



**TRAINING AND  
AWARENESS-RAISING  
MATERIALS TO  
PREVENT  
GENDER-BASED  
CYBERVIOLENCE  
FOR YOUNG PEOPLE**



Co-funded by  
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# PROJECT INFORMATION

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Project acronym:

#PreventGBV

Project title:

Early prevention of gender-based cyberviolence for young people in conflict with the law in juvenile justice systems

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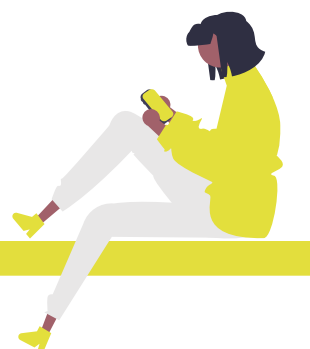
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# EDUCATIONAL CURRICULUM



Developed by:





# 1. INTRODUCTION

These training and awareness-raising materials to prevent Gender-based cyberviolence (GBCV) are the result of the DAPHNE project #PreventGBV: Early prevention of gender-based cyberviolence for young people in conflict with the law in juvenile justice systems. The project is financed by the DAPHNE Programme, and developed by the partnership of the organisations Fundació Diagrama Intervenció Psicosocial (FDIP) (Spain), Universitat de Barcelona (UB) (Spain), Aproximar - Cooperativa de Solidariedade Social, CRL (APROXIMAR) (Portugal), Fondazione Don Calabria per il Sociale E.T.S. (FDC) (Italy), Valo-Valmennusyhdistys (VALO) (Finland) and Centrul Pentru Promovarea Invatarii Permanente Timisoara Asociatia (CPIP (Romania). The materials have been created by the partners based on a participatory methodology and in close collaboration with 5 national working groups. These working groups involve professionals linked with youth work, social work, juvenile justice, community involvement, and young people. They have been providing feedback to advance knowledge about the topic and the needs of the target group, in order to improve the quality and usability of the materials.

The project's general objective is to prevent (GBV) among young people (girls and boys) who are subject to custodial and community sanctions in juvenile justice systems, with a focus on cyberviolence in the current context of the COVID-19 pandemic. Its specific objectives are to: 1) comprehend the reality experienced by the target group in relation with Gender-based violence and cyberviolence in the current context of the COVID-19 pandemic; 2) develop ICT skills among the target group to identify, prevent and react to GBCV when using ICT; 3) increase young people's commitment and participation in raising awareness regarding gender-based cyberviolence; 4) upgrade capacity-building among professionals working with young people (girls and boys) who are subject to custodial and community sanctions in juvenile justice systems to prevent cyberviolence; 5) raise awareness among the communities and families of young people in conflict with the law regarding GBV and GBCV among them, and 6) produce knowledge, share good practices and promote networking among key stakeholders.

Human rights and gender approaches have been incorporated into the development of these materials. Considering the definition of Education for Human Rights provided by the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education Recommendation, "Human rights education" means education, training, awareness-raising, information, practices and activities which aim, by equipping with knowledge, skills and understanding that develop attitudes and behaviour, to empower learners to contribute to the building and defence of a universal culture of human rights in society, with a goal of the promotion and protection of human rights and fundamental freedoms. Within this framework, as Pandea, Grzemny & Keen (2019) point out, human rights are relevant in the educational process, and should be placed in its centre, while considering the three dimensions of learning from, through and for human rights. This has been translated into our practice, whilst maintaining the following principles:

- Starting with what people know.
- Strengthening active participation.
- Promoting action, the transformation of learning into actions that are simple but meaningful.

Gender approach is understood as a gender-sensitive working methodology that aims to eradicate inequalities between men and women and to empower women (Murgibe, 2004: 22). Considering this, including gender approach methodologies in the project context will contribute to the gender policy goals of the partners' governments, as well as those from the European Commission (Osch, 2010: 5). Human rights approach is also understood, according to the UN, as a conceptual and practical framework, based on international human rights law and focused on the promotion and protection of human rights, and the strengthening and development of the rights holders' capacities (Masferrer, Orenga & Palacios, 2018: 7).

The training materials are structured in five modules, and cover key issues related with GBCV:

**Module 1. Introduction to Gender-based Cyberviolence, Module 2. Sexual Cyberviolence, Module 3. Hate Speech Online against Women, Module 4. Cyber Control and Limits Online, and Module 5. Intersectionality, Multiple Discrimination and Other Areas Affected.**

The target groups are professionals with different profiles that work with young people in conflict with the law, who could use the materials as a support tool for the implementation of workshops on gender-based cyberviolence prevention and awareness-raising. The final target of young people is a heterogeneous group in terms of age: 16 to 21; gender: boys and girls; educational background: those who have dropped out of school, those with basic studies, those with secondary school studies, and others starting higher education; legal situation: in contact with the justice system, either completing custodial or non-custodial judicial measures.



