting students in getting help, which will directly affect the rate of students' exposure to the event, their way of coping, school success, and emotions. Research should be conducted to develop coping strategies for high school students, such as sharing cyberbullying and getting help. Creative drama methods and techniques, which are a form of art education and affect the participants positively, should be used in these studies.

The research results revealed that the students learned comprehensive information about cyberbullying, developed positive attitudes and behaviors, and learned new coping strategies with drama methods and techniques. It can be said that creative drama, a form of art education, effectively learns coping strategies in the cyberbullying process. In future research, different approaches and techniques of creative drama should be employed, and coping strategies should be addressed. Different approaches such as forum theatre, procedural drama, playback theater should address the cyberbullying process and coping strategies. It can be said that coping strategies used by high school students in the process of cyberbullying are social as well as individual. Drama processes should be used in studies where parents, teachers, and administrators gain awareness about cyberbullying as well as students.

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Appendices

Drama Lesson Plan-1

Subject: The effect of cyberbullying on family, friends, and social relations

Venue: School conference hall

Group: 10th and 11th-grade students

Duration: 180 minutes

Method / Techniques: Creative drama / Roleplaying, improvisation, writing in role, meeting, telephone conversations, rumours

Tools and Materials: Pen and paper as much as the number of students

Achievements:

1. Realizes the effect of cyberbullying on intra-school relations.
2. Realizes the effect of cyberbullying on family relations.
3. Develops solutions to prevent cyberbullying behaviors.
4. Questions what to do as a spectator when faced with cyberbullying behavior.

Process

A-Preparation / Warm-up

Activity 1 (Selector game¹)

A volunteer student is determined and goes out of the classroom. The drama teacher gives the instruction: "Let's use the whole space. You can scatter like trees in a forest. You can change your place when you get the "Switch" sign. You can speak when you see the "Selector" sign. If I make this sign again, you have to shut up. If I touch someone on the shoulder, that person will get behind it and hold it by the shoulders."

After a while, it enters. The drama teacher tells it that the classroom is a forest, to walk in it until it feels safe and closes its eyes. It should open its eyes when the drama teacher claps her hand and close them when she claps again. The drama teacher claps her/his hand, and it closes its eyes and continues walking. She/he claps her/his hands again. It opens its eyes. The "switch" sign is given, and the trees move. Trees begin to speak with the selector sign. The drama teacher touches a student's shoulder. The student gets behind it and holds it by the shoulders. The student replaces when his/her shoulder is touched again. Meanwhile, its eyes are closed. If it knows who is behind it, the person holding it by the shoulders becomes it. It has three guesses.

All students become it, close their eyes and experience the activity. Answers are sought together with students for the following questions:

- How did you feel when your eyes closed?
- How did you feel when someone came behind you and held your shoulders tightly? Who might be holding your shoulders tightly (in real life, if we think of cyberbullying)?
- What/who might the trees be in the forest?
- What could it mean for trees to talk or move?
- How can we establish a relationship between cyberbullying and this activity?

Activity 2 (Ghost game)

Students randomly stand in the venue. They close their eyes and bring their hands together at chest level. The drama teacher touches a student's shoulder, designating it as "Ghost." After a while, instruction is given as follows: "We identified a person as a ghost. The purpose of the ghost is to stand behind one of you and count to ten. If the person with a ghost behind him/her realizes this during this time, he/she says, "There is a ghost behind me," and catches the ghost behind him. If there is no ghost behind him, he/she sits quietly on the ground and is out of the game. Uncaught for 10 seconds, the ghost

¹ Adapted from Katrin Janser Workshop, 24th International Congress of Creative Drama in Education.

touches the shoulders of the person in front of him/her with both hands and makes him/her sit on the ground. If the ghost touches the shoulders of all the students, he/she wins the game." The game is played in accordance with the instructions, and at the end of the game, it is talked about how it relates to the cyberbullying process.

B- Improvisations

Activity 3 (Pair improvisation)

Students become pairs. The drama teacher gives the following situation to the pairs. Students read the situation and discuss with their pairs possible roles (S, mother, father, other family members, teacher, classmates, schoolmates, etc.). Choosing two of the possible roles, the pair prepare to act on the stage. The pair are given enough time, and the improvisations are watched at the end of the time.

S is in the eighth grade. B, whom S attended the birthday party, calls him/her on the phone and tells him/her to turn on the computer and look at Instagram. S can't believe what he/she saw when he/she opened his/her social media account. The photos at the birthday party were modified with a program, and some expressions were written underneath.

The pairs come to the stage in turn and improvise the situations they have determined.

Activity 4 (Gossip circle)

When S goes to school the next day, he/she realizes that his/her friends have learned about the situation (his/her friends have a social media account), and they are talking about this situation. The drama teacher tells the students to make a group of three. Groups of three improvise about S's state where they are.

Activity 5 (Telephone conversation)

The situation he/she encounters makes S very sad, and immediately calls his mother. He/she tells him to come to school and pick his/her up. His mother works at the bank and is having a very busy day. S, who does not want to tell her about the situation he/she is in, makes up an excuse for his/her mother. The students pair up and improvise the phone conversation between S and his/her mother.

