

## COUNTRY : DENMARK

### 2A ORGANIZATIONS INVOLVED

In Denmark the Department of Education is responsible for bullying measures. All schools must, by law, offer an online anti-bullying-strategy, that informs on the initiatives.

We also have “Trivsels erklæringen” (rough translation: declaration of well being) from 2004, where the Minister of Education along with a vast variety of leaders from the school system have agreed to fight bullying.

Center for Digital Youth Care (cdfp.dk) and Børns Vilkår/Childrens Rights (børnsvilkår.dk) and Red Barnet/Save The Children (redbarnet.dk) are among NGOs that offer programs in schools. The Danish media Council operates as the Danish Awareness Centre within the Insafe network. All of the above offer numerous ways of raising awareness about bullying and cyberbullying. External consultants like Mobbeland (Anti Bullying Consultants) also play a dominant role in the prevention, intervention and education in schools.

Since 2009 Danish Center for Education Environment (DCUM) has been in charge of sammenmodmobning.dk (Together against Bullying), which was a campaign and hence a summative homepage with knowledge and tools regarding welfare, well-being and bullying.

In Denmark a handful of foundations support initiatives concerning bullying. “Trygfonden” and “The Mary Foundation” are among the large contributors to projects that aim at the fight against bullying in schools and leisure environments

### 2B NATIONAL OR LOCAL PROGRAMS (PREVENTION AND INTERVENTION)

#### 2B-1: FREE OF BULLYING

1. **Title of intervention:** Free of Bullying
2. **Organization who carried out intervention:** The Mary Foundation and Save the Children Denmark
3. **Time frame:** 2007 -> ongoing
4. **Program description (in brief narrative format describe aims and procedure):** The Free of Bullying project launched by The Mary Foundation and Save the Children Denmark is a pedagogic anti-bullying programme that strives to prevent bullying in preschools, after-care centres and primary schools (in the earliest

grades).The program is now being successfully implemented by almost one in three preschools and one in four primary schools/after-schools in Denmark. Free of Bullying has been developed to prevent bullying among 3-8 year-olds. It consists of a suitcase with pedagogical tools such as Buddy Bear, conversation boards and the use of rhythm. These tools enable teachers to talk to the children with ease about an otherwise abstract subject such as bullying.

## 5. Checklist of program elements

### CHILD

- work with bullies (i.e. individualized work, not offered at the classroom level, with children involved in bullying.)
- work with victims (i.e. individualized work, not offered at the classroom level, with children involved in bullying.)
- videos and virtual reality computer games (i.e. use of anti-bullying videos or virtual reality computer games to raise students' awareness regarding bullying.)

### PEER

- work with peers (i.e. formal engagement of peers in tackling bullying: peer mediation and peer mentoring.)

### CLASSROOM

- classroom rules (i.e. use of rules against bullying that students were expected to follow.)
- curriculum materials (i.e. use of materials about bullying during classroom lessons.)
- classroom management (i.e. emphasis on classroom management techniques in detecting and dealing with bullying behavior.)

### OTHER CONTEXT

- improved playground supervision (i.e. Some anti-bullying programs aimed to identify 'hot-spots' or 'hot-times' of bullying (mostly during playtime or lunchtime) and provided improved playground supervision of children.)

### TEACHER

- information for teachers
- cooperative group work (i.e. cooperation among different professionals -- usually among teachers and some other professional groups, in working with bullies and victims of bullying.)
- teacher training (i.e. present or absent)

### PARENT

- information for parents
- parent training/meetings (i.e. organization on behalf of the school of 'information nights/educational presentations' for parents and/or 'teacher-parent meetings' during which parents were given information about the anti-bullying initiative in the school.)

### SCHOOL

- whole-school anti-bullying policy (i.e. presence of a formal anti-bullying policy on behalf of the school.)
- school conferences (i.e. organization of school assemblies during which children were informed about bullying.)
- disciplinary methods (i.e. punitive methods in dealing with bullying situations.)

non-punitive methods (i.e. restorative justice approaches and other non-punitive methods in dealing with children involved in bullying.)