## 2. LEARNING OBJECTIVES

Modules	Learning objectives
Module 1: Introduction to Gender-based Cyberviolence	<ul style="list-style-type: none"> <li>• Recognising gender stereotypes</li> <li>• Recognising gender inequalities in different environments</li> <li>• Discovering the relationship between hegemonic masculinity and violence</li> <li>• Recognising gender-based violence and gender-based cyberviolence</li> </ul>
Module 2: Sexual Cyberviolence	<ul style="list-style-type: none"> <li>• Promoting awareness and knowledge of the problem of sexual cyberviolence by the participating youths and adolescents</li> <li>• Identifying the causes and modalities of perpetration and possible prevention strategies</li> </ul>
Module 3: Hate Speech Online against Women and girls	<ul style="list-style-type: none"> <li>• Recognising hate speech online against women and girls, sexist hate speech, slut-shaming</li> <li>• Understanding its way of functioning, the impact on women</li> <li>• Identifying ways of coping, as well as ways of changing stereotypes and promoting a culture of non-violence online</li> </ul>
Module 4: Cyber Control and Limits Online	<ul style="list-style-type: none"> <li>• Exploring how to better protect themselves from experiencing cyber control and harassment</li> <li>• Becoming familiar with the concept of consent and being aware of the consequences of the actions</li> <li>• Identifying manipulative behaviour and stalking patterns.</li> <li>• Reflecting on the boundaries in the online and physical spaces</li> <li>• Better understanding of social media profiles settings</li> </ul>
Module 5: Intersectionality, Multiple Discrimination and Other Areas Affected	<ul style="list-style-type: none"> <li>• Identifying and describing intersectionality and multiple discriminations</li> <li>• Recognising the impact and negative consequences on victims, perpetrators, and perpetrators/victims</li> <li>• Comprehending how gender-based cyberviolence affects youngsters' lives</li> <li>• Identifying strategies to help prevent gender-based cyberviolence</li> </ul>

### 3. EMOTIONAL COMPETENCES TO BE DEVELOPED

Modules	Emotional competences
Module 1: Introduction to Gender-based Cyberviolence	<ul style="list-style-type: none"> <li>• Emotional consciousness: <ul style="list-style-type: none"> <li>- Ability to be aware of emotions, identify and understand them.</li> </ul> </li> <li>• Emotional regulation: <ul style="list-style-type: none"> <li>- Ability to adequately manage emotions.</li> <li>- Recognising and having the ability to regulate some feelings and emotions, which strongly affect the behaviours they cause.</li> <li>- Having skills to cope with unpleasant or uncomfortable emotions that favour a reduction in intensity, duration, and frequency of unpleasant emotions.</li> </ul> </li> <li>• Emotional independence: <ul style="list-style-type: none"> <li>- Ability to handle self-emotions: self-management, self-esteem, self-confidence, motivation, self-efficiency.</li> </ul> </li> <li>• Interpersonal Intelligence: <ul style="list-style-type: none"> <li>- Ability to handle social skills and motivation, assertiveness, social commitment, empathy and problem solving.</li> </ul> </li> <li>• Assertiveness: <ul style="list-style-type: none"> <li>- Ability to defend your rights or others' in a peaceful manner without attacking others.</li> </ul> </li> </ul>
Module 2: Sexual Cyberviolence	<ul style="list-style-type: none"> <li>• Promoting social competences through the active involvement of the young participants using interactive tools.</li> <li>• Promoting emotional consciousness in relation to the topic of sexual cyberviolence.</li> </ul>

Modules	Emotional competences
Module 3: Hate Speech Online against Women	<ul style="list-style-type: none"> <li>• Emotional consciousness:             <ul style="list-style-type: none"> <li>- Ability to identify and understand emotions in oneself and others, through verbal and non-verbal expression (facial expression, body expressiveness, empathy or understanding of other's perspectives, getting involved in their experiences, reading situational and expressive cues that have a degree of cultural consensus).</li> </ul> </li> <li>• Emotional autonomy:             <ul style="list-style-type: none"> <li>- Ability to assume responsibility for decisions, engaging in healthy, safe, and ethical behaviours.</li> </ul> </li> <li>• Interpersonal intelligence:             <ul style="list-style-type: none"> <li>- Mastery of social skills, communication skills and receptive listening.</li> <li>- Ability to share emotions in a manner appropriate to the structure of the relationship and context.</li> </ul> </li> <li>• Assertiveness:             <ul style="list-style-type: none"> <li>- Pro-social and cooperative attitudes, respect, and acceptance of individual differences.</li> </ul> </li> </ul>

Modules	Emotional competences
Module 4: Cyber Control and Limits Online	<ul style="list-style-type: none"> <li>• Emotional consciousness: <ul style="list-style-type: none"> <li>- Ability to perceive, identify and understand emotions in oneself and others, through verbal and non-verbal expression.</li> <li>- Empathy or understanding of others' perspectives, getting involved in their experiences.</li> </ul> </li> <li>• Emotional regulation: <ul style="list-style-type: none"> <li>- Ability to adequately manage emotions.</li> <li>- Recognizing and having the ability to regulate some feelings and emotions, which strongly affect the behaviours they cause.</li> <li>- Having skills to cope with unpleasant or uncomfortable emotions that favour a reduction in intensity, duration and frequency of unpleasant emotions.</li> </ul> </li> <li>• Emotional autonomy: <ul style="list-style-type: none"> <li>- Possessing positive self-esteem.</li> <li>- Ability to assume responsibility for decisions, engaging in healthy, safe and ethical behaviours.</li> <li>- Ability to cope resiliently in adverse situations.</li> </ul> </li> <li>• Interpersonal intelligence: <ul style="list-style-type: none"> <li>- Ability to build and maintain good relationships with others.</li> <li>- Mastery of social skills, communication skills and receptive listening.</li> <li>- Assertiveness (the ability to say NO).</li> <li>- Pro-social and cooperative attitudes, respect and acceptance of individual differences.</li> <li>- Skills to prevent and solve problems or conflicts.</li> </ul> </li> <li>• Life and well-being skills: <ul style="list-style-type: none"> <li>- Ability to face daily challenges and exceptional situations in an adaptive and responsible manner, which allows one to organise life in a healthy and balanced way, contributing to experiencing satisfaction and well-being.</li> <li>- Decision-making in different areas.</li> </ul> </li> </ul>

