



WP2 - PR.I.S.C.I.LLA EDUCATIONAL PROGRAMME FOR YOUTH WITH I.D.

- Module Template –

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Module 5: Looking for solutions

Module Summary

This module provides diverse strategies that youths with intellectual disabilities can undertake in case they experience a bullying episode, with a specific focus on cyberbullying and sexual harassment situations. In the first part of the module, a practical step-by-step approach is presented, containing indications of the different actions youths can undertake in the unlucky case of bullying. In the second part of the module, youths will be sensitized about the importance of building a safe network composed of professionals, family and friends to protect and safeguard them in case of bullying.

Learning Outcomes of the module

- Be able to recognize and handle a bullying situation
- Know how to implement a step-by-step procedure to react to bullying situations
- Create a safe network of trustful people to protect you in case of bullying

Educational principles adopted

- Sense of control
- Promotion of independence

Contents of the module

5.1 INTRODUCTION

As we have learnt in the previous modules, the Internet and social media can be very useful and you can have a lot of fun while using them, chatting with your friends and getting to

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know new interesting people. However, at the same time, they can be very dangerous. You need to be aware that cyberbullying episodes, as well as sexual harassment episodes – unfortunately – are very frequent problems in the digital world. If you are subject to cyberbullying, this can have a significant negative impact on you, on your life and on your emotions, and that's why it is very important that you are prepared to react to a bullying situation. Knowing how to handle such issues and who you can address to help you solve this dangerous situation can be very helpful in these cases.

The first step is to acknowledge that IT IS NOT NORMAL if somebody addresses you in a negative way, making you feel bad and experience negative emotions such as anger or sadness. If you face a similar situation, you immediately need to recognize that you are a VICTIM of cyberbullying. For instance, a cyberbullying situation happens in the case when somebody – who may be your “friend” or an unknown person on the net – addresses to you bad insults or direct threats. Such insults and threats can be addressed to you privately (for instance, on your Messenger chat) or publicly (for instance, by writing a comment under a public post on Facebook or Instagram). Other situations of cyberbullying could happen, for instance, when somebody tries to publicly humiliate you in an online environment by saying something bad and shameful about you, or by spreading rumors and false information about yourself, or even if somebody tries to falsify your identity online.

In the case of sexual harassment, you should recognize that something is wrong when someone tries to approach you in a different way than normal, saying something weird or asking for strange requests. For example, an unknown person can text you on Instagram “You are so beautiful, I want to kiss you”, or they may ask for a picture of yourself, even of your intimate parts. They may also write some negative and shameful comments about some parts of your body.

5.2 STEPS TO TAKE IF SOMETHING GOES WRONG

Once you have learnt how to recognize cyberbullying and sexual harassment episode, there are some steps you can undertake to safely exit from such situation.

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STEP 1: IGNORE THE BULLY. If it's the first time when somebody bullies you, it can be an isolated episode. You may try to not reply to their provocations. They are intentionally trying to make you angry or sad: if you don't give them what they want, they may feel bored and unsatisfied and they will move on.

STEP 2: TELL THE BULLY TO STOP. If the problem persists and ignoring them does not work, you may tell the bully to stop. Just be clear and firm, for instance saying: "I do not like what you are texting me and how you behave with me, you need to stop acting like that". You need to make the bully understand that what they are doing is not good and that you feel uncomfortable with that. However, you do not need to be rude: try to be better than them, answering in a rude way will only make the situation worse, resulting even in a bigger rage from the bully's side.

STEP 3: BLOCK THE BULLY'S ACCOUNTS. If, even if you tell the bully to stop, they keep harassing you, then you have to block them on all social media channels. In this way, it will not be possible anymore for the bully to contact you or to see your accounts anymore. If the bully does not have the possibility to reach out to you, then it will be harder for them to contact and hurt you, thus significantly reducing the possibilities of other bullying episodes.

STEP 4: SAVE THE EVIDENCES. It is important that you keep evidence of all proofs of cyberbullying you suffered. For instance, you may take a screenshot of their messages and keep it saved on your phone. It is important to have proofs of the cyberbullying episode(s) for when you are going to report it to other people you trust, to professionals, to the police or to another public authority.

STEP 5: REPORT THE INCIDENT. The last step is to report the cyberbullying episode(s) you suffered. For this purpose, you may directly use the functionalities specifically provided by each social media, since each of them has a specific and easy procedure to report harmful situations. Indeed, protecting against cyberbullying and other unpleasant situations is a key part of the terms&conditions of each social media, and therefore reporting such episodes is usually an easy and quick

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procedure. Another option is to report the cyberbullying episode to somebody you trust, such as one of your family members, or one of your friends. You can also go directly to the nearest police station, or turn to a professional or to a local organization that you think may help. They are either going to help you directly, or to redirect you to the most appropriate person/organization.

