

Submodule

Submodule overview



Learning goals



Learning outcomes



3.1 Introduction to Cyber violence

Cyberviolence is often misunderstood and not taken as seriously as it should be. Yet, it is important to remember that cyberviolence may start online, but it often ends offline with devastating consequences for the victims and their families. Moreover, in times of ongoing COVID-19 pandemic and continuing restrictions that increase reliance on the Internet, cyberviolence may be even more pervasive than before.

This module is designed for secondary schools and teachers to teach what cyber violence is, focusing mainly on the environmental features increase likelihood for violence in individuals and take a look at the associations with substance use and violence.

- Increase the knowledge and competence to raise the understanding of students on cyberviolence.
- Identify the meaning of cyberviolence and describe the impact it can have on a person.
- Enhance the knowledge and competence of teachers on how to introduce cyberviolence as a cross curricular activity.

knowledge

- to be able to define cyberviolence.

Skills

- To be able to explain what cyberviolence is.
- To be able to compare and contrast the meaning of bullying and cyberbullying, and the impact this can have on an individual and explore challenging scenarios and their appropriate responses.

Attitudes

- Demonstrate the positive and negative attitudes on online environments.
- Demonstrate teachers' role in preventing and reporting bullying.

Duration



3 academic hours

Submodule

Submodule overview 

Learning goals 

Learning outcomes 

3.2 Types of Cyber violence

Duration 

3 academic hours

In practice, acts of cyberviolence may involve different types of harassment, violation of privacy, sexual abuse and sexual exploitation and bias offences against social groups or communities. Not all of forms or instances of cyberviolence are equally severe and not all of them necessarily require a criminal law solution but may be addressed by a graded approach and a combination of preventive, educational, protective and other measures.

This module is designed to provide teachers and schools with a range of practical teaching methods to empower them in the process of introducing the different types of cyber violence to secondary school students.

- To raise the competence of Identifying and discussing different forms of cyberviolence.
- To enhance student knowledge on types of cyberviolence.

knowledge

- To demonstrate different types of cyberviolence.
- To recognize types of cyberviolence.

Skills


- To be able to recognize the actions that can be considered as cyberviolence.
- To be able to explain different types of cyberviolence.
- To be able to lead students evaluate potentially unsafe, dangerous or risky online situations and behaviors

Attitudes

- to cite types of cyberviolence.
- To become familiar with specific types of violence, including intimate partner violence, suicide, sexual violence, youth violence including cyber-bullying, child maltreatment, elder maltreatment, and gang violence.

Submodule

Submodule overview 

Learning goals 


Learning outcomes 

3.3
Consequences
of Cyberviolence

Cyberviolence is a significant online problem that results in offline consequences. It is important to remember that behind the screen there are real people with real lives, and the harm caused by cyberviolence is often predominantly psychological and emotional.

This module is designed for secondary schools and teachers to raise awareness on the effects of the cyberviolence.

- Equip teachers to implement practical teaching ideas to inform students on the possible effects of cyberviolence.
- Raise students' awareness of the consequences of criminal behaviour online .

Duration 

3
academic hours

- knowledge
- To teach the threats of cyberviolence.
 - To identify the consequences that may result from cyberviolence.

- Skills
- To be able to explain the psychological effects of violence including PTSD, depression, and suicidality.
 - To be able to evaluate the results that may come from online environment.

- Attitudes
- To demonstrate the effects of cyberviolence in different parts of life.
 - To raise awareness on online actions that may cause cyberviolence.

Submodule

Submodule overview 

Learning goals 

Learning outcomes 

3.5 Advice for parents

Duration 

3 academic hours

Changing the culture of how we both prevent and respond to cyberbullying can lead to powerful effects in the larger community. Rather than simply focusing on the consequences after the fact, we must guide students to understand that they have a choice in all their online relationships. They can say something positive or say something mean. They can create great community support around activities or interests, or they can misuse the public nature of online communities to tear others down.

This module is designed to provide teachers and school leaders with a range of practical teaching methods to empower them in the process of engaging secondary school students on clues to prevent cyberviolence.

- Enhanced skills and competences of teachers to develop methods to apply different tips preventing cyberviolence.
- Acquire practices to explain how to find support and advice on cyberbullying.
- Identify rules for avoiding unsafe, dangerous or risky online situations and behaviors.

- knowledge
- To provide clues and practices to students to prevent cyberviolence.
 - To recognize the ways to fight against cyberviolence.

- Skills
- To be able to raise ability strategize and develop a cyber risk mitigation strategy.
 - To be able to acquire tips to hamper cyberviolence at school and at home.

- Attitudes
- To provide possible atmosphere and the actions for parents/ to provide a safe atmosphere against cyberviolence at home.
 - To provide possible and eligible atmosphere at home to prevent cyberviolence through the related strategies.