Modules	Emotional competences
<p>Module 5: Intersectionality, Multiple Discrimination and Other Areas Affected</p>	<ul style="list-style-type: none"> <li>• Emotional consciousness:             <ul style="list-style-type: none"> <li>- Ability to be aware of the emotions, identify and understand them.</li> </ul> </li> <li>• Emotional regulation:             <ul style="list-style-type: none"> <li>- Ability to adequately manage emotions.</li> <li>- Recognising and having the ability to regulate some feelings and emotions, which strongly affect the behaviours they cause.</li> <li>- Having skills to cope with unpleasant or uncomfortable emotions that favour a reduction in intensity, duration and frequency of unpleasant emotions.</li> </ul> </li> <li>• Emotional independence:             <ul style="list-style-type: none"> <li>- Ability to handle self-emotions: self-management, self-esteem, self-confidence, motivation, self-efficiency.</li> </ul> </li> <li>• Interpersonal Intelligence:             <ul style="list-style-type: none"> <li>- Ability to handle social skills and motivation, assertiveness, social commitment, empathy and problem solving.</li> </ul> </li> </ul>

## 4. DIGITAL COMPETENCES NEEDED TO PREVENT THE TYPE OF GBCV

Modules	Digital Competences
Module 1: Introduction to Gender-based Cyberviolence	<ul style="list-style-type: none"> <li>• Digital contents and data literacy: <ul style="list-style-type: none"> <li>- Ability to articulate information needs, to locate and retrieve digital data, information and content.</li> <li>- To judge the relevance of the source and its content.</li> <li>- To store, manage, and organise digital data, information and content.</li> </ul> </li> <li>• Communication and collaboration: <ul style="list-style-type: none"> <li>- Ability to interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity.</li> <li>- To participate in society through public and private digital services and participatory citizenship.</li> <li>- To manage one's digital presence, identity and reputation.</li> </ul> </li> </ul>
Module 2: Sexual Cyberviolence	<ul style="list-style-type: none"> <li>• Digital contents and data literacy: <ul style="list-style-type: none"> <li>- Ability to evaluate data, information and digital content: Recognise potentially threatening digital content (phrases, images, videos, other) and/or awareness of explicitly threatening content (danger of minimisation).</li> </ul> </li> <li>• Communication and collaboration: <ul style="list-style-type: none"> <li>- Netiquette: ability to know the informal rules governing the good behaviour of a user on the web.</li> </ul> </li> <li>• Safety: <ul style="list-style-type: none"> <li>- Ability to protect health and well-being.</li> </ul> </li> </ul>

Modules	Digital Competences
Module 3: Hate Speech Online against Women	<ul style="list-style-type: none"> <li>• Communication and collaboration:               <ul style="list-style-type: none"> <li>- Ability to interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity.</li> </ul> </li> <li>• Safety:               <ul style="list-style-type: none"> <li>- Ability to protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion.</li> </ul> </li> <li>• Problem solving:               <ul style="list-style-type: none"> <li>- Ability to identify needs and problems, and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products.</li> </ul> </li> </ul>
Module 4: Cyber Control and Limits Online	<ul style="list-style-type: none"> <li>• Communication and collaboration:               <ul style="list-style-type: none"> <li>- Ability to manage one's digital presence, identity and reputation.</li> </ul> </li> <li>• Safety:               <ul style="list-style-type: none"> <li>- Ability to protect devices, content, personal data and privacy in digital environments.</li> <li>- Ability to protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion.</li> <li>- Ability to be aware of the environmental impact of digital technologies and their use.</li> </ul> </li> <li>• Problem-solving:               <ul style="list-style-type: none"> <li>- Ability to identify needs and problems, and to resolve conceptual problems and problem situations in digital environments.</li> <li>- Ability to use digital tools to innovate processes and products.</li> <li>- To keep up-to-date with the digital evolution.</li> </ul> </li> </ul>

Modules	Digital Competences
Module 5: Intersectionality, Multiple Discrimination and Other Areas Affected	<ul style="list-style-type: none"> <li>• Communication and collaboration: <ul style="list-style-type: none"> <li>- Ability to interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity.</li> <li>- Ability to participate in society through public and private digital services and participatory citizenship.</li> <li>- To manage one's digital presence, identity and reputation.</li> </ul> </li> <li>• Safety: <ul style="list-style-type: none"> <li>- To be aware of digital technologies for social well-being and social inclusion.</li> </ul> </li> </ul>

## 5. CONTENTS

Modules	Contents
Module 1: Introduction to Gender-based Cyberviolence	<ul style="list-style-type: none"> <li>• Gender stereotypes and inequality.</li> <li>• Hegemonic masculinity and violence.</li> <li>• Gender-based violence.</li> <li>• Gender-based cyberviolence.</li> </ul>
Module 2: Sexual Cyberviolence	<ul style="list-style-type: none"> <li>• Sexual cyberviolence.</li> </ul>
Module 3: Hate Speech Online against Women	<ul style="list-style-type: none"> <li>• Hate speech online.</li> <li>• Sexist hate speech.</li> <li>• Slut-shaming.</li> </ul>
Module 4: Cyber Control and Limits Online	<ul style="list-style-type: none"> <li>• Romantic love myths.</li> <li>• Cyber control (Tracking and surveillance, Cyberstalking, Cyber Harassment).</li> <li>• Boundaries &amp; denormalisation of violence.</li> </ul>
Module 5: Intersectionality, Multiple Discrimination and Other Areas Affected	<ul style="list-style-type: none"> <li>• Intersectionality and multiple discrimination.</li> <li>• Impact and other areas affected.</li> <li>• Perpetrators/victims.</li> <li>• Gender in cyberviolence.</li> </ul>



## 6. METHODOLOGY AND EVALUATION

The modules have been designed as a support tool for trainers to provide them with basic information about the key concepts related to the different topics of the project, with a variety of references and resources to complement, expand and adapt the contents to their target group. The training as a whole is intended to be developed through five 2-hour long sessions, in a small group or several ones (minimum 4 people maximum 15).

