

SUB-MODULE: RESILIENCE BUILDING-WHEN THINGS GO WRONG-MANAGING CYBERBULLYING CRISES

Case Study: Rachel's case study 'Behind the Screen'

Rachel is a 15-year-old high school student living in a suburban town. She is quiet, creative, and deeply passionate about art. Known for her thoughtful nature and small circle of close friends, Rachel has always kept a low profile on social media, mostly using it to follow artists and post her sketches. Her online presence was calm—until everything changed one afternoon.

Crisis Context

It started with a notification. Rachel's phone buzzed with a message from her classmate Emma: "Hey... is this really you??"

Confused, Rachel clicked the link Emma sent. Her heart dropped. On Instagram, a new account had uploaded a fake photo of Rachel—her face poorly edited onto a provocative image. The caption was filled with cruel hashtags and mocking emojis. Her name was tagged. People from her school had already started commenting. Some believed it. Others shared it. One of the usernames that had liked the post stood out. It was someone Rachel considered a friend—Sophie.

At first, it didn't even feel real. She stared at the screen, frozen. "Why would someone do this to me? What did I do wrong?" Shock turned to humiliation. Her body felt hot with shame, as if the eyes of the entire school were on her. "They're laughing at me... they actually think I would post something like that." The fear of going to school the next day made her stomach twist. She imagined the whispers, the smirks, the looks. The hallway that once felt familiar now seemed like a battlefield she wasn't ready to walk into. She stopped eating dinner that night. Her sketchbook stayed closed. She didn't answer any more texts. Her bedroom became her only safe place. The betrayal cut even deeper when she realized that Sophie had made the account. They had shared secrets, laughed at lunch together. Just a week ago, Sophie had complimented Rachel's new drawing. "Why would she hurt me like this? For likes? For attention?"

Rachel didn't tell her parents right away. She was ashamed.



WORK IN SMALL GROUPS -TASK 1

Participants are asked to work in three different groups, teachers, school leaders, and parents. Each group creates a plan for dealing with the crisis.



WORK IN MIXED GROUPS -TASK 2

Mixed groups are created where participants discuss whether they spot common solutions in their plans and discuss how they could collaborate in order to achieve an ecosystemic approach to the crisis.