

Module 5

Personal Threats

Incl. Cyber Bullying, Online Grooming,
and Hate Speech



December
2019



Co-funded by the
Erasmus+ Programme
of the European Union



Module 5 – Personal Threats

Project information

Project Title:	Digital Media Literacy for Active Citizenship
Project Acronym:	DIMELI4AC
Grant Agreement Number:	2018-1-DE03-KA201-047411
Coordinator:	Liebniz Universität Hannover
Project Website:	www.dimeli.eu

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Cyber Bullying

Topic 1

1 Learning Objectives

1. Understanding Cyber Bullying and its Effects
2. Realising and reporting Cyber Bullying
3. Reacting to and Tackling Cyber Bullying
4. Raise awareness about Cyber Bullying in the Local Community

2 General Description

Cyber or Online Bullying is a form of bullying or harassment by using electronic media. It has been spreading considerably, especially among children and teenagers. Cyber Bullying is when someone bully another person using the Internet, often Social Media sites (e.g. Facebook, Instagram or Snapchat etc) or using any other electronic or mobile means. This module provides basic information on Cyberbullying combining many available resources and proven methods. Young people, their families, peers and educators will learn how to identify, to prevent as well as to react to Cyber Bullying. Finally, students will create localised awareness campaigns and actions in their immediate environment.

3 Introduction to the Topic

Bullying is defined as an unwanted, anti-social and aggressive behaviour among children (and adults) that involves a real or perceived power imbalance. The behaviour occurs repeatedly over time. It is an attack or abuse, which is intended to cause harm, distress or cause personal loss of another person. Bullying can be verbal, social and physical. Cyber Bullying in turn is bullying online using Information and Communication Technologies (ICTs). Examples of Cyber Bullying include: i) spreading unjustified rumours and gossiping; ii) posting derogatory content (e.g. texts, images, videos); iii) mailing or texting unjustified remarks; iv) repeated harassing and threatening; v) intimidations; vi) blackmailing; vii) stalking; viii) mobbing; ix) creating false profiles, identity fraud or theft and x) fraping.

4 Framework

TOPIC 1	Indicators (Level)	Benchmarks (Aim)	Syllabus	Activity	Resources / Scenarios <i>Basic</i> (10-12 y.o.)	Resources / Scenarios <i>Advanced</i> (12-15 y.o.)	Assessment
CYBER BULLYING	Understand	<p>1.1 Students understand what <i>cyber bullying</i> is about</p> <p>1.2 Students understand the typical forms and means of <i>cyber bullying</i></p> <p>1.3 Students understands the possible effects of <i>cyber bullying</i> on their lives</p>	<p>1.1 I understand what cyber bullying is and what forms it has</p> <p>1.2 I understand that there are prototypical ways of bullying and harassing children using electronic media</p> <p>1.3 I understand how to behave appropriately and respectfully on the Internet</p> <p>1.4 I understand the impact that cyber bullying has</p> <p>1.5 I know the ways to safely use the Internet and to protect myself</p>	<p>1.1 & 1.2 Introductory lecture on the different forms of cyber bullying</p> <p>1.3 Fundamentals of Netiquette & Code of Conducts</p> <p>1.4 Showing and analysing selected examples of bullying & individual testimonials</p> <p>1.5 & 1.6 Practical guidelines for</p>	<p>1.1 & 1.2 Lecture, online tutorial & video</p> <p>1.3 Awareness rising through light examples of cyber bullying</p> <p>1.3 Fundamentals of Netiquette & Code of Conducts</p> <p>1.4 – 1.6 Group Work & Role Play: When would I feel insulted? How would I feel? How would I react?</p>	<p>1.1 & 1.2 Lecture, online tutorial & video</p> <p>1.3 Various examples of different forms of cyber bullying</p> <p>1.3 Fundamentals of Netiquette & Code of Conducts</p> <p>1.4 – 1.6 Group Work & Role Play: When would I feel insulted? How would I feel? How would I react?</p>	<p>Focus Group Discussion</p> <p>Content Analysis</p>