Nevertheless, the proposal is flexible so that it may be adapted in accordance with the particular groups. For example, more than one activity is provided per session, in order for trainers to be able to select the most suitable activity for their target group, without having to implement them all.

Each session is based in young people's participation and active involvement in the activities, including three main activity-types: debates around key topics and concepts starting with case studies, textual, or audio-visual materials, hands-on activities with images, writing etc., role-play and interactive quizzes online. The format is adapted for non-formal educational contexts to avoid young people passively listening, and instead promote active learning, through group activities. The development of the activities is explained in detail in each module.

The training will be evaluated considering the participants' starting point at the beginning of the first session, the training observed in the last session and the lessons learned at the end of each session. The trainers will develop different dynamics to obtain basic information on key concepts acquired and behaviors related to gender-based cyber-violence. They will also introduce the results in the evaluation forms (See Annex with guidance on the development of these evaluation exercises).

### THE FOLLOWING QUESTIONNAIRES SHOULD BE APPLIED ON THE FIRST DAY OF THE WORKSHOPS (PRE-EVALUATION)

Instructions for professionals

- The professional will write down the methodology used for each set of questions (post-its, dynamic activities, etc.).
- The professional will ask the group item by item giving them 3 possible answers 1. not violent 2. a little violent 3. very violent, using the chosen methodology.
- The professional will note down how many people answer 1, 2, or 3 on each question.
- The professional will write down if any observation has come (user influenced by a leader, possible debates or other).

Feel free to adapt the vocabulary to make it more accessible or user-friendly and to explain all the concepts that were not understood, be careful not to change the meaning of the sentence.

Do you think the following actions are violent? (Put a cross in the corresponding box)	1 Not violent	2 A little violent	3 Very violent
Calling by cell phone or sending insistent e-mails or messages to a person to have sex with them			
Sending unrequested sexual content by Internet to the recipient.			
Ridiculing/making fun of someone in virtual environments because of their sexual orientation (LGBTQ+)			
Checking several times on the Internet or on a cell phone where one's partner is and what they are doing			
Making denigrating/disrespectful comments about women and/or LGBTQ+ persons on the Internet.			
Blackmailing a person through the Internet to have sexual relations.			
Sharing photos or videos of erotic, pornographic or sexual content, without permission, for revenge with an ex-partner			
Do you think the following ideas are sexist (discriminating by issues) (Put a cross in the corresponding box)	1 Not sexist	2 A little sexist	3 Very sexist
The man must earn more money than the woman to support the family			
If girls show their body, they will have more impact (likes, followers, comments etc.)			
On the Internet, in photos and videos, it is preferable that girls look beautiful (with make-up, dolled up, filter-up etc.)			
On social media men should be always strong, masculine, etc.			
Boys are naturally better at playing videogames than girls			
When you feel uncomfortable on the Internet, to what extent would you perform the following actions? (Put a cross in the corresponding box)	1 Never	2 Sometimes	3 Always
Say NO to inappropriate proposals made to me by other people			
Explain what is happening to people I trust so that they can help me			
Blocking people who bother me in virtual environments			
Activate all social network privacy conditions			
Turn-off the geolocation on your phone			
Report photos that are inappropriately uploaded to the network			
Do not open questionable social media messages etc. from unknown sources			

The professional will collect the following information from each participant on the first day:

How many people are female, male, non-binary or other, the average age of the group and if every participant has any judicial measures.

My gender is:

- Male
- Female
- Non-binary
- Other

My age is

.....

Are they subject to judicial measures?

YES NO

In case of variations in the number of participants with respect to the start of the sessions, note below.

#### ENERGISERS FOR EVALUATION:

##### 1.1) Pre and post evaluation dartboard

Draw two dartboards, one for the 7 questions related with actions and one for the four questions related with concepts. Mark the sections, which correspond to questions, and the circumferences rings, which indicate the evaluation scale (1 not violent, 2 a little violent, 3 very violent and 1 not sexist, 2 a little sexist, 3 very sexist in the respective dartboard) Put these dartboards in different places of the room and ask the participants to stick adhesive labels (three different colours of labels, with each colour corresponding to a different scores, 1, 2, 3) to their answers.

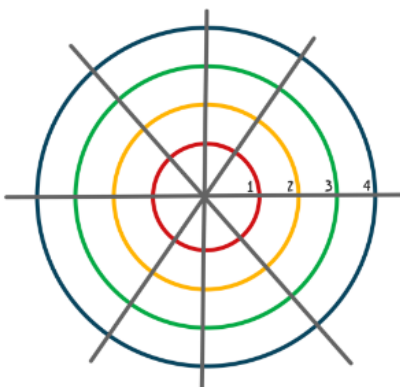


Fig.1 Source Source <http://www.lascuentasdelaabeja.es/2018/10/dinamicas-de-evaluacion/>

1.2) Create two grids, using A3 or A2 paper or cardboard, one related to the actions and one related to concepts. The columns should indicate the questions, and the successive rows will present the score given by the participants (1 not violent, 2 a little violent, 3 very violent). Give the participants adhesive labels, in three colours to answer each of the questions sticking the labels.

### 1.3) Kahoot/mentimeter survey<sup>1</sup>

Create a Kahoot/mentimeter survey with all the questions, the ones related to action and the ones related to concepts, each with the three possible answers and no right or wrong answers. To preserve anonymity, the participants can choose a free ID (colours, numbers, animals, things, etc.). Keep these IDs to do the survey again at the post evaluation.

### 2) Satisfaction survey Twitter Board and emoticons.

For each question of the survey -(1) Name one thing that you have learned today, (2) Name/explain one thing that has surprised you, and (3) Was this information useful- each participant writes/says a message of a maximum 140 characters. The answers provided are collected and stuck on the wall to make it similar to Twitter, to see the opinions of all the participants. For the last question -(4) Are you satisfied with the session?- use five coloured post-it's with the five emoticons, and ask each participant to choose the one according with their experience before collecting all the reponses.