5.3 BUILDING A SAFE NETWORK

One of the most important things to do when you suffer from a cyberbullying episode is... to talk about it! Look around you and you'll realise that there are a lot of people close to you that you can trust. For instance, you may feel protected when you talk to your family, your parents, your siblings, or also your teachers and friends. On the other side, when experiencing bullying you may feel the need for special assistance, and in this case you may try to refer to a psychologist, a social assistant or a medical assistant, in case you don't already have a professional figure of reference. Otherwise, you may go to a local organization you trust, who in turn will help you get in contact with a professional. Of course, going to the nearest police station is also a good option.

Think about all the people that can help you in a difficult situation and try to make a list yourself! It could be useful in the unlucky case of bullying. But remember: it is important that the people you refer to are close to you and trustful. They may help you feel better from an emotional point of view, and also to indicate to you the best actions to undertake for solving the bullying episode, accompanying you in this path: you are not alone!

Examples of trustful figures can be:

- Parents
- Siblings
- Grandparents
- Teachers
- Close friends

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Additional Material	<ul style="list-style-type: none">Local organisations and professionals you know, such as social workers, psychologists, policemen
	<hr/> LOCAL ORGANISATIONS AND HELPLINES YOU CAN CONTACT IN CASE OF BULLYING IN ROMANIA <ul style="list-style-type: none">Telefonul Copilului: 116111, www.116111.roDepreHUB: 0374456420, deprehub.ro IN SPAIN IN GREECE IN NORTH MACEDONIA IN ITALY
Resources	<hr/> <ul style="list-style-type: none">https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/https://www.nsw.gov.au/education-and-training/digital-citizenship/parents-and-carers/managing-cyberbullyinghttps://ed.buffalo.edu/content/dam/ed/alberti/docs/Cyberbullying-Checklist.pdf
Activity of Module 5	
Name of the Activity	ACTIVITY 1

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Cyberbullying Quiz – Test your knowledge!

Objectives

Establish an open discussion about cyberbullying, the problems related to it and the possible ways to solve a cyberbullying episode

Learning Methodologies

Open discussion and constructive thinking

Time allocated for the Activity

35 minutes, of which 15 minutes for conducting the activity and 20 minutes for sharing and debriefing

Resources Needed

A sheet of paper with the printed multiple-choice answers of the quiz, pens or pencils.

Instructions

Youths are divided into groups of 3-5 people. Each of them receives one sheet with the Quiz. They'll have 15 minutes to read the Quiz carefully and answer the multiple-choice questions, discussing together about the correct and wrong answers for each question contained in the Quiz.

When the time is up, all groups present their answers and discussions to the other participants. All participants will have 20 minutes to share their insights and correct answers to the others. At the end, they can correct the Quiz together and find out who had the most correct answers.

QUESTIONS

Cyberbullying is also known as:

- a) The way someone becomes your friend

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- b) Violence
- c) Online stalking
- d) An efficient and funny activity among teenagers

Cyberbullying and sexual harassment is not such a bad thing because it's easy to forget:

- a) True
- b) False

How can you solve a cyberbullying episode?

- a) Communication with family members/professionals/local authorities
- b) By not telling anyone what's going on because you think it will make it worse
- c) learning about the laws that punish these online harassments

Name of the Activity

ACTIVITY 2

Case study

Objectives

Establish a critical thinking analysis about cyberbullying, the problems related to it and the possible solutions

Learning Methodologies

Critical thinking, text analysis, images analysis

Time allocated for the Activity

55 minutes, of which 20 minutes for conducting the first part of the activity, 15 minutes for conducting the second part of the activity and 20 minutes for sharing and debriefing

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Resources Needed

A sheet of paper with the printed text of the case study and the related images, pens or pencils.

Instructions

Youths are divided into groups of 3-5 people. Each of them receives one sheet with the case study (text and images).

PART 1

Youths have 20 minutes to carefully read the text of the case study and answer the questions, discussing together about the correct and wrong answers to each question of the case study.