Activity 6 (Holding a meeting)

The drama teacher takes the role of the classroom guidance counselor. Realizing that S is not in the classroom and going home with her mother, the class guide teacher wants to know the situation. The students and the class counselor talk about how this situation came about, what caused it quickly, and how it should be resolved. During the improvisations, answers are sought to the following questions:

- Who could have committed this bullying behavior, and why?
- How might hurting S make the person whom did the bullying feel?
- What can classmates, teachers, and school do for S?
- What can be done to prevent cyberbullying behaviors?

C- Assessment

Activity 7 (Writing in Role)

Pen and paper are given to the students. The drama teacher tells the students to write a letter to support S. Students write the letter. Volunteer students read the letters.

Activity 8 (Fragment preparation)

Students from four separate groups and talk with the group about what the fragment is and its features. After a while, the groups are instructed to prepare a trailer covering S's cyberbullying situation. The groups are given sufficient time, and the fragments are watched and discussed at the end of the time.

Drama Lesson Plan-2**Subject:** Cyberbullying, family and school**Venue:** School conference hall**Group:** 10th and 11th-grade students**Duration:** 180 minutes**Method / Techniques:** Creative drama/Role playing, improvisation**Tools and Materials:** Ink pen, colored cardboard papers, crayons, large paper tape, newsprint**Achievements:**

1. Develops solutions to cyberbullying situations.
2. Realizes what to do as a spectator when faced with bullying behavior.
3. Realizes the effect of the family on the victims of cyberbullying.
4. Realizes the effect of school on people who are cyberbullied.

Process**A-Preparation / Warm-up****Activity 1 (Blindmans buff)**

A volunteer student becomes a midwife and is blindfolded. Other students with their eyes open start to run away. The midwife's goal is to catch one of the escaped students. The person touched or caught by the midwife becomes the next midwife. The game is played with sound first. In this process, students can touch the midwife or make a sound. After a while, the game is played silently. At the end of the game, the following questions are answered.

- How did you feel with your eyes closed?
- How did the presence or absence of sound in the game affect your mood?
- Are we blindfolded situations and cannot see anything on the Internet, on social media, or when using mobile phones? Which are they?

Activity 2**Dear Y. Teacher;**

I'm S's mother, the one who studied in class 8A. As you know my girl is very hardworking. Actually, I came to visit once, but maybe you don't remember me. School is already crowded, you are dealing with a lot of parents all day, it is hard to remember. Anyway, let me tell you my problem. I cannot bring this letter myself, my husband's mother is sick. I need to look after her. I can't tell you my problem on the phone either. I thought it would be best to write a letter.

My daughter has been acting strangely lately. As a matter of fact, it's been like that for a long time. The girl who hugs my neck every day when she comes from school and asks me how I am left and is replaced by a sad, speechless, withdrawn girl. She enters her room just as she comes from school and locks the door behind her. I don't know what he's doing inside. I ask her, "What's wrong with you?" but she always puts me off. I do not know what I will do. We talked to his father as well, but he said, "She is a girl, she cries, don't worry!" he passed me by.

My daughter has been acting strangely lately. In fact, she's been acting like this for a long time. Every day when she came from school, she would hug me and ask me how I was. Now that girl is gone, replaced by a sad, unspoken, withdrawn girl. As soon as she comes back from school, she goes into her room and locks the door behind her. I don't know what she's doing inside. I ask her "What's wrong with you?" but she always puts me off. I do not know what will I do. We talked to her father as well, but he said "She is a girl; It's normal for her to act like this, don't worry!" and he passed me by.

Lately, she doesn't want to go to school either. Believe me. I am forcibly sending her to school in the morning. I prepare her breakfast, do her hair, dress her nicely, put money in her pocket, and

send her. I am sending this letter to you with my daughter. She is an honest girl. She does not have the habit of opening a letter.

Find a solution, teacher, to this girl. I don't know what she does. Let me tell you, when it comes to mind, she has a phone in her hand. It never fails. I wish we hadn't bought it. If I had known she would do this, I wouldn't have to get her father to buy it. There is the only internet for her, there is feysbuk or what is it, and that picture thing that she takes her photos and posts, I can't say its name.

Let's solve the problem together when it's small. If I have to come to school, I will find a way. Just help me, teacher.

Students are given a letter containing the above text and told to read it. After a while, the following questions are answered together with the students.

- Which people have we seen so far? Who are in this story (Mother, father, S, counselor)?
- Why might her mother have written the letter to her school counselor? Couldn't she have written to a different person?
- What problem might S have?

B- Improvisations

Activity 3 (Simultaneous pair improvisation)

Students become pairs; one is S, and the other is a counselor. The drama teacher gives the following situations to the pairs. Improvisation begins as soon as S knocks on the door of the guidance service. The pairs improvise simultaneously. After a while, the improvisations of the pairs are watched.

