

## Detailed course program

<b>Title of the Learning Activity</b>	<b>Avoiding threats resulting from the use of ICT in everyday life</b>
<b>Topic</b>	<b>Crimes in social media</b>
<b>Summary of the activity</b>	<p>Crimes in social media are characterized by high anonymity of the perpetrator and "significant power of destruction". They are particularly dangerous when they are directed towards minors. Moreover, they do not only directly concern a single victim, but affect the entire group in which the victim functions.</p> <p>This training aims to explain the basic terms related to crimes in social media and how to use ICT in this type of crime.</p> <p>Participants will learn more about the threats posed by the Internet and ICT related to cyberbullying, harmful online content, unsafe contacts and seduction and sexting, the effects and methods of prevention, and the legal aspects of these crimes.</p>
<b>Duration</b>	240 min (4h)
<b>Age Group</b>	30+
<b>Aims of the Activity</b>	<ul style="list-style-type: none"> <li>- to learn how to detect, prevent and combat threats from cyberspace</li> <li>- to learn habits that will protect you from threats lurking in the Internet</li> <li>- to learn about activities to combat illegal content and spam on the Internet and presenting issues related to the threats resulting from the use of mobile phones, online games, P2P file sharing and other forms of online communication (chats, instant messaging, etc.)</li> <li>- to learn about ways to prevent on-line crime using new and better software</li> </ul>
<b>Guidance for a proper performance of the activities</b>	
<b>Methodology to implement the Activity</b>	<p>Basic form of classes: stationary classes are conducted in a computer room connected to the Internet with a connected multimedia projector.</p> <p>Other accepted forms of classes: e-learning or blended learning.</p> <p>Learning technique type: peer learning.</p> <p>Learning technique type: action learning.</p> <p>During all sessions, it is recommended to perform exercises consisting in role-playing, e.g. scenes of an adult's conversation with a child.</p> <p>All visual aids (presentations, photos, videos ...) are welcome.</p> <p>A maximum of 12 people should participate in the learning process and all should be supported by a second trainer who will provide individual support to the learners.</p>
<b>Methods</b>	<p>Lecture, exercises, brainstorming, quiz, multimedia show</p> <p>Working in pairs, working in a group, discussion</p> <p>Problem solving method</p>



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<b>Tools and materials</b>	<ul style="list-style-type: none"> <li>- training materials prepared by the trainer</li> <li>- computers / tablets / smartphones, internet connections, projector</li> <li>- presentation with key information and graphics</li> <li>- computer applications</li> </ul>
<b>Knowledge acquired during the classes</b>	<p>The participant knows:</p> <ul style="list-style-type: none"> <li>- the meaning of specialized terms in the subject matter, the scale of the phenomenon,</li> <li>- basic legal provisions related to cybercrime,</li> <li>- types of cyberbullying,</li> <li>- cyberbullying response procedures,</li> <li>- types of harmful online content,</li> <li>- ways of dangerous contacts and online seduction.</li> </ul>
<b>Skills</b>	<p>The participant is able to:</p> <ul style="list-style-type: none"> <li>- diagnose threats related to cyberbullying, harmful online content, dangerous contacts and seduction and sexting,</li> <li>- counteract the dangers of cyberbullying,</li> <li>- provide support to injured persons, list the basic effects of phenomena, characterize the perpetrators and victims.</li> </ul>
<b>Process</b>	<p>The trainer's task is to highlight the topic and combine it with practical examples of everyday life. Process supported by interactive presentation and encouraging discussion and participation by participants.</p> <p>Where possible, the transfer of knowledge is combined with practical action.</p>
<b>Session 1</b> <b>Opening session</b> <i>30 min</i>	<p>The trainer introduces himself and welcomes the participants.</p> <p>Informs participants about the principles, objectives of the training and its relationship to previous and future topics (if applicable). The trainer can set additional goals and the program of the module.</p> <p>Other motivational elements are welcome.</p>
<b>Session 2</b> The phenomenon of cyberbullying <i>60 min</i>	<p>The main aim of the session is to identify the threats of cyberbullying, including examples of cyberbullying - reports and descriptions of real-life cases.</p> <p>Discussion of cyberbullying – repeated deliberate actions of perpetrators, such as harassment, intimidation, harassment and ridicule using the Internet and electronic tools (verbal violence, photos and videos against will, compromising materials, impersonating another person, excluding a person).</p> <p><i>Introduction to the subject by presenting a story containing the main threads of the discussed issue.</i></p> <p><u>Session development</u></p> <p>A message supported by images / it can be a presentation / in order to create an authentic atmosphere.</p> <p>Preparation of a mind map based on the discussion of the participants' experiences and examples that they came across.</p> <p>An interview / survey can be conducted.</p> <p>Concepts for the mind map:</p> <p><b>How to detect and prevent forms of cyberbullying, such as:</b></p> <ul style="list-style-type: none"> <li>- sending compromising materials (e.g. photos and videos),</li> </ul>