6. **Age or grade:** 3-8 years
7. **Sample characteristics** 1,400 preschools and 520 primary schools and after-school centres
8. **Informants used:** teachers
9. **Sampling of population:** Schools volunteer
10. **Control group:** no
11. **Definition of the problem:** No precise definition available, but the program states the following: Bullying actually rarely occurs when the children in a group have been made aware of the difference between teasing for fun and teasing for real. And when they learn that it is cool to be able to say no and help others. Free of Bullying gives the children specific tools to handle teasing and bullying, and the material also includes advice and information for parents and professionals about their important roles in preventing bullying.
12. **Use of term bullying or cyber-bullying in questionnaire and definition** (if provided): no
13. **Measures used:** questionnaires (not available)
14. **Interviews:** No interviews
15. **A. Theoretical approach and basis on previous intervention:** Free of Bullying has been developed on the initiative of Crown Princess Mary and was inspired by the Better Buddies program introduced by the Australian organisation The Alannah and Madeline Foundation.

**B. KEY ELEMENTS of program:** see 13

16. **Type of analysis** quantitative - questionnaires - number of questionnaires not available
17. **Outcome measures:** sensitizing children at an early stage to prevent bullying from 4<sup>th</sup> to 7<sup>th</sup> grade
18. **Duration/ intensity of intervention:** 1 day course for teachers – ongoing use of “anti bullying suitcase” in schools
19. **Evaluation:** results from the Free of Bullying program (evaluation 2011) suggest that every person involved experienced a positive effect on the children after use of the program. Reports show that children become more caring and helpful. Group dynamics improve.

53% of teachers and care persons emphasize that children have improved skills in coping with teasing

60% claim that children have become more helpful

58% claim that children have become more caring

3 out of 4 institutions have chosen to let Free of Bullying become an integrated part of the pedagogic workplan

98% of teachers and care persons will continue to use the program

98% would recommend it

<http://www.friformobberi.dk/fl/tilfagfolk/omfriformobberi/forskningogevaluering>

**20. Full reference and URL of intervention:**

<http://www.friformobberi.dk/fl/>

<http://www.maryfonden.dk/en/free-of-bullying>

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## 2B-2: TACTILE BACK MASSAGE

- 1. Title of intervention:** Tactile Back Massage (Taktil Rygmassage)
- 2. Organization who carried out intervention:** The method has its offspring at Lyshøjskolen in Kolding. They developed it together with Danish Centre for Educational Environment and the people at <http://www.taktilygmassage.dk/>.
- 3. Time frame:** Ongoing – started in 2001
- 4. Program description:**

Tactile Back massage works on the motto: "The one you touch, you do not bully". Thus sensitizing children via touch. The back massage means that the involved students change their internal personal relationships, as they see themselves in a new role. Both receiver as well as masseur have a positive experience: It's great to get the massage, and it's great to do something good for someone else. Both parties feel that they are important in a process, and they feel valuable, seen and significant in relation to each other. You don't bully a person you've had positive experiences with.

A crucial element of Tactile Back massage is the activation of the hormone oxytocin. By touching the body is sent to the brain, which then releases the hormone oxytocin, which via the pituitary transported out of the body.

Oxytocin causes the body and thus the person to:

- be calm and relaxed
- become less aggressive
- become less anxious
- be less stressful
- get a lower heart rate and blood pressure
- have fewer muscle tension

The oxytocin is of great importance for the relations between people. A positive bond forms between children who are massaging each other. They come closer to each other, and a potential enemy is under the influence of oxytocin transformed into a close ally. Regular back massage will make a class more harmonious - the social interaction will be better.

