

Module:	<i>Protecting health and well – being (Module A)</i>
Topic:	<i>How to deal with stress caused by the negative effects of digital technologies?</i>
Title:	<i>What coping techniques to use with stress due to online violence?</i>
Target group:	<i>15-18 years</i>
Starting Point:	<i>We are aware of the fact that teenagers do not separate themselves from their mobile phones, sometimes even while sleeping. Mobile phones bring them fun, but also stress. They face harassing messages, password theft and hacking, receiving disturbing images, impersonation, public shaming, and many other issues that can contribute to anxiety and depression.</i>
Aim:	<i>Students will get to know strategies for coping with stress due to online violence.</i>
Implementation:	<i>The exercise can be done in the classroom.</i>
Estimated Duration:	<i>45 min.</i>

More detailed content and instructions:

Introductory discussion (5 minutes):

Digital technology has its positive sides, such as the availability of information, new ways of learning or social inclusion, but it also has its negative sides. When we talk about the negative sides, we have to mention social comparison, the fear that we will miss something from new posts, social jealousy and what we will pay the most attention to today - internet violence.

Do you have examples of online violence from your life, the life of your friends, or have you heard something related to it somewhere?

Part 1 (10 minutes):

We divide the students into groups of approx. 4 students. Each group gets as many pieces of paper (post it papers) as there are students in the group - through conversation they should come up with and write examples of online violence, belittling, abuse... (each example on 1 piece of paper).

Part 2 (10 minutes):

PUBLIC SHAMING AND HUMILIATION	MISREPRESENTATION	VULNERABLE, OFFENSIVE AND DISTURBING PERSONAL MESSAGES	HACKING	PRESSURE ON CONSENT (to what we don't want...)	PRESSURE ON CONSENT (to what we don't want...)
Humiliating messages published, public slanders on social networks...	Masking your identity and pretending to be someone else...	Directly receiving unwanted and disturbing messages via mobile phone or computer...	Logging into other people's accounts and pages and viewing content without permission...	Asking people (mostly close ones) to share their passwords, data or nude pictures...	Constantly sending messages whose content is usually not harmful or has no intention to hurt, but the amount of

					messages is problematic...
--	--	--	--	--	----------------------------

To each group we distribute this table and give them the task to distribute their examples in these 6 groups through conversation and discussion. During this time, teacher writes on the board the 6 main ways of online bullying, i.e. make a table - in the second row ON THE BOARD, each group of students sticks their post-its with examples. If there are examples that do not belong to any of these 6 groups, make new column and come up with a name for it.

PUBLIC SHAMING AND HUMILIATION	MISREPRESENTATION	VULNERABLE, OFFENSIVE AND DISTURBING PERSONAL MESSAGES	HACKING	PRESSURE ON CONSENT (to what we don't want...)	PRESSURE ON CONSENT (to what we don't want...)
Post it-i	Post it-i	Post it-i	Post it-i	Post it-i	Post it-i

Students study the examples on the board.

Part 3 (20 minutes):

Teachers give students examples from the board (there are as many examples as there are students), they go back to their group and think of ways to deal with the given situations and the stress caused as a group. Again, for each example, they write a coping method on new post-it notes.

During this time we write on the board:

ASK FOR HELP FROM OTHERS - parents, friends, teachers... A SAFE ENVIRONMENT AND SUPPORT GIVES THE NECESSARY STRENGTH	COMMUNICATE DIRECTLY WITH THE PERSON WHO CAUSED THE STRESS, ask for an explanation, express your feelings...	CUT CONNECTIONS WITH THE PERSON CAUSING THE STRESS, STOP REPLYING, GET AWAY FROM THE DIGITAL WORLD...	IGNORE THE SITUATION, FOCUS ON POSITIVE ANNOUNCEMENTS AND MESSAGES, COMMUNICATE WITH THOSE WHO ENCOURAGE AND SUPPORT YOU	USE DIGITAL SOLUTIONS (block a person, change passwords and privacy settings...)
Post it-i	Post it-i	Post it-i	Post it-i	Post it-i

Teachers explain to students that the table shows the basic ways of dealing with stress and violence on the Internet. It is possible that they came up with some other ways.

Each group reads their solutions on post-its in front of everyone and jointly (ALL GROUPS) suggest in which column to put the post-it. If necessary, a new column can be added.

Teachers give each student a chart as a reminder of what to do if they are faced with cyberbullying.

#### Part 4 ( if there is time left)

Things can repeat multiple times in a row.

Ovu vježbu je korisno primijeniti u stanjima visoke uznemirenosti, straha i panike, te drugih neugodnih osjećaja kao što su ljutnja, tuga...

Pogledaj oko sebe, primijeti i imenuj:

- 5 stvari koje možeš vidjeti 
- 4 stvari koje možeš dodirnuti 
- 3 stvari koje možeš čuti 
- 2 stvari koje možeš mirisati 
- 1 stvar koju možeš okusiti 

#### Prijevod:

This exercise is useful to apply in states of high anxiety, fear or panic and other unpleasant feelings such as anger, sadness...

Look around you and name:

- 5 things you can see,
- 4 things you can touch,
- 3 things you can hear,
- 2 things you can smell and
- 1 thing you can taste.