Module 5 – Personal Threats

		1.6. I now where I can report cyber bullying and how to find help	children, educators (and parents) based on existing (national) sources and individual experiences			
Engage / Interact	<p>2.1 Students proactively learn to identify different forms of <i>cyber bullying</i></p> <p>2.2 Students are aware of the potential <i>risks</i> of <i>safely utilise the Internet and other electronic media</i></p> <p>2.3 Students learn how to <i>safely utilise the Internet and other electronic media</i></p> <p>2.4 Students <i>experience the effects of cyber bullying</i> through testimonials and role plays</p>	<p>2.1 I know which forms of cyber bullying are existing</p> <p>2.2 I am aware to take precautions when interacting online, especially with (unknown) others on the Internet</p> <p>2.3 I know what Netiquettes and Codes of Conducts are</p> <p>2.4 I incrementally understand the effects of cyber bullying</p> <p>2.5 I know where I can report cyber bullying and how to find help</p>	<p>2.1 Presentation of basic mechanisms to bully children online</p> <p>2.2 – 2.4 Inquiry Based Learning i.e. Idea Generation about Safer Internet behaviour</p> <p>Personal Experiences, role play and testimonials</p> <p>2.5 List of contacts, lists and resources</p>	<p>2.1 - 2.4 Group Work: * Learning about Internet Safety (i.e. identifying, connecting, sharing) [for children, teenagers, parents, educators] * Learning strategies against bullying and cyber bullying [some target groups as above] * Blocking bullying persons on Social Media sites</p>	<p>2.1 - 2.4 Group Work: * Learning about Internet Safety (i.e. identifying, connecting, sharing) [for children, teenagers, parents, educators] * Learning strategies against bullying and cyber bullying [some target groups as above] * Blocking bullying persons on Social Media sites * Reporting cyber bullying to</p>	<p>Focus Group Discussion</p> <p>Content Analysis</p>

Module 5 – Personal Threats

		2.5 Students learn where to report (<i>cyber bullying</i> and <i>find help</i>)			* Reporting cyber bullying to authorities (e.g. to the school administration, police etc) 2.5. List of help lines, contacts, lists and resources	authorities (e.g. to school administration, police etc) 2.5. List of help lines, contacts, lists and resources	
Analyze	<p>3.1 Students analyse <i>bullying and harassing behaviours online</i> (through audio & video examples)</p> <p>3.2 Detecting signs of <i>cyber bullying</i></p> <p>3.3 <i>Developing strategies against cyber bullying using case studies</i></p>	<p>3.1 & 3.2 I can detect signs that someone wants to bully me</p> <p>3.3 I am learning different ways to safely utilise the Internet (students)</p> <p>3.2 I know ways to react to cyber bullying (involving family, friends, parents, teachers etc.)</p>	<p>3.1 – 3.3 Showcasing examples of cyber bullying</p> <p>Providing an online resource base (e.g. on Moodle)</p> <p>Different Safer Internet exercises</p> <p>Developing strategies against bullying and cyber bullying using concrete examples</p>	<p>3.1 – 3.3 Showcasing examples of cyber bullying</p> <p>Providing an online resource base (e.g. on Moodle)</p> <p>Different Safer Internet exercises</p> <p>Developing strategies against bullying and cyber bullying using concrete examples</p>	<p>3.1 – 3.3 Showcasing examples of cyber bullying</p> <p>Providing an online resource base (e.g. on Moodle)</p> <p>Different Safer Internet exercises</p> <p>Developing strategies against bullying and cyber bullying using concrete examples</p>	<p>Focus Group Discussion</p> <p>Content Analysis</p>	

Module 5 – Personal Threats

			Reflections & Discussions	Reflections & Discussions	Reflections & Discussions	
Evaluate	<p>4.1 Students evaluate the effects of changing their online behaviour</p> <p>4.2 Students evaluate the effects of cyber bullying</p>	<p>4.1 As above</p>	<p>4.1 Different Safer Internet exercises</p> <p>Role playing</p> <p>Reflections & Discussions</p>	<p>4.1 Different Safer Internet exercises</p> <p>Role playing</p> <p>Reflections & Discussions</p>	<p>4.1 Different Safer Internet exercises</p> <p>Role playing</p> <p>Reflections & Discussions</p>	<p>Focus Group Discussion</p> <p>Quiz</p>
Create	<p>5.1 Students create a course/handbook etc. about Safer Internet behaviour</p> <p>5.2 Students are rising awareness of the problems and effects associated with <i>cyber bullying</i> within their different life worlds (e.g. family, peers, schools etc.)</p>	<p>5.1 I am creating with my friends a source/handbook about how to use the Internet more safely</p> <p>5.2 I am creating awareness on the problem of cyber bullying in the world surrounding me e.g. through special information/training days at schools, by participating in the Safer Internet Days etc.</p>	<p>5.1 Students introduce the topic cyber bullying, how to react to it and how to find help</p> <p>5.2 Educators and parents are able to detect early signs of cyber bullying and are able to help their child</p>	<p>5.1 Localised campaigns, awareness days, participation in Safer Internet Days</p> <p>Providing an online resource base of existing materials and contacts (e.g. on Moodle)</p> <p>5.2 Exchange with local stakeholders e.g. schools, social services, associations etc.</p>	<p>5.1 Localised campaigns, awareness days, participation in Safer Internet Days</p> <p>Providing an online resource base of existing materials and contacts (e.g. on Moodle)</p> <p>Exchange with local stakeholders e.g. schools, social services, associations etc.</p>	<p>Impact Assessment through Questionnaires, Focus Group Discussions & Respondent Interviews</p>