TEXT OF THE CASE STUDY

"In Romania there are more than 1500 hearing impaired children registered in the state education system, and the research, which took place between October and November 2012, targeted a sample of 400 hearing impaired students from the 15 special education institutions in the country. The study revealed the following:

- 1. Nearly half of hearing-impaired children (48%) access the internet every day, and another 39% at least once a week.*
- 2. The majority (98%) say they have a personal profile on a social networking site, with Facebook (92%) and Google+ (67%) being the main networks used. Two out of five children (44%) make their personal profile public, making it accessible to anyone with an internet connection*
- 3. 4% of survey participants say that they have been offended/harassed online and 48% identify cyberbullying as the main way in which they have been harmed. Online chat and gaming sites are the most common contexts for harassment*

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4. *More than half (51%) of the survey participants who had been offended/ offended on the Internet did not report what had happened to them to the authorities or to people close to them.*
5. *70% of children say they have looked for new friends on the Internet in the past year, and one in five (22%) say they have met a complete stranger face-to-face on the Internet. Among the latter, 7% say they have been sexually abused following the encounter.*

"The results of the Study on Internet Use among Students with Hearing Impairment speak for themselves about their vulnerability and, at the same time, about the importance of information and education among children, teachers and families in order to prevent bullying of minors. Cyber-bullying does not only happen to people in the media, but it also happens to children with hearing impairments, and in their case, it is all the more dangerous not only from an emotional point of view but also because of the serious consequences they are exposed to while using the Internet or in face-to-face meetings with people they meet online", said Amalia Fodor - Executive Director, Orange Foundation."

QUESTIONS FOR PART 1:

- On the basis of the text you've read, which are the advantages of the Internet and social media?
- Which are the disadvantages?
- What could we do to prevent or avoid such disadvantages?

PART 2

Youths have 15 minutes to look at the images provided below and to answer the following questions:

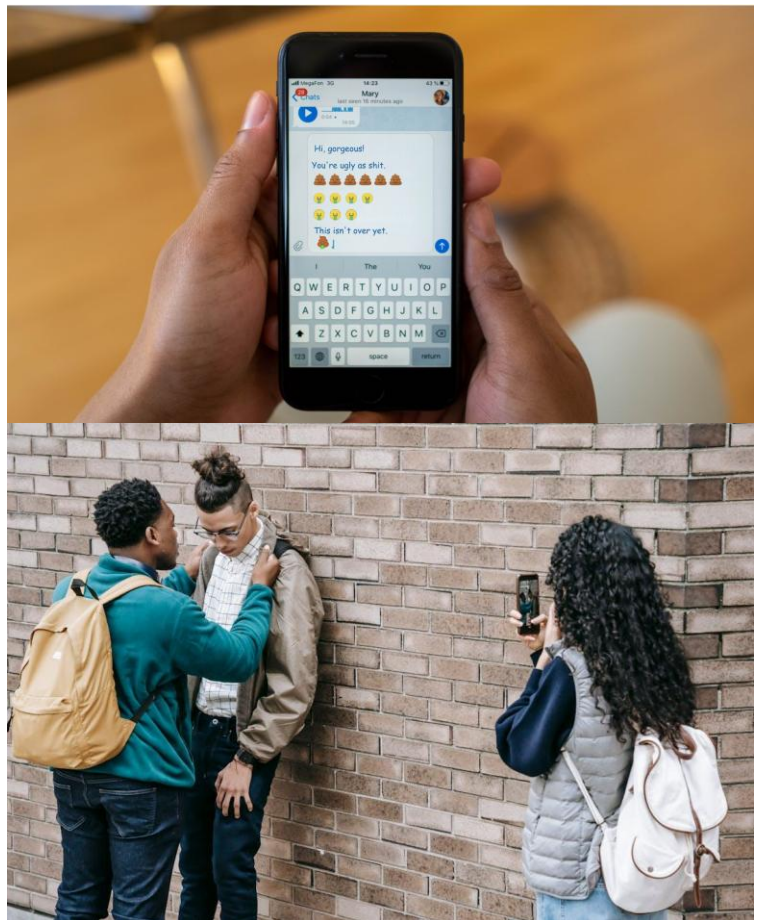
- What do the two images below show?
- Do you think the two situations shown in the images are an example of cyberbullying?

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- How do you think the people in the images are feeling?
- What could they do to improve the situations they face?



When the time is up, all groups present their answers and discussions to the other participants. They will have 20 minutes to share their insights and answers to the others. All participants discuss together about the conclusions drafted.

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The text of the case study has been adapted from:

https://www.asistentasociala6.ro/noutati_doc_1040_copiii-cu-deficiente-auditive-din-romania-sunt-expusi-riscurilor-de-hartuire-si-abuzurilor-sexuale-prin-intermediul-internetului_pg_0.htm

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