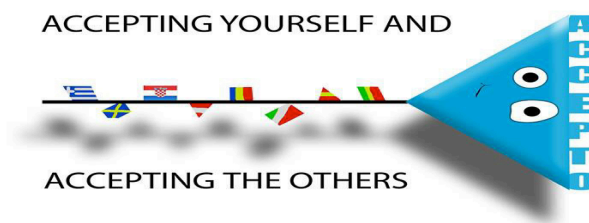**ERASMUS + KA2 Project funded by the European Union**

Romania and Croatia, Greece, Italy, Latvia, Portugal, Spain, Sweden

TRAINING FOR STUDENTS

How to become a Peer Educator and counteract bullying and cyberbullying
(14-18 years)

IFOS Sardinia (Italy)
Via G. Palomba 70, 09129 - Cagliari
Tel/fax:+39 070 883557
Email: info@ifos-formazione.com
Web: www.ifos-formazione.com - www.cyberbullismo.com

TRAINING FOR STUDENTS
How to become a Peer Educator and counteract bullying and cyberbullying
(14-18 years)

Introduction:
(adapted from © 2005 by the United Nations Population Fund)

Peer education is the process whereby well-trained and motivated young people undertake informal or organized educational activities with their peers (those similar to themselves in age, background, or interests). These activities, occurring over an extended period of time, are aimed at developing young people's knowledge, attitudes, beliefs, and skills and at enabling them to be responsible for and to protect their own health.

A young person's peer group has a strong influence on the way he or she behaves.

The credibility of peer educators within their target group is an important base upon which successful peer education can be built. Young people who have taken part in peer education initiatives often praise the fact that information is transmitted more easily because of the educator's and the audience's shared background and interests in areas such as music and popular celebrities, use of the language, family themes (e.g., sibling issues, the struggle for independence), and role demands (e.g., student, team member). Youth peer educators are less likely to be seen as authority figures 'preaching' from a judgemental position about how others should behave. Rather, the process of peer education is perceived as receiving advice from a friend 'in the know' who has similar concerns and an understanding of what it is like to be a young person.

Peer education is also a way to empower young people; it offers them the opportunity to participate in activities that affect them and to access the information and services they need to protect their health.

Peer education, when done well, is an excellent example of a youth-adult partnership. Successful peer education is indeed about young people and adults working together to achieve the goals of a programme.

Peer-educators can help turn the tide on bullying by creating a safer, more compassionate school community.

IFOS Sardinia (Italy)
Via G. Palomba 70, 09129 - Cagliari
Tel/fax:+39 070 883557
Email: info@ifos-formazione.com
Web: www.ifos-formazione.com - www.cyberbullismo.com

TRAINING FOR STUDENTS STEPS

1) Pre - Training
Selection of students
Presentation of the project
Short knowledge of students: full name, age, interests
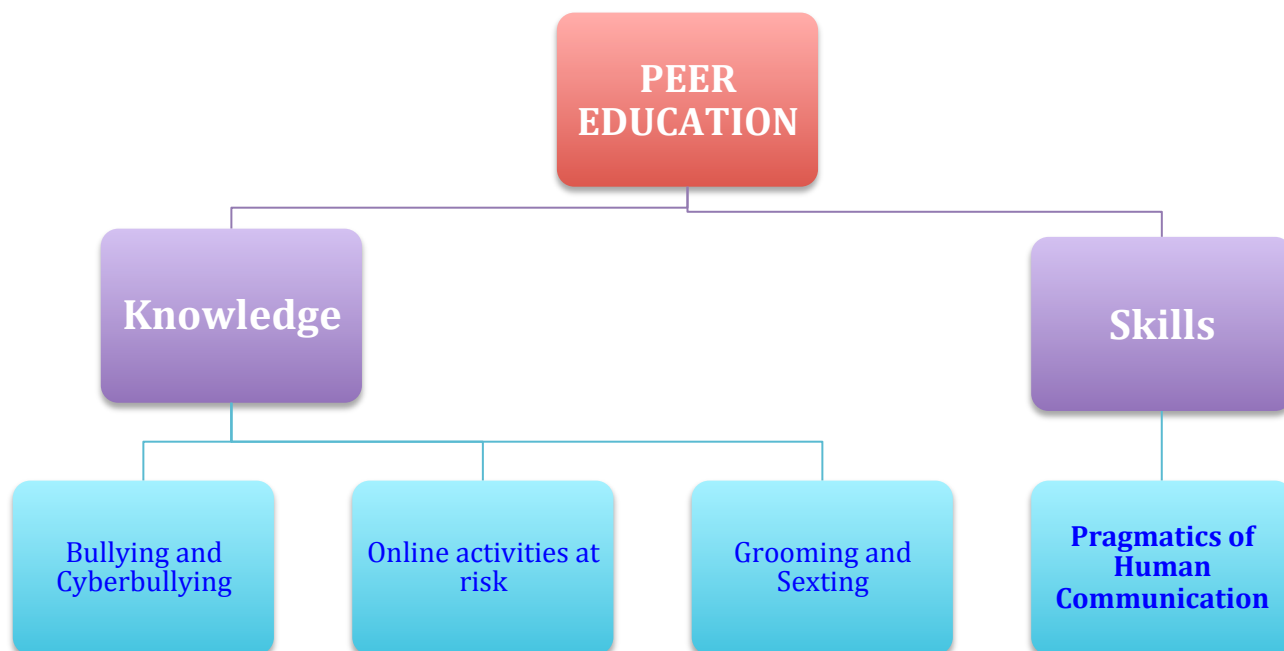
2) Training
I module: Bullying
II module: Cyberbullying
III module: Online activities at risk
IV module: Grooming and Sexting
V module: Pragmatics of Human Communication