Online Grooming

Topic 2

1 Learning Objectives

1. Understanding Online Grooming
2. Realizing Online Grooming
3. Reacting to and Tackling Online Grooming
4. Raise awareness about Online Grooming in the Local Community

2 General Description

The goal of online grooming is to sexually abuse a child, either online or in reality. Online abuse includes sexual activities of children, teenagers and/or young adults e.g. broadcasted live through a webcam or sending sexual images or recordings to certain recipients. Some Internet users will also try to persuade children to meet them face to face in order to abuse them. This module provides basic information on Online Grooming. Young people, their families, peers and educators will learn how to identify and to react to Online Grooming. Finally, students will create localised awareness campaigns to sensitive their life worlds.

3 Introduction to the Topic

Online Grooming is about building a relationship with a child in order to later abuse them. Persons who want to groom children are using websites, online games, chatrooms, communities, live streaming platforms or other social media services, which are particularly popular with young people. They are frequently sending out random friend requests to many young people hoping for a positive response to establish a relationship. They also try to identify young people who might be particularly vulnerable by looking to their posts. They can create multiple online identities and even pretend to be children and/or young people to seduce real children into chatting and sharing.

4 Framework

TOPIC 2	Indicators (Level)	Benchmarks (Aim)	Syllabus	Activity	Resources / Scenarios <i>Basic</i> (10-12 y.o.)	Resources / Scenarios <i>Advanced</i> (12-15 y.o.)	Assessment
ONLINE GROOMING	Understand	<p>1.1 Students understand what <i>online grooming</i> is about</p> <p>1.2 Students understand the typical mechanism of <i>online grooming</i></p> <p>1.3 Students understands the possible effects of <i>online grooming</i> on their lives</p>	<p>1.1 I understand what online grooming is</p> <p>1.2 I understand the impact that online grooming has</p> <p>1.3 I understand that there are prototypical ways of approaching children on the Internet</p> <p>1.4 I know the ways to safely use the Internet</p>	<p>1.1 & 1.2 Introductory lecture & exploration of various online and offline resources</p> <p>1.3 Showing and analysing selected examples of approaching children & individual testimonials</p> <p>1.4 Practical guidelines for educators (and parents) based on existing</p>	<p>1.1 & 1.2 Online tutorial/video</p> <p>1.3 Light examples of online grooming</p>	<p>1.1 & 1.2 Online tutorial/video & reading out loud</p> <p>1.3 Various examples of online grooming</p>	Focus Group Discussion

Module 5 – Personal Threats

			(national) sources			
Engage / Interact	<p>2.1 Students are aware of the potential <i>risks</i> using the <i>Internet</i></p> <p>2.2 Students learn how to <i>safely navigate and utilise the Internet</i></p> <p>2.3 Students learn where to report <i>online grooming</i></p>	<p>2.1 I know the basic ways how online grooming works</p> <p>2.2 I am aware to take precautions when interacting with (unknown) others on the Internet</p> <p>2.3 I know where to report online grooming / find help</p>	<p>2.1 & 2.2 Presentation of basic mechanisms to address and seduce children online</p> <p>Idea Generation about Safer Internet behaviour</p> <p>2.3 List of contacts, lists and resources</p>	<p>2.1 & 2.2 Group Work: * My passwords * Connecting online * Talking / chatting online * Sharing (sensitive/personal) information with others * My Online Profile * Help lines</p> <p>2.3 List of contacts, lists and resources</p>	<p>2.1 & 2.2 Group Work: * My passwords * Connecting online * Talking / chatting online * Sharing (sensitive/personal) information with others * My Online Profile * Help lines</p> <p>2.3 List of contacts, lists and resources</p>	Focus Group Discussion
Analyze	<p>3.1 Students analyse <i>online behaviours, selected online profiles and online conversations</i> (audio & video)</p> <p>3.2 Detecting signs of <i>online grooming</i></p>	<p>3.1 I am learning different ways to safely utilise the Internet (students)</p> <p>3.2 I can detect signs that someone is approaching me sexually</p> <p>3.2 I am aware of</p>	<p>3.1 – 3.3 Showcasing examples of online grooming</p> <p>Different Safer Internet exercises</p> <p>Reflections & Discussions</p>	<p>3.1 – 3.3 Different Safer Internet exercises</p> <p>Reflections & Discussions</p>	<p>3.1 – 3.3 Different examples of online grooming</p> <p>Different Safer Internet exercises</p> <p>Reflections & Discussions</p>	Focus Group Discussion