Situation 1: *The first job of the counselor is to meet with S. She calls for S and starts talking to him.*

Drama teacher transfers to students this knowledge: "After S leaves the counselor's room, the counselor calls S's best friend. She also listens to the situation from her. S's friend states that only she knows about this situation and that she has promised S not to tell anyone. S forgot his diary with her friend on her last visit, and her friend gives the diary to the counselor."

Situation 2:

Another horrible day!

I can't believe how she did this to me. She was supposed to be my best friend. I've been very scared lately. You should see the posts she wrote and the disgusting comments she makes under every photo of me. I can't use any of my accounts properly. If I go to Facebook, she is in the face of me. If I look at the photos on Instagram, she is still in front of me. She's threatening to kill me, can you believe it? How could I have known that she would do such a thing? Oh, my stupid head. My mom had said, she said do not be friends with this girl. She said she did not affect her. She came to our house many times. We had dinner together. I did her homework. How disgusting she was! Especially those girls next to her...

December 18, 2019

Activity 4

Students count in the form of victim-bully-mother-teacher, and those who say the same words become a group. Groups are given colored pencils, crayons, and large cardboard. Groups draw portraits of four people on cardboards and give information about the people (How old they are, their physical and personality traits, what they like to do, etc.).

Group 1: S (Cyber-bullied)

Group 2: Cyber bully

Group 3: S's mother

Group 4: Counselor teacher

After the portraits are drawn, they are hung on the wall, and each group introduces the person whose portrait they have drawn.

Activity 5 (Still image)

The drama teacher gives an instruction to think about "How could S have been cyberbullied for the first time? Where was she? Who was with her?" After a while, the students started walking around the place. The drama teacher said, "Let's think of S's house. Of the time when she was bullied the first time. How did the bully find her? Phoned, texted, or sent a message from Facebook, Instagram, or a different social media account? Let's think about the items in S's house and take the form of an item/object when we feel ready!" The student pointed out by the drama teacher first expresses what object he/she is and what S is feeling at the time of cyberbullying in a few words (Example: I am the desk where S is studying. S is very anxious right now).

After a while, the students are given a pen and paper. Each student writes a text describing the first conversation between the bully and S or the first time the bully reached S (Example: Cell phone text message: -How are you, thickheaded? - Are you okay? What are you saying!)

Activity 6 (Drawing the place)

Students count in the form of 1-2-3. Those who say the same number become a group. The drama teacher said, "Are you curious about S's house? What kind of house does she live in? What kind of room does she have? Does she share the room with her brother, or is she alone? To find answers to these questions, let's design S's house together!" Groups are given tape, stylus, newspaper, cardboard papers, and other necessary materials. The groups design the place as follows:

Group 1: S's room

Group 2: Living room

Group 3: Kitchen

The drama teacher said, "Let's look for answers to these questions: When designing the house where S lives, let's talk about what's in the rooms, please. Is there a TV, what size? Do they eat in the kitchen or in the living room? Where does S do her homework? Is there a computer in the room, or is the computer in common use in the hall?"

Activity 7

Groups stand where they are designed. The drama teacher gives the instruction: "Please have the groups recreate the following situation regarding the action in the room they are in!"

Group 1: S's room: S has invited some of his friends home to study. The subject comes to cyberbullying that she has been exposed to.

Group 2: Living room: While watching TV with her family, S receives a message on her phone. S's face suddenly turns worried.

Group 3: Kitchen: Her mother asks S about her recent situation. S wants to tell her mother but always remembers the threats of the cyberbully.

Activity 8

Most of his classmates know what happened to S. The drama teacher takes the role of one of the students in the class and asks, "Did you read what was written about S last night?" The drama teacher starts talking by walking around among the students. The conversation, which starts with small groups among the students, spreads to the whole class, and it is talked about the situation S is in. After a while, the speaking groups (two, three, or four) share their conversation loudly with the other groups.

Activity 9

S is experiencing a major conflict. She is torn between telling her family what happened to her or not. On the one hand, she wants to relax and get support from them, but she thinks that when she says it, her family will be very angry with her and that they will no longer allow her to use the phone

and computer, maybe they will take her from school—the threats of the person who bullied him also never go out of his mind.

Students line up against each other in two rows. One of the students takes the S role and goes to the beginning of the corridor. S goes to the students in turn. Each student tells S their opinion on whether or not she should tell her family about this situation. Students who voice their opinions can also explain why. When S reaches the end of the lane, she makes his decision.

Activity 10

Students are divided into four groups. Groups improvise the following situations.

Group 1: S decides to talk about cyberbullying with his mom and dad. She starts talking during dinner.

Group 2: S's mother and father decide to come to the school and talk to the principal. In the school principal's room, the mother, father, school principal, and counselor teacher are there.

Group 3: S's mother and father decide to talk to the student's family who used the cyberbullying. One day, they meet in the counselor teacher's room.

Group 4: The school principal and vice-principals talk in the principal's room about cyberbullying cases at school.

C- Assessment

Activity 11

S takes her diary, and her favorite pen, sits down at her desk, and begins to write by talking about the influence of his school, family, and friends in the process. Pen and paper are given to the students. In the S role, students write the last page of the diary. Volunteer students read what is written in the diary.