**Purpose:**

In addition to preventing bullying, the purpose of tactile back massage is:

- that students must learn to give a back massage, as it is experienced as an act of kindness
- that all participants must feel seen and confirmed
- that students stepped in to say yes or no and realizes that the other is listening
- to create body awareness and increase self-esteem
- that pupils experience relaxation while offering enhanced their awareness
- to improve communication and increase tolerance among the students

Registered side benefits: It changes the relationships among the students and break down the difference between students with high and low status. The relationship between the boys and girls change and conflict is not developing as fiercely as before. Conflicts are forgotten faster and there is more contact among the students. Students are more concentrated, show less violent behavior, there is less turbulence and noise. Pupils have been better to take care of each other and enjoy it. It also reduces stress in children and among teachers.

The primary purpose of Tactile Back Massage is to be prevent bullying, but after a few years, Lyshøjskolen registered a number of positive side effects: First they experienced a change in the relationships between students in general, but in particular, the relationship between students with high status and students with low status. The relationship between the boys and girls in the classes also changed in a positive direction. After few years of massage the school is no longer dealing the concepts of "girl cooties" and "boy cooties". Furthermore the music teachers and physical education teachers no longer experience that boys and girls do not want to hold hands. There is a greater tolerance and acceptance among the students, and the students have gotten better to listen and to put their foot down. There are clear signs that conflicts do not develop so violently and that they are quickly forgotten. There is more contact among the students, which most clearly are manifested after school, where more play together. Furthermore, students expressed great well-being by getting massages and indirectly that the massage compensates for lack of care at home.

*Conditions you must pay special attention to when using this method*

It is important to point out to students that they should avoid "private zones". The tactile back massage only takes place on the back. For children of different ethnic origin, it may be important to inform parents, for example by inviting parents so they can get an idea of what the concept is about. The teacher must be aware of students who are tactile-shy, ie children who do not like to be touched. They should not be forced, but can instead sit and listen to music and relax.

*Drawbacks and/or limitations:*

If many students express that they do not want to join, the method has obvious limitations, but the schools usually doesn't experience this as a problem. If one or two will not join, let them sit and listen, and when they hear the others' enthusiasm, they normally want to attend after a while.

**Checklist of program elements**

**CHILD**

- work with bullies (i.e. individualized work, not offered at the classroom level, with children involved in bullying.)
- work with victims (i.e. individualized work, not offered at the classroom level, with children involved in bullying.)
- videos and virtual reality computer games (i.e. use of anti-bullying videos or virtual reality computer games to raise students' awareness regarding bullying.)

**PEER**

- work with peers (i.e. formal engagement of peers in tackling bullying: peer mediation and peer mentoring.)

**CLASSROOM**

- classroom rules (i.e. use of rules against bullying that students were expected to follow.)
- curriculum materials (i.e. use of materials about bullying during classroom lessons.)
- classroom management (i.e. emphasis on classroom management techniques in detecting and dealing with bullying behavior.)

**OTHER CONTEXT**

- improved playground supervision (i.e. Some anti-bullying programs aimed to identify 'hot-spots' or 'hot-times' of bullying (mostly during playtime or lunchtime) and provided improved playground supervision of children.)

**TEACHER**

- information for teachers
- cooperative group work (i.e. cooperation among different professionals -- usually among teachers and some other professional groups, in working with bullies and victims of bullying.)
- teacher training (i.e. present or absent)

**PARENT**

- information for parents
- parent training/meetings (i.e. organization on behalf of the school of 'information nights/educational presentations' for parents and/or 'teacher-parent meetings' during which parents were given information about the anti-bullying initiative in the school.)

**SCHOOL**

- whole-school anti-bullying policy (i.e. presence of a formal anti-bullying policy on behalf of the school.)
- school conferences (i.e. organization of school assemblies during which children were informed about bullying.)

- disciplinary methods (i.e. punitive methods in dealing with bullying situations.)
- non-punitive methods (i.e. restorative justice approaches and other non-punitive methods in dealing with children involved in bullying.)