Module 5 – Personal Threats

			possible signs of online grooming (educators and parents)				
Evaluate	<p>4.1 Students evaluate the effects of changing their online behaviour</p>	<p>4.1 As above</p>	<p>4.1 Different Safer Internet exercises</p> <p>Reflections & Discussions</p>	<p>4.1 Different Safer Internet exercises</p> <p>Reflections & Discussions</p>	<p>4.1 Different Safer Internet exercises</p> <p>Reflections & Discussions</p>	<p>Focus Group Discussion</p> <p>Quiz</p>	
Create	<p>5.1 Students create a course/handbook etc. about Safer Internet behaviour</p> <p>Students are rising awareness of the problems and effects associated with <i>online grooming</i> within their different life worlds (e.g. family, peers, schools etc.)</p>	<p>5.1 I am creating with my friends a source/handbook about how to use the Internet safely</p> <p>5.2 I am creating awareness on the problem of online grooming in the world surrounding me</p>	<p>5.1 Students introduce the topic of online grooming, how to detect it and how to find help</p> <p>5.2 Educators and parents are able to detect early signs of online grooming</p>	<p>5.1 Localised campaigns and awareness days</p> <p>Exchange with local stakeholders e.g. schools, social services, associations etc.</p>	<p>Campaigns and awareness days</p> <p>Exchange with local stakeholders e.g. schools, social services, associations etc.</p>	<p>Impact Assessment through Questionnaires, Focus Group Discussions & Respondent Interviews</p>	

Hate Speech

Topic 3

1 Learning Objectives

1. Identifying Hate Speech
2. Understanding and experiencing the effects of Hate Speech
3. Analysing Hate Speech
4. Reacting to and Tackling Hate Speech
5. Raising Awareness about Hate Speech in the Local Community

2 General Description

Hate speech is an issue that educational institutions and educators must be aware of and tackle it in early stages. If hate speech is not tackled immediately, the lack of action could be perceived by students as an indication that this behaviour is acceptable and even small failures to act can reinforce this misconception. Equally, helping students who feel under threat is one of the hardest things an educator can do, since emotions and feelings are involved. This module provides information on verbal and written hate speech, provides experiences and shows ways how to find solutions. Students will learn how to identify, to understand and to react to hate speech. Finally, students will create localised awareness campaigns to sensitive the world surrounding them (i.e. family, peers, schools).

3 Introduction to the Topic

Hate speech is a statement intended to demean and brutalize another, or the use of cruel and derogatory language based on real or alleged membership in a specific social group. Hate speech is speech that attacks a person or a group based on attributes such as race, religion, ethnic origin, national origin, sex, disability, sexual orientation or gender identity. Hate speech furthermore encompasses one or more of the following elements: threat of attack, incitement to hatred, call to violence, denial of crimes against humanity and approval of totalitarian regimes. It is set into action e.g. through the production and distribution of hate materials as well as through the setting up or the support of hate groups.

4 Framework

TOPIC 2	Indicators (Level)	Benchmarks (Aim)	Syllabus	Activity	Resources / Scenarios <i>Basic</i> (10-12 y.o.)	Resources / Scenarios <i>Advanced</i> (12-15 y.o.)	Assessment
CLICKBAIT	Understand	<p>1.1 Students understand the fundamental concepts of <i>hate speech</i></p> <p>1.2 Students understand the typical elements and mechanism of <i>hate speech</i> (e.g. fallacies)</p> <p>1.3 Students understands the possible impact of <i>hate speech</i> on individuals, groups and the society as a whole</p>	<p>1.1 I understand what is hate speech</p> <p>1.2 I understand that there are typical mechanism of hate speech and I am able to name the most important of them</p> <p>1.3 I understand the impact that hate speech has on individuals, groups and society</p>	<p>1.1 & 1.2 Introductory lecture & exploration of various online and offline resources</p> <p>1.3 Showing and analysing selected examples of hate speech</p>	<p>1.1 & 1.2 Online tutorial/video & reading out loud</p> <p>1.3 Light examples of hate speech (e.g. online, offline, physical)/online research and analysis</p>	<p>1.1 & 1.2 Online tutorial/video & reading out loud</p> <p>1.3 Various examples of hate speech (e.g. online, offline, physical)/ online research and analysis</p>	Focus Group Discussion
	Engage / Interact	<p>2.1 Students can name explicit and implicit elements of <i>hate speech</i></p>	<p>2.1 I know the fundamental elements of hate speech</p>	<p>2.1 Presentation of basic elements incl. examples, case studies</p>	<p>2.1 & 2.2 Group Work: * Finding meanings</p>	<p>2.1 & 2.2. Group Work: * Seeming Logical & Being Logical</p>	Content Analysis Focus Group Discussion

Module 5 – Personal Threats

	<p>2.2 Students experience <i>hate speech</i></p> <p>2.3 Students learn where to report <i>hate speech</i></p>	<p>2.2 I have felt the effects of hate speech</p> <p>2.3 I know where to report hate speech</p>	<p>2.2 Reading out loud & role play</p> <p>2.3 List of contacts, lists and resources</p>	<p>* Judging comments</p> <p>* Views on the Internet</p> <p>2.3 List of contacts, lists and resources</p>	<p>* Words that Wound</p> <p>* Navigating the Terrain of Beliefs</p> <p>* Tree of Hate</p> <p>* Facing the bullies</p> <p>2.3 List of contacts, lists and resources</p>	
Analyze	<p>3.1 Students analyse the possible influence of <i>hate speech</i> on individuals, groups and society</p>	<p>3.1 I can analyse which influence hate speech has on my/our daily live/s (incl. perceptions, attitudes and actions)</p>	<p>3.1 Showcasing various examples of explicit and implicit hate speech</p> <p>Reading out loud</p> <p>Performances</p> <p>Role playing ('stepping in the shoes of others')</p>	<p>3.1 Different examples of hate speech and their impact on different aspects of life</p>	<p>3.1 Different examples of hate speech and their impact on different aspects of life</p>	<p>Content Analysis</p> <p>Focus Group Discussion</p> <p>Fictional Text</p>
Evaluate	<p>4.1 Students identify elements of <i>hate speech</i> in online and offline resources</p>	<p>4.1 I can identify elements of hate speech in verbal or written statements</p>	<p>4.1 – 4.3 Students define the evaluation objects and methods</p>	<p>4.1 – 4.3 Online and offline resources containing and not containing</p>	<p>4.1 – 4.3 Online and offline resources containing and not containing</p>	<p>Content Analysis</p> <p>Comparative Analysis</p>

Module 5 – Personal Threats

	<p>4.2 Students develop ideas why and how <i>hate speech</i> is utilised</p> <p>4.3 Students rate the severity and expected impact of specific online and offline resources containing <i>hate speech</i></p>	<p>4.2 I have an idea why and how hate speech is used</p> <p>4.3 I can estimate approximately the severity and impact of hate speech</p>	<p>together with the educator, search for examples containing and not containing hate speech and compare them</p>	<p>light elements of hate speech</p>	<p>more severe elements of hate speech</p>	<p>Focus Group Discussion</p>
<p>Create</p>	<p>5.1 Students are rising awareness of the problems and effects associated with <i>hate speech</i> within their different life worlds (e.g. family, peers, schools etc.)</p>	<p>5.1 I am creating awareness on the problem of hate speech in the world surrounding me</p>	<p>5.1 Students introduce the topic of hate speech and develop local 'No Hate Speech' strategies to combat them/ to sensitize for them</p>	<p>5.1 Localised 'No Hate Speech' Handbook & Campaign</p> <p>Exchange with local stakeholders to increase intercultural exchange and understanding as well as to foster social cohesion and community development</p>	<p>5.1 Localised 'No Hate Speech' Handbook & Campaign</p> <p>Exchange with local stakeholders to increase intercultural exchange and understanding as well as to foster social cohesion and community development</p>	<p>Impact Assessment through Questionnaires, Focus Group Discussions & Respondent Interviews</p>