	<ul style="list-style-type: none"> <li>- breaking into e-mail accounts and messaging accounts in order to send private or false information,</li> <li>- creating ridiculous or discrediting websites, memes, fake blogs and profiles on social networks?</li> </ul> <p><b>Procedures for responding to:</b></p> <ul style="list-style-type: none"> <li>- perpetrators of cyberbullying,</li> <li>- victims of cyberbullying.</li> </ul> <p>Finally, a discussion around the question:</p> <ul style="list-style-type: none"> <li>- <i>How to behave towards a witness reporting cyberbullying?</i></li> </ul> <p><i>Bring discussions with / between participants.</i></p> <p><i>Give participants enough space to share their experiences and thoughts. Support the debate in your groups and encourage participants to be active and engaged.</i></p> <p>A summary of the most important information at the end of the session.</p>
<p><b>Session 3</b></p> <p>Harmful content in social media</p> <p>60 min</p>	<p>Posing a question introducing the topic of the session:</p> <ul style="list-style-type: none"> <li>- <i>Have you come across any harmful content? Where? On what websites?</i></li> </ul> <p><i>Bring discussions with / between participants.</i></p> <p><i>Give participants enough space to share their experiences and thoughts. Support the debate in your groups and encourage participants to be active and engaged.</i></p> <p>With the help of training participants and trainers, the question will be answered:</p> <ul style="list-style-type: none"> <li>- <i>What are the main types of harmful online content?</i></li> </ul> <p>(pornography, violence and cruelty, hate speech, promotion of self-destructive behavior)</p> <p>Examples of harmful on-line content - real-life case reports and descriptions. Negative effects of pornography (distorted sexual education, objectification of women, promotion of unrealistic standards of appearance and sexuality, risk of addiction).</p> <p>The PEGI system limits exposure to harmful content in computer games.</p> <ul style="list-style-type: none"> <li>- <i>In what forms is the so-called "Hate speech"?</i></li> </ul> <p>(racism, xenophobia, anti-Semitism, discrimination, offending others)</p> <ul style="list-style-type: none"> <li>- <i>What are the types of anti-social and self-destructive content you can find online?</i></li> </ul> <p>(promotion of drug use, self-harm, eating disorders / anorexia, bulimia /, suicide)</p> <ul style="list-style-type: none"> <li>- <i>What to do to minimize the risk of harmful content?</i></li> </ul> <p>(using content filters, age-appropriate sex education, observing the child and picking up disturbing signals, talking to children about what they watch online)</p> <p>Legal aspects of harmful online content. Presentation of examples of ways to prevent harmful online content using new, better computer software.</p> <p>Summarize the most important issues regarding harmful content, list the main points on the board.</p>
<p><b>Session 4</b></p> <p>Sexting and dangerous online contacts</p> <p>90 min</p>	<p>Examples of dangerous contacts and seduction – real life case reports and descriptions. Characteristics of the attitudes of the perpetrators of on-line seduction (seeking closeness, adapting, hyper sexism).</p> <p>The stages of the on-line seduction process (searching for a victim; recognizing the interests and needs of the victim; gaining trust; isolating; raising intimate topics; breaking responsibility; using violence, blackmail, threats; trying to meet live).</p>