## THE FOLLOWING QUESTIONNAIRES SHOULD BE APPLIED ON THE LAST DAY OF THE WORKSHOPS (POST EVALUATION)

Instructions for professionals;

- The professional will ask the group item by item and give them 4 possible answers; 1. not violent 2. a little violent 3. very violent, using the chosen methodology.
- The professional will note down how many people answer 1, 2 or 3 on each question.
- The professional will write down if any observation has come (user influenced by a leader, possible debates or other).
- The professional will write down the methodology used for each set of questions (post-its, dynamic activities, etc.).

Feel free to adapt the vocabulary to make it more accessible or user-friendly and to explain all the concepts that were not understood, be careful not to change the meaning of the sentence.

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1 <https://www.mentimeter.com/es-ES>; <https://www.mentimeter.com/>; <https://create.kahoot.it/auth/register>; <https://www.educaciontrespuntocero.com/recursos/tutorial-crear-un-kahoot-para-clase/#Registrare-en-Kahoot>; <https://kahoot.com/>

Do you think the following actions are violent? (Put a cross in the corresponding box)	1 Not violent	2 A little violent	3 Very violent
Calling by cell phone or sending insistent e-mails or messages to a person to have sex with them			
Sending unrequested sexual content via the Internet to the recipient.			
Ridiculing/making fun of someone in virtual environments because of their sexual orientation (LGBTQ+)			
Checking several times on the Internet or on a cell phone where one's partner is and what they are doing			
Making denigrating/disrespectful comments about women and/or LGBTQ+ persons on the Internet.			
Blackmailing a person through the Internet to have sexual relations.			
Sharing photos or videos of erotic, pornographic or sexual content, without permission, for revenge against an ex-partner			
Do you think the following ideas are sexist (discriminating by issues) (Put a cross in the corresponding box)	1 Not sexist	2 A little sexist	3 Very sexist
The man must earn more money than the woman to support the family			
If girls show their body, they will have more impact (likes, followers, comments etc.)			
On the Internet in photos and videos, it is preferable that girls look beautiful (with make-up, dolled up, filter-up etc.)			
On social media, men should be always strong, masculine, etc.			
Boys are naturally better at playing videogames than girls			
When you feel uncomfortable on Internet, to what extent would you perform the following actions? (Put a cross in the corresponding box)	1 Never	2 Sometimes	3 Always
Say NO to inappropriate proposals made to me by other people			
Explain what is happening to people I trust so that they can help me			
Blocking people who bother me in virtual environments			
Activate all social network privacy conditions			
Turn-off the geolocation on your phone			
Report photos that are improperly uploaded to the network			
Do not open questionable social media messages etc. from unknown sources			

# THE FOLLOWING QUESTIONNAIRES SHOULD BE APPLIED ON THE LAST DAY OF THE WORKSHOPS (POST EVALUATION)

Instructions for professionals;

- The professional will ask the group item by item and give them 3 possible answers; 1. I have not quite learned it 2. I have learned it 3. I already knew about this topic, trainers using the chosen methodology.
- The professional will note down how many people answer 1, 2 or 3 for each question.
- The professional will write down if any observation has come (user influenced by a leader, possible debates or other).
- The professional will write down the methodology used for each set of questions (post-its, dynamic activities, etc.).

Feel free to adapt the vocabulary to make it more accessible or user-friendly and to explain all the concepts that were not understood, be careful not to change the meaning of the sentence.

Remember, at the end of each session or topic, trainers should complete the rubric provided to evaluate participants' satisfaction.

	1. I have not quite learned it	2. I have learned it	3. I already knew a lot about this topic
I have learned strategies/ways to avoid violence on these sites on social media.			
I have learned that gender stereotypes exist, such as thinking that men and women should do different things.			
I have learned that you need to be careful what you do or say on the Internet because it can be violent.			
I have learned about what being "male" means			
I have learned that people can be discriminated based on race, sex, or other characteristics.			
I have learned that stalking or controlling through the Internet is neither normal nor appropriate.			

The professional will collect the following information from each participant on the last day:

How many people are female, male, non-binary or other, the average age of the group and if every participant has any judicial measures.

My gender is:

Male

Female

Non-binary

Other

My age is

.....

Are they subject to judicial measures?

YES

NO

In case of variations in the number of participants with respect to the start of the sessions, note below.

## 7. REFERENCES

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## 8. CONCEPT INDEX

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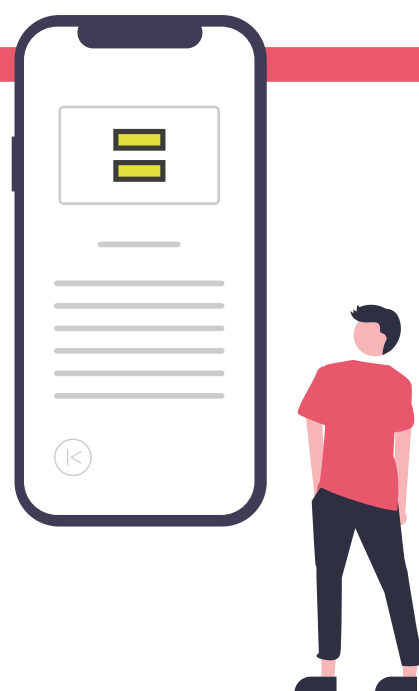




## MODULE 1:

# INTRODUCTION TO GENDER-BASED CYBERVIOLENCE

Developed by:





# 1. INTRODUCTION

## Learning objectives

In this module, learners will be able to understand and explore the association between multiple discriminations, particularly gender and gender-based cyberviolence, its impact and negative outcomes on victims, perpetrators, and perpetrators/victims. Moreover, learners will have an overview of the prevalence of gender in cyberviolence and will begin to comprehend how this type of violence can affect their everyday lives.

