



Project Number 531028-LLP-1-2012-1-IT-KA4-KA4MP

# **School Safety Net**

## **Virtual Meeting on the Case Scenario Entitled**

### **Bullying in the Internet Times**

## **Minutes**

### **Participants**

#### **Cipat (IT)**

Marco Manzuoli  
Paola Bertini  
Daniele Santagati  
Luciano Luongo  
Emanuela Theodoli  
Marussia Pastacaldi

#### **Botoșani (RO)**

Achihăiței Mihaela Cornelia  
Achihăiței Radu

#### **TEI of Messolongi-Ebusiness (EL)**

Dimitris Vossos

#### **Kırıkkale University (TR)**

Hande Poyraz  
Burçin Nural  
Murat Demirbaş  
Mustafa Bayrakçı

At 3.00 pm Lorenzo Martellini opens the virtual meeting, after a quick check of the online participation of each partner.

Paola Bertini (CIPAT), after presenting the participants in the discussion on the Italian case scenario, informs the other partners about the agenda items that will be covered during the meeting. The agenda is agreed by all the way it has been suggested. Mrs Bertini introduces the theme of the case scenario that involves a 14 year old student who has a hearing loss greater than 80 dB as well as some language difficulties, if not properly stimulated. The boy's class is very large, with several foreign students with disabilities. The student tries to blend into the group, sometimes taking on certain negative behaviors, especially against girls. Some of his class mates encourage him to heavy approach with the girls in the class, but then take on punitive action against him, condemning his behavior. From the beginning, his classmates perform repeated cruel actions against the boy that result in showing pornographic pictures of girls on their mobile phones and telling him he can never aspire to girls like that because of his disability. All



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that he can aspire to is a girl with severe intellectual impairments. The boy's parents ask for help at school meetings with teachers and the head teacher. The student is monitored by teachers, the head teacher, the psychologist, voluntary associations and the medical team, however, none of them can prevent bullying or the devastating effects on the student's psyche.

The strategy suggested by CIPAT is as follows. The teachers, along with the head teacher, should act on the class group, condemning the bullying suffered by the student and encouraging students to learn how to relate to diversity, helping them understand the problems that can result from their offensive attitudes towards the disabled classmate. All students should be made aware - not only at school but also in their everyday network of relationships – that they must become aware of the risks and consequences of the two connected aspects - disability and cyberbullying. In the class, teachers could find some activities, for example the organization of workshops with students, parents, teachers and psychologists, in order to present them specific case studies and teach them how to defend themselves from bullying on the Internet. Groups of students should be formed who could support students with disabilities in the classroom or during extra-curricular activities, especially students of the upper classes who, through a direct Peer Education approach, could find some way out, with the appropriate considerations, and creating the necessary awareness of the issue. We need to create the best educational conditions for students with disabilities, so that they do not feel discriminated. The student must be helped to achieve a more confident attitude and to overcome the feeling of discomfort caused by comments / behavior of classmates, even when they are negative or offensive. It is therefore necessary that the student will strengthen his self-awareness, in order to achieve the full acceptance of his disability. The family shouldn't feel bullying as a defeat of itself or of the school, but, rather, as a possibility to be fought and overcome together with its son, the school and the other people involved (psychologists, local health centre, doctors) providing confidence and ensuring a constant emotional support. The case should be seen not only from the side of the victim of bullying, but also from the "bully"'s perspective. An analysis should be conducted in the class on who the 'bully' is; what determines his behavior of abuse of power over the weaker; when he is in need of the 'gang', when he's acting alone; what tools he can use. We should try to understand how we can defend from bullying, how the bully can be reported, but also what kind of help the 'bullies' need to find their own balance. We need to involve all students in the class. A suggested activity could be that of organizing a play where bullying episodes inspired by a true story could be performed in a role play simulation. The meeting continues on the discussion on the suggested strategy for the solution of the case scenario presented. The participants in the virtual meeting bring their important contributions to the discussion. One of the contributions involves the suggestion of a sex education intervention in the class, so as to make the students understand that disability is not a limit to live their sexuality as anybody else.



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Another useful contribution highlights the importance of using the material on the School Safety Net Portal, especially with regard to the attitude to be adopted towards the students involved in episodes of cyber bullying.

The virtual meeting ends at 4.00 pm.