	<p>With the help of training participants and trainers, the question will be answered:</p> <ul style="list-style-type: none"> <li>- <i>What to do to minimize the risk of dangerous on-line contacts?</i></li> </ul> <p>(talk about the phenomenon of seduction, verify online contacts, offer support, report cases of seduction to appropriate institutions)</p> <p><i>Lead to a constructive exchange of views. Write down the participants' statements, catalog them, and together prepare a mind map on this topic.</i></p> <p><i>Give the participants enough space to share their ideas and thoughts. Support the debate in your groups and encourage participants to be active and engaged.</i></p> <ul style="list-style-type: none"> <li>- <i>What is sexting? Have you encountered this phenomenon?</i></li> </ul> <p>(sending or exchanging sexual messages, photos and videos [naked or almost nude] via mobile phones or the Internet)</p> <p>Examples of sexting – real life case reports and descriptions. Characteristics of sexting victims, discussion of the impact of the phenomenon on the image of an individual. What to do to minimize the risk of data leakage?</p> <p>(online privacy education; response procedures; help for victims)</p> <p>Legal aspects of sexting.</p> <p>The trainer at the end of this section summarizes the most important information on the topic of <i>Crimes in social media</i>.</p>
<b>Evaluation/Assessment</b>	<p>Evaluation of the module in the form of a questionnaire (e.g. paper or electronic version in Kahoot) includes the trainer (questionnaire1) and participants (questionnaire2). The evaluation tools and the evaluation process are prepared and carried out by the training organizer.</p>
<b>Bibliography, links or resources</b>	<p>Links that are associated with the topic being discussed. It must be current for the country and the current time.</p> <ul style="list-style-type: none"> <li>- „Secure Internet step by step”, Wojciech Wrzos</li> <li>- <a href="https://www.saferinternet.pl/materialy-edukacyjne/poradniki-i-broszury.html">https://www.saferinternet.pl/materialy-edukacyjne/poradniki-i-broszury.html</a></li> <li>- <a href="https://www.saferinternet.pl/materialy-edukacyjne/kursy-e-learning.html">https://www.saferinternet.pl/materialy-edukacyjne/kursy-e-learning.html</a></li> <li>- <a href="https://www.saferinternet.pl/materialy-edukacyjne/podcasty-i-audiobooki.html">https://www.saferinternet.pl/materialy-edukacyjne/podcasty-i-audiobooki.html</a></li> <li>- <a href="https://www.edukacja.fdds.pl/?option=com_szkolenia&amp;optrs=4">https://www.edukacja.fdds.pl/?option=com_szkolenia&amp;optrs=4</a></li> <li>- <a href="https://www.edukacja.fdds.pl/kursy-e-learning">https://www.edukacja.fdds.pl/kursy-e-learning</a></li> <li>- <a href="https://akademia.nask.pl/baza-wiedzy.html">https://akademia.nask.pl/baza-wiedzy.html</a></li> </ul>
<b>Additional activities</b>	<p>Presentation of the phenomenon of Internet abuse - examples in the form of reports and descriptions of "real-life" cases.</p> <p>Symptoms and consequences of Internet abuse (the time and intensity of Internet use gets out of control; intensive Internet use is paid for neglecting important aspects of life at the expense of: other interests, family and school duties; attempts to limit the time spent on the Internet end in failure, cause irritation and even aggression; the abuse of the Internet is expressed by the abuse of: on-line games, social networks and messengers, pornography and on-line Internet sex services, on-line gambling).</p> <p>Examples presented in the form of a mini-presentation, conducting a thematic discussion, based on a selected issue, group quiz, joint preparation of a mind map consolidating the issue.</p>

<b>Mentoring for listeners?</b>	Yes; the goal of mentoring is to develop competences and attitudes to be alert to the need to deepen the awareness of the consequences of crimes carried out by means of social media and the daily compliance with the law online.
<b>Validation of teaching process</b>	Validation of the learning process is welcomed as long as it focuses on a few key points. The method of validation should relate to the way classes are conducted and should motivate participants to act.
<b>Special requirements for the <b>trainer</b></b>	Indicated competences in the field of internet crime law, as well as psychological or therapeutic competences in this field. The trainer should also have experience working with adults, especially low-skilled adults.
<b>Innovative elements</b>	How the program is documented. Linking theory with practice. Electronic conducted evaluation of activities.

### Dictionary of terms:

**peer learning** - group work of training participants, during which they have the opportunity to exchange information and skills, based on their own analysis, without the textbook form.

**action learning** - the work of a group of training participants with different competences and experience, who work on solving a real, complex problem and at the same time develop their leadership skills, at the same time becoming a highly effective team.