In this module, learners will approach four interrelated themes, and begin to understand the framework of the themes that will be dealt with in later modules. They are:

- Gender stereotypes and inequality
- Hegemonic masculinities and violence
- Gender-based violence
- Gender-based cyberviolence

Through 4 activity blocks, key concepts of sex/gender systems, gender stereotypes, patriarchy, sexism, micro-sexisms, hegemonic masculinity, egalitarian masculinities, feminism, inequality, violence, cyberviolence, and other key ideas will be shown from an experience-based approach and alternative actions will be identified in the practice.

The module is planned to be implemented in a 2-hour long session and will be structured as follows:

- Introduction to the module (15 minutes)
- Activity 1. Gender and inequality (20 minutes)
- Activity 2. Hegemonic masculinity and violence (20 minutes)
- Break (10 minutes)
- Activity 3. Gender-based violence (20 minutes)
- Activity 4. Gender-based cyberviolence (20 minutes)
- Module conclusion and post-session evaluation questionnaire (15 minutes)

## Learning outcomes

- Recognising gender stereotypes.
- Recognising gender inequalities in different environments.
- Discovering the relationship between hegemonic masculinity and violence.
- Recognising gender-based violence and gender-based cyberviolence.
- Identifying alternative actions.

## Emotional competences

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1. Emotional conscience:
  - Ability to be aware of the emotions, to identify and understand them.
2. Emotional regulation:
  - Ability to adequately manage emotions, which includes:
  - Recognising and having the ability to regulate the feelings and emotions, which strongly affect the behaviours they cause.
  - Having skills to cope with unpleasant or uncomfortable emotions that favour a reduction in intensity, duration, and frequency of unpleasant emotions.
3. Emotional independence:
  - Ability to handle one's own emotions: self-management, self-esteem, self-confidence, motivation, self-efficiency.
4. Interpersonal Intelligence:
  - Ability to handle social skills and motivation, assertiveness, social commitment, empathy and problem solving.
5. Assertiveness:
  - Ability to defend your rights or others' in a peaceful manner without attacking others.

## Digital competences

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1. Digital contents and data literacy:
  - Ability to articulate information needs; to locate and retrieve digital data; information and content; to judge the relevance of the source and its content; and to store, manage, and organise digital data, information and content.
2. Communication and collaboration:
  - Ability to interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity; to participate in society through public and private digital services and participatory citizenship; and to manage one's digital presence, identity and reputation.

## Recommendations:

Carry out the session with two moderators. In the second activity, with groups of boys in particular, using a male moderator is recommended.

Prior detailed reading of the contents of the module is required. Complementary readings and resources are provided to promote a familiarisation of the fundamental concepts, to encourage an articulation of the different dimensions of the same contents, emotional and digital skills, thereby avoiding excessive focus on the activities themselves.

## 2. CONTENTS

### Gender stereotypes and inequality

Stereotypes are defined in the dictionary as “a model or simplified idea of something, which is commonly accepted” (Moliner, 1999). Gender is something cultural, not natural, physical or biological. It is a social construction, developed in a particular historical, cultural, economic and political context –and therefore subject to subsequent changes–, which establishes the differential characteristics between women and men, including their expected features, attitudes and behaviours. Sexual and physical differences serve as references for the construction of the masculine and feminine gender identities. This differential system is based in inequality and in a system of unequal power relations, where the men are the privileged ones and women are subordinated and excluded (López & Alonso, 2015, p. 173). This situation of subordination and exclusion based on gender could also be interrelated with other concepts such as race, class, age, disability etc. This has been defined as intersectionality (Andea, Grzemny & Keen, 2019, p.37) a concept attributed to feminist<sup>1</sup> activist and academic Kimberlé Crenshaw (Crenshaw, 1989; Adewunmi, 2014). In the European Union and Spanish context, this term is also understood as multiple discrimination.

Gender stereotypes are preconceived ideas about what is, or should be, a woman or a man (López & Alonso, 2015, p. 172). These commonly accepted ideas are imposed, learned, reproduced and disseminated through multiple channels: culture, education, religion, family, politics, social media and so on, reinforcing

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<sup>1</sup> Feminism is defined by EIGE as “Political stance and commitment to change the political position of women and promote gender equality, based on the thesis that women are subjugated because of their gendered body, i.e. sex” (<https://eige.europa.eu/thesaurus/terms/1130>), nevertheless, a plurality of feminism is currently recognised, considered as a “set of social, political, cultural and economic movements that have fought and fight for the equality of women and men. It is a critical theory that has experienced different historical moments and vindications in denominated waves” (López Ramos & Alonso Fernández de Avilés, 2015, p. 173) since its conception, with the 18<sup>th</sup> century Enlightenment and the first wave cementing the movement by the middle of the 19<sup>th</sup> century, to the present (see Varela, 2019; Walters, 2006).

inequality<sup>2</sup>. The system that sustains these unequal power relations, where men have the power positions and women are subordinated to them is the patriarchy, understood as a “social system of masculine domination of men over women” (EIGE) and by extension is applied to children and society in general (Gerda, 1986).

It is important to clarify the difference between gender stereotypes, related to beliefs of particular characteristics of women and men, and gender stereotyping, related to practices of assigning characteristics or roles to women and men due only to belonging to the social group of women or men, and how this stereotyping impacts their lives, and how they act. Under the umbrella of gender stereotypes there are different types: sex-stereotypes, related with the physical, biological, emotional and cognitive attributes; sexual-stereotypes, related to the characteristics or behaviours expected of women and men regarding sex; sex-role stereotypes, related to generalised views or preconceptions of the roles women and men perform or are expected to perform, or the types of behaviours they develop or those they are expected to, according to their particular culture (Pandea, Grzemny & Keen, 2019, p. 36; López & Alonso, 2015, p. 177), and lastly compounded stereotypes, those including characteristics or roles based on one or more traits, such as sex/gender and disability (OHCHR, 2020).

