AGRUPAMENTO DE ESCOLAS JOSÉ ESTÊVÃO

Escola Secundária José Estêvão

TABASCO
A Targeted Anti-Bully Approach in
Schools by Campaigning and Organising
Nº do Contrato
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Bullying – what if I was the victim?

WebQuest

1 – Introduction

A Webquest is a discovery task, where the student manages the time and the learning process. The student decides where they will find results and answers.

Before the internet, people were bullied mostly face-to-face. The only way to bully someone anonymously was to tell others (friends, classmates) nasty things about that person, by creating rumors, or by sending notes or letters without a sender. This has changed: people can use the internet to assault or defame. In both cases, it can occur openly or with the hidden identity.

This is an essential feature of cyberbullying: the option to remain anonymous when threatening, defaming or offending others.

This WebQuest is aimed at students between 11 and 18 years of age and aims to create a research path oriented from guide questions and task proposals, aiming to promote the ability of victims and witnesses of bullying to act.

2 – Task

Bullying is a specific form of violence, which we can define as any and all purposeful physical or psychological aggression, exercised by an individual or group of individuals, between peers, continuously over time, exploiting an asymmetrical relationship of power.

Bullying refers to a persistent pattern of aggression where there is always a problem of power, an asymmetry that is used as a source of abuse and the triumph of force over fragility.[1]

Associated with the development of technological environment, cyberbullying arises in a subtle way, but brings devastating consequences for the victim, challenging peaceful coexistence in communities.

This task aims to promote the knowledge and skills of witnesses and victims of bullying in identifying and combating them.

Students must work individually or in pairs, following the guiding steps of webquest in order to **produce the final product.**

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[1] https://www.dge.mec.pt/sites/default/files/Esaude/referencial_educacao_saude_vf_junho2017.pdf

3 – Procedure

Throughout the process you should record in writing, all answers, whether they are worked on individually or are developed with your partner.

Step 1 – Conceptualize Bullying and Cyberbullying.

Answer the following questions:

I. Bullying is a practice of violence. It makes a survey of the possible types of violence.
II. Some authors claim that bullying is only bullying if it is a repeated or continued practice on the victim. Do you agree? Discuss your opinion with your peer or colleagues.
III. Regarding the different types of cyberbullying mentioned below, have you witnessed or been a victim of any? Of what kind?

- Harassment.
- Defamation.
- Identity theft.
- Violation of intimacy (outing or doxing).
- Exclusion.
- Threat.
- Happy Slapping.
- Flaming.
- Internet stalking – cyberstalking.
- Phishing..
- Sexting.

IV. What cases of cyberbullying do you consider most common?
V. Do research, among colleagues, of the perception of the most common form of cyberbullying.

Step 2 – What can the victim of bullying do?

I. Chat with your partner and record the solution.
II. Search the internet for answers and confront them with your answers.

https://www.apavparajovens.pt/pt/go/o-que-fazer2
https://www.cnpdpcj.gov.pt/bullying-ciberbullying-e-seguranca-digital1
https://uptokids.pt/socorro-bullying-na-escola-o-que-fazer/
https://www.stoppestennu.nl/omgaan-met-pestkoppen
https://escolasaudavelmente.pt/alunos/criancas/a-minha-escola/bullying
https://www.sembullyingsemviolencia.edu.gov.pt/?page_id=24754

Step 3 – Who are the witnesses and what can they do?

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I. Distinguish passive witnesses and active witnesses.
II. Can a witness encourage the aggressor? How so?
III. What can a witness do to help the victim? He discusses the possibilities with colleagues and takes notes.
IV. Discover other alternatives on the following websites:

https://escolasaudavelmente.pt/alunos/criancas/a-minha-escola/bullying
https://www.dove.com/pt/dove-self-esteem-project/help-for-parents/how-to-tackle-teasing-and-bullying/help-your-child-understand-the-impact-of-being-a-bystander-to-bu.html

PORTUGAL – reporting and protection channels
https://www.associacaoplanoi.org/observatorio-nacional-do-bullying/
https://ipdj.gov.pt/protecao-de-praticantes-desportivos
https://www.provedor-jus.pt/linha-da-crianca/
https://iacrianca.pt/intervencao/sos-crianca/
https://www.unicef.org/brazil/cyberbullying-o-que-eh-e-como-para-lo

Step 4 – Create a product.

With the collected information, create a brochure of dissemination about bullying and form of defense and combat, which is simple and clear.

4 – Product

Creation of an informative brochure for the community, as a way of synthesis and dissemination of the work developed.

5 – Resources
All sources previously referenced and others such as Wikipedia or:
http://enable.eun.org
https://aepae.es/como-detectar-acoso-escolar
https://www.kivaprogram.net/what-is-kiva/
Stop Pesten NU

Sources of information must be credible and their source must be mentioned.

6 – Conclusion
a) What did I learn?
b) At the end of the webquest each participant must answer the following questions -
c) Can I identify different types of bystanders (witnesses) in a bullying situation?
d) Can I identify different types of cyberbullying?
e) Do I know what to do if I am bullied?

f) Do I know what to do if I witness bullying?

g) Are there consequences of bullying that you were previously unaware of?

7 – Evaluation

The evaluation and self-evaluation of the process and the product of learning in the realization of Webquest can be guided by the reference proposed below:

	Perfect	Good	Not bad	Beginner
Commitment & contributions	My commitment to the task was excellent, fulfilling all the tasks proposed.	My commitment to the tasks was good, fulfilling the tasks, but I could have tried harder.	My commitment was good, but I could have tried harder to accomplish all the tasks.	My commitment was not enough to accomplish all the tasks.
Interaction and communication	The discussion and the relationship with colleagues were very fruitful.	The discussion and dialogue with colleagues was good, but it was not always fruitful.	The discussion and dialogue with colleagues was cordial but unprofitable.	Dialogue and discussion departed from the objectives of the tasks.
Knowledge	I identify forms of cyberbullying and easily enunciate ways to act as a witness or as a victim.	I identify forms of cyberbullying and list some ways to act as a witness or as a victim.	I identify, though not clearly, forms of cyberbullying and an unclear about the ways to act.	My knowledge about cyberbullying is not rigorous and I know no way to act.
Product	The brochure produced is rigorous, clear and informative about the essentials.	The brochure produced is of good quality, but has some flaw in accuracy, clarity, or essential information.	The brochure produced presents quality, but has some flaws in accuracy, clarity, or essential information.	The brochure produced presents low quality, presenting flaws in accuracy, clarity, essential information.