PEER EDUCATION

Knowledge

Skills

Bullying and Cyberbullying

Online activities at risk

Grooming and Sexting

Pragmatics of Human Communication

I module
Bullying

1. **You ask to the students to provide a definition of bullying.**
   Write down the answers, provide feedback and project the slide (IFOS Bullying.ppt).

2. **You ask to the students to consider the differences that exist between bullying and crime.**
   Write down the answers, provide feedback and project the slide (IFOS Bullying.ppt).

3. **You ask to the students to indicate the types of bullying**
   Write down the answers, provide feedback and project the slide (IFOS Bullying.ppt).

4. **You ask to the students to indicate the "social roles" that are established between the students in cases of bullying.**
   Write down the answers, provide feedback and project the slide (IFOS Bullying.ppt).

5. **You ask to the students to tell an experience of bullying which have witnessed in past years.**

   Panel Discussion:

   - What does the bully want?
   - How do bullies target their victim(s)?
   - Peer involvement during bullying incidents: participant roles
   - Why don't peers intervene more often?
   - Can bullying happen on the school bus, in the community or somewhere else?
   - What are some of the social problems students face today that contribute to bullying others?

IFOS Sardinia (Italy)
Via G. Palomba 70, 09129 - Cagliari
Tel/fax:+39 070 883557
Email: info@ifos-formazione.com
Web: www.ifos-formazione.com - www.cyberbullismo.com

II module
Cyberbullying

1. **You ask to the students to provide a definition of cyberbullying.**
   Write down the answers, provide feedback and project the slide (IFOS Cyberbullying.ppt).

2. **You ask to the students to consider the differences that exist between bullying and cyberbullying.**
   Write down the answers, provide feedback and project the slide (IFOS Cyberbullying.ppt).

3. **You ask to the students to indicate the types of cyberbullying**
   Write down the answers, provide feedback and project the slide (IFOS Cyberbullying.ppt).

4. **You ask to the students to indicate the "social roles" that are established between the students in cases of cyberbullying.**
   Write down the answers, provide feedback and project the slide (IFOS Bullying.ppt).

5. **You ask to the students to tell an experience of cyberbullying which have witnessed in past years.**

   Panel Discussion:

   - What does the cyberbully want?
   - How do cyberbullies target their victim(s)?
   - Peer involvement during cyberbullying incidents: participant roles
   - Why don't peers intervene more often?
   - What are some of the social problems students face today that contribute to cyberbullying others?

6. **Want to report a new term? Check the glossary on cybercrime and write the definition of the new term**
   Write down the answers, provide feedback and see: www.iglossa.org./en/

III module
Online activities at risk

1. **You ask to the students to provide a definition of online activities at risk.**
   Write down the answers, provide feedback and project the slide (IFOS - Online activities at risk.ppt).

2. **You ask to the students to indicate the types of online activities at risk**
   Write down the answers, provide feedback and project the slide (IFOS - Online activities at risk.ppt).

3. **You ask to the students to tell an experience of online activities at risk which have witnessed in past years.**

IV module
Grooming and Sexting

1. **You ask to the students to provide a definition of Grooming and Sexting.**
   Write down the answers, provide feedback and project the slide (IFOS - Grooming.ppt)

2. **You ask to the students to indicate the differences that exist between grooming and Sexting.**
   Write down the answers, provide feedback and project the slide (IFOS - Grooming.ppt)

3. **Project the slide**: IFOS - Sexting.ppt.

V module
Pragmatics of Human Communication

The main subjects to be dealt with during the course are:

- the black box concept;
- the circularity of communication;
- the axioms of communication;
- non-verbal communication;
- the process of communication;
- the obstacles of communication;
- active listening.

Given that the educational aim is, alongside the necessary transfer of concepts and means, activation of dialogue and discussion among participants, the use of interactive methodology is strongly recommended.

This objective is achieved using tools such as practice sessions and role games, but above all by dividing the students into sub-groups for the elaboration of reflections on the concepts presented.

Project the slide: IFOS Pragmatic of human communication.pptx

IFOS Sardinia (Italy)
Via G. Palomba 70, 09129 - Cagliari
Tel/fax:+39 070 883557
Email: info@ifos-formazione.com
Web: www.ifos-formazione.com - www.cyberbullismo.com