Women	Men
Sex-stereotypes	
Passive	Active
Weak	Strong
Empathic	Competitive
Sexual stereotypes	
Sexually passive	Sexually active
Chaste	Promiscuous
Sex-role stereotypes	
Caregivers	Providers
Homemakers	Decision-makers
Compounded stereotypes	
Women with a disability are asexual	
Asian women are submissive	
Older women are affectionate	

Fig. 2 Source: “Gender Stereotyping and the Judiciary: A Workshop Guide. Sesión 3”. (OHCHR, 2020, p. 9). <https://www.ohchr.org/en/publications/gender-stereotyping-and-judiciary-workshop-guide>

<sup>2</sup> The study carried out by CIMA (2020) about stereotypes, roles and gender relations in a television series in Spain shows relevant data related to the prevalence of traditional gender stereotypes, identifying 82. 2% of the female representations fulfilling the feminine stereotype: women as passive, decorative, carers, supporters of others, and only 16.5% of the representations linked with the work context, with 2.5 % reduced to representations of domestic workers.

Gender stereotypes and gender stereotyping are not harmless, on the contrary they transgress human rights. On the one hand, we can identify harmful gender stereotypes when the preconceived ideas of the characteristics of women and men limit the potential of developing professional or personal lives, and on the other hand, wrongful gender stereotyping when assigning those attributes, characteristics or roles infringes human rights (non-discrimination and equity, health, education, political participation, freedom from violence) or freedom. This has been identified in the justice system, in judiciary stereotyping, which perpetuates the practice of attributing stereotypes to a person for simply being part of a particular social group (women). This has been seen to have an impact in the judicial process, privileging beliefs over facts or punishing for not responding to the expected stereotype. This also applies to cases of girls that are involved in the Juvenile Justice System, as identified by Bodelón & Aedo (2015, p. 229), who pointed out how the sexual stereotypes of girls in conflict with the law contributes to the sexualisation of female delinquency. To treat women in a different way based on gender stereotypes is discrimination (OHCHR, 2020). For example, excluding them from a job that require some kind of physical activity, regardless of the particular training or experience of a woman.

It is worth noting that the traditional opposition of binary categories of women/men, masculine/feminine are currently under discussion considering that sexual, gender and affective identities are much more complex and diverse (Pandea, Grzemny & Keen, 2019, p. 37):

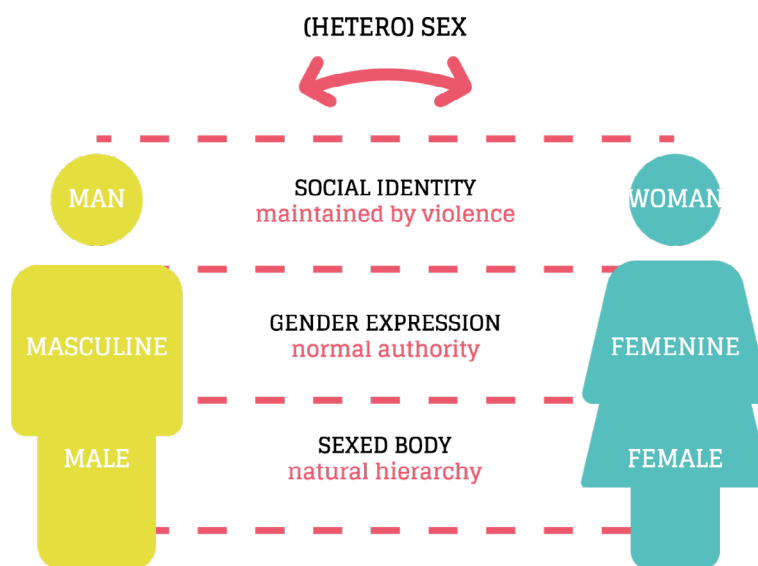


Fig.3 Source: "Masculinities framework - seeking to change men's gender expression (but keeping the gender binary)". (UN Women, 2014, p.150).

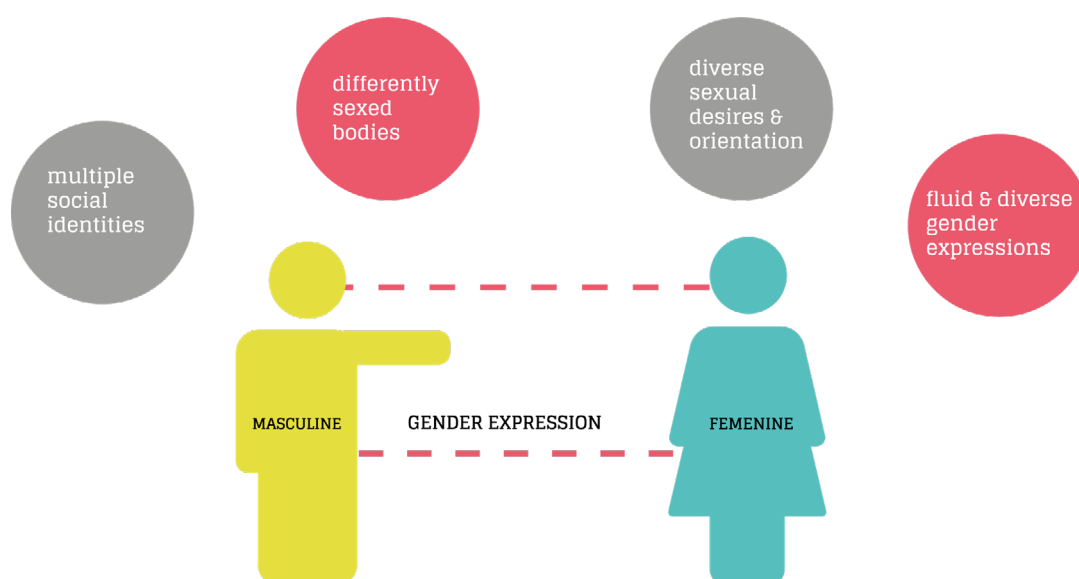


Fig. 4 Source: “Gender(s) Justice approach-gender self-determination and hierarchy” (UN Women, 2014: 150).