5. **Age or grade:** 5-13 years-old
6. **Sample characteristics:** The precise number of teachers is unavailable. Children are together in pairs. If there's an odd number, then 3 pupils sit behind each other. There must always be a teacher present, who facilitates the exercise and decides who is massaging each other.
7. **Informants used:** Teachers and children.
8. **Sampling of population:** The schools chose for them selves if they want to use the program. The method is designed for students at the age of 5-13 and it is up to the school whether they wish to implement the activity or not. Today, more than 500 schools use this method in the prevention of bullying and promoting students' wellbeing.
9. **Control group:** No control group.
10. **Definition of the problem:** No precise definition available, but the program states the following: Tactile Back massage is primarily a bullying preventative method, but can also be used in connection with a restorative action. Remove bullying and enhance students' ability to provide care for others, teach them to distinguish between good and bad touching and develop empathy.
11. **Use of term bullying or cyber-bullying in questionnaire and definition:** No special definition.
12. **Measures used:** no measuring.
13. **Interviews:** There has not been conducted interviews for the project, but the students expressed great wellness by the massage and teachers have experienced many positive gains by introducing back massage.
14. **Theoretical approach and basis on previous intervention:** The method is based on the motto that "The one you touch you do not bully". In addition to this, it is based on the physiological response that occurs in the body when a person is touched.
15. **Type of analysis:** no analysis.

16. **Outcome measures:** The program wasn't evaluated or measured in that sense, but qualitative outcome from Lyshøjskolen is described as follows:

Registered side benefits: It changes the relationships among the students and break down the difference between students with high and low status. The relationship between the boys and girls change and conflict is not developing as fiercely as before. Conflicts are forgotten faster and there is more contact among the students. Students are more concentrated, show less violent behavior, there is less turbulence and noise. Pupils have been better to take care of each other and enjoy it. It also reduces stress in children and among teachers.

The primary purpose of Tactile Back Massage is to be prevent bullying, but after a few years, Lyshøjskolen registered a number of positive side effects: First they experienced a change in the relationships between students in general, but in particular, the relationship between students with high status and students with low status. The relationship between the boys and girls in the classes also changed in a positive direction. After few years of massage the school is no longer dealing the concepts of "girl cooties" and "boy cooties". Furthermore the music teachers and physical education teachers no longer experience that boys and girls do not want to hold hands. There is a greater tolerance and acceptance among the students, and the students have gotten better to listen and to put their foot down. There are clear signs that conflicts do not develop so violently and that they are quickly forgotten. There is more contact among the students, which most clearly are manifested after school, where more play together. Furthermore, students expressed great well-being by getting massages and indirectly that the massage compensates for lack of care at home.

17. **Duration/ intensity of intervention:** The method is flexible so it can be use whenever det teacher plan to do it. It doesn't have to last long and it also depends on how the students are feeling about the exercise.

18. **Evaluation:** no evaluation

19. **Full reference and URL of intervention:** <http://dcum.dk/sammen-mod-mobning/taktil-rygmassage> and <http://www.fremtidensskole.dk/index.html>.

*Note from Denmark: No evaluation of this method has been carried out but I will try to get some insights from experienced users of this method (if possible)*

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## 2B-3: MOBILES AGAINST BULLYING

1. **Title of intervention:** Mobiler Mod Mobning (rough translation: ""
2. **Organization who carried out intervention:** Centre for Digital Youth Care and Lommefilm



3. **Time frame:** 2 years (2010-2012)

4. **Program description (in brief narrative format describe aims and procedure):** CDYC teamed up with Lommefilm (Pocketfilms) and offered daylong workshops to schools with the aim of pupils making short films on bullying with their own cell phones. These film were shared on digital platforms and discussed in class along with discussions on how to differentiate cyber-bullying from bullying and a variety of subjects. Following the workshops a guide to teachers was created in order for them to carry out the film making themselves.

5. **Checklist of program elements**

**CHILD**

work with bullies (i.e. individualized work, not offered at the classroom level, with children involved in bullying.)

work with victims (i.e. individualized work, not offered at the classroom level, with children involved in bullying.)

videos and virtual reality computer games (i.e. use of anti-bullying videos or virtual reality computer games to raise students' awareness regarding bullying.)

**PEER**

work with peers (i.e. formal engagement of peers in tackling bullying: peer mediation and peer mentoring.)

**CLASSROOM**

classroom rules (i.e. use of rules against bullying that students were expected to follow.)

curriculum materials (i.e. use of materials about bullying during classroom lessons.)

classroom management (i.e. emphasis on classroom management techniques in detecting and dealing with bullying behavior.)

### OTHER CONTEXT

improved playground supervision (i.e. Some anti-bullying programs aimed to identify 'hot-spots' or 'hot-times' of bullying (mostly during playtime or lunchtime) and provided improved playground supervision of children.)

### TEACHER

information for teachers

cooperative group work (i.e. cooperation among different professionals -- usually among teachers and some other professional groups, in working with bullies and victims of bullying.)

teacher training (i.e. present or absent)

### PARENT

information for parents

parent training/meetings (i.e. organization on behalf of the school of 'information nights/educational presentations' for parents and/or 'teacher-parent meetings' during which parents were given information about the anti-bullying initiative in the school.)

### SCHOOL

whole-school anti-bullying policy (i.e. presence of a formal anti-bullying policy on behalf of the school.)

school conferences (i.e. organization of school assemblies during which children were informed about bullying.)

disciplinary methods (i.e. punitive methods in dealing with bullying situations.)

non-punitive methods (i.e. restorative justice approaches and other non-punitive methods in dealing with children involved in bullying.)

6. **Age or grade:** 6th-10<sup>th</sup> grade
7. **Sample characteristics** 75 classes
8. **Informants used** : teachers
9. **Sampling of population:** Schools volunteering to receive a free workshop
10. **Control group:** No
11. **Definition of the problem:** no definition – except the aim to defeat bullying in general
12. **Use of term bullying or cyber-bullying in questionnaire and definition** (if provided): The students provided their definitions of cyberbullying with the help from a professional, who shared the common differences in the understanding of bullying and cyber-bullying. But no precise definitions were used.
13. **Measures used:** questionnaires with teachers valuating the relevance of the program
14. **Interviews:** no
15. **Theoretical approach and basis on previous intervention:** not based on previous interventions
16. **Type of analysis** : quantitative , questionnaires
17. **Outcome measures:** Teachers were asked to rate the outcome via questionnaires. The target wasn't the overall efficacy of the workshop, but the teachers were asked to determine if the workshop would have a positive impact on the class etc. In all cases teachers responded positively, and stated that it was very gratifying that the pupils were using their cell phones as a means of conveying their thoughts on bullying and cyberbullying
18. **Duration/ intensity of intervention:** One day workshops
19. **Evaluation:** results from a survey among teachers confirms that it's a very giving strategy to have students produce “something” - it forces them to think deeper on the subject. No evaluation was conducted in order to determine the decrease of bullying in the specific classes.
20. **Full reference and URL of intervention:** <http://cfdp.dk/mobiler-mod-mobning/>

<http://cfdp.dk/mobiler-mod-mobning-continues/>

Table 2B. Summative table of **anti-bullying PROGRAMS**

Study Number	Program / name Title of intervention	Year of program implementation (an duration-time frame)	Brief Description of program)	Informants (children, teachers, parents)	Theoretical approach/Program based on existing program	KEY ELEMENTS	Outcome measures (what was targeted/measured)	Evaluation Of program	EFFICACY Overall (yes/no)	url or reference
Denmark 2B- 1	Free of Bullying	2007-present	Free of Bullying has been developed to prevent bullying among 3-8 year-olds. It consists of a suitcase with pedagogical tools such as Buddy Bear, conversation boards and the use of rhythm. These tools enable teachers to talk to the children with ease about an otherwise abstract subject such as bullying.	Children and teachers	Free of Bullying has been developed on the initiative of Crown Princess Mary and was inspired by the Better Buddies programme introduced by the Australian organisation The Alannah and Madeline Foundation.	Dialogue Boards, Massage programs, Mindfulness exercises, E-books, rhythmic exercises	sensitizing children at an early stage to prevent bullying from 4 <sup>th</sup> to 7 <sup>th</sup> grade	53% of teachers and care persons emphasize that children have improved skills in coping with teasing  60% claim that children have become more helpful  58% claim that children have become more	yes	<a href="http://www.friformobberi.dk/fl/">http://www.friformobberi.dk/fl/</a>  <a href="http://www.maryfonden.dk/en/free-of-bullying">http://www.maryfonden.dk/en/free-of-bullying</a>

								<p>caring</p> <p>3 out of 4 institutions have chosen to let Free of Bullying become an integrated part of the pedagogic workplan</p> <p>98% of teachers and care persons will continue to use the program</p> <p>98% would recommend it</p>		
Denmark 2B-2	Tactile Back Massage (Taktil Ryg-massage)	2001-present	Tactile Back massage works on the motto: "The one you touch, you do not bully". Thus sensitizing children via touch. A crucial element of Tactile Back massage is the activation of the hormone oxytocin. By touching the body is	Children 5-13 years	The method has its offspring at Lyshøjskolen in Kolding. They developed it together with Danish Centre for Educational Environment and the people at <a href="http://www.taktilr">http://www.taktilr</a>	Back Massage	The relationship between the boys and girls change and conflict is not developing as fiercely as before. Conflicts are forgotten faster and there is more contact among the students.	Not available – but the program has many registered benefits: It breaks down the difference between students with high and low	yes	<a href="http://dcum.dk/sammen-mod-mobning/taktil-rygmassage">http://dcum.dk/sammen-mod-mobning/taktil-rygmassage</a> and <a href="http://www.fremtidensskole.dk/index">http://www.fremtidensskole.dk/index</a>

			sent to the brain, which then releases the hormone oxytocin, which via the pituitary transported out of the body.		ygmassage.dk/.		Students are more concentrated, show less violent behavior, there is less turbulence and noise. Pupils have been better to take care of each other and enjoy it. It also reduces stress in children and among teachers.	status and changes the relationship between students with high status and students with low status. The relationship between the boys and girls in the classes also changed in a positive direction		<a href="#">html</a>
Denmark 2B- 3	Mobiles against Bullying	2010-2012	workshops in schools with the aim of pupils making short films on bullying with their own cell phones. These film were shared on digital platforms and discussed in class	Children ages 11- 16 years		Cell Phone movies, debates in the class room				

			along with discussions on how to differentiate cyber-bullying from bullying and a variety of subjects.							

## 2C SYNTHESIS OF EVALUATIONS

*Prevention is a key element in Denmark. Almost every program deal with the prevention of bullying instead of intervention. That said, sites like DCUM, eXbus and Mobbeland.dk (anti bullying consultants) and many others provide a variety of concise exercises for intervention if needed. From our point of view (Center for Digital Youth Care) and our long standing contact with various schools, what is needed the most, locally, are updated materials on the prevention of cyberbullying and how to intermediate in situations where primarily videos and pictures have been used as a means of bullying. Also we see a paradigm shift in the understanding of bullying (from eXbus), that needs to fully incorporated and understood locally.*

*The above mentioned programs (among others) and existing exercises combined with external consultants like Mobbeland and the fact that all schools must offer an online anti-bullying-strategy, that informs on the initiatives, proves to be a combination that suites a small country like Denmark. The EU Kids Online survey showed us that Danish children are bullied more in comparison with other European children. (12% bullied on the internet (vs 6% average in Europe) 25% Been bullied at all, online or offline (vs 19% in Europe)*

*(from EU Kids Online) Denmark has a long tradition of promoting institutional and public awareness. The general principle has been to disseminate information and examples of best practice at all levels. In this context the fact that the vast majority (In EU Kids Online) answered “yes, there are things on the internet that are not good for children my age” indicates that Danish children have listened to “campaigns” from parents, from schools, read the Media Council’s information material, and perhaps also listened to public debates. These efforts must be continued and strengthened through increased dissemination of knowledge, best practice examples and collaboration.*