## Hegemonic masculinity and violence

The term masculinity(ies) refers to the socialisation process of men, encompassing all of the elements used to learn “how to be a man”: attitudes and behaviours, discourses and beliefs associated with manliness, and the practices that establish the place of men in gender relations (López & Alonso, 2015, p.176).

The research of Connell (1997, 2005) made the concept of hegemonic masculinity popular, analysing how the construction of masculinity influences certain areas such as emotions, sexuality, care and exercise of violence. A key aspect of hegemonic masculinity, as Kimmel (1997) points out, is power and the need for power over others. In the process of constructing masculinity, violence is present in exercising this power over others (women, children, animals and nature). It is worth noting that when talking about masculinity and violence, it is not only individual practice that is taken into consideration, but also the production and reinforcement of this relationship through institutions and ideologies (UN Women, 2014, p. 157). Hegemonic masculinity is not permanently guaranteed, so it has to be demonstrated continually for one to be considered “a real man” and to answer to any doubts or questioning about masculinity (López & Alonso, 2015, p. 176).

As an alternative to the aforementioned hegemonic masculinity, which refers to the traditional and most generalised model of masculinity, there are different forms of “being a man”. Under the broad term of new masculinities, all the alternative masculinities are included, which are dissident and transformative and fight against stereotypical masculine roles and promote equality between men and women (López & Alonso, 2015, p. 176).



Being a man entails certain given privileges, such as political, public and professional leadership, having the right to speak and to be believed, and having the right to be the reference point of things - named androcentrism - due to the unequal power relations between men and women. These privileges are considered normal and natural; they are unquestioned and not perceived as such (UN Women, 2014, p. 111). But, at the same time, this situation has its costs, risks and impacts. Among the risks that have been identified in relation to hegemonic masculinity, those related with health; a lower life expectancy; higher rates of addictions to drugs, alcohol, gaming; presence of risk behaviours and their consequences; overrepresentation among prisoner population; and a higher rate of violent deaths are worth noting (Alonso & López, 2019, p. 61). It is difficult to renounce privileges, but to do so has a positive effect, as gender equality contributes to everybody's wellbeing, with men, women and society freed from the costs of male privileges (UN Women, 2014, p. 120).

## **Gender-based violence**

The term gender-based violence is associated and often used interchangeably with violence against women, given that this kind of violence is most commonly suffered by women and girls. However, is important to stress what "gender-based" means, as it is clear that violence against women is caused by power inequalities between genders, between women and men. It is violence directed against a person because of that person's gender, gender identity or gender expression, or violence that disproportionately affects people of a particular gender (<https://eige.europa.eu/thesaurus/terms/1153>). It is also important to stress that according to the Istanbul Convention, violence against women based on gendered reasons is a violation of human rights and is viewed as any type of discrimination which includes "physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life." (Istanbul Convention art. 3).

Gender-based violence occurs in different contexts, both private and public, perpetrated by different agents, individuals and institutions, as the result of discriminatory policies and laws, and affects women from different cultures, ages and socio-economic profiles (UN Women, 2014, p. 66).

Gender-based violence is closely related with the ideas and beliefs that women and men have about what it means to be a man or a woman, and about their relationships. In this sense, the myths of romantic love, defined by researchers as beliefs shared by societies regarding true love and its natural character (Yela, 2003) -including different aspects such as jealousy, fidelity, exclusiveness, etc.-, play a key role, as they are associated with men's violence and women's subordination, and the naturalisation of the heterosexual and monogamous relationships (Cubells-Serra et al., 2021).

## Gender-based cyberviolence

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The definition offered by the study on gender-based violence online against female activists (Calala, 2020, 8), emphasises the reproduction and sometimes simultaneity of patterns of inequality and violence in the digital context, which have previously been mentioned and already exist outside of the digital sphere. Borrowing the words from Laia Serra,

“Gender-based violence online constitutes a continuity of the violence confronted by women and girls out of the technological environment. The use of Internet is framed in a context of structural gender-based discrimination. The digital world is crossed by social, economic, cultural and political structures and reproduces the related forms of gender-based discrimination and the patriarchal patterns, which produce gender-based violence off-line.”

Regarding gender stereotypes, social networks contribute by reinforcing them in their contents. Traditional gender stereotypes are present online and young people’s behaviours and practices are aligned with them to obtain group recognition. Success, inclusion and acceptance are products of the closest following of these gender stereotypes, and in the same manner, the exclusion and punishment of those that move further away from them makes them the most exposed to cyberviolence, with labels such as sissy, fat, slut, bitch and so on. For women, the failure to fulfil female beauty stereotypes exposes them as victims of bullying. This conditions their behaviour online, leading to a focus on their bodies and physical aspects, which puts their physical and mental health at risk with problems of eating disorders, anxiety etc. arising as a result of these stereotypes. Men are pressed to fit the stereotype of hegemonic masculinity: strong, successful and heterosexual, to avoid being bullied. These beauty canons are very present in the influencers young people follow and imitate on social networks (Aguayo Llanos, 2020). As Oliveira & Retamozo (2022) mention, it is not a coincidence that female influencers talk about lifestyle, that the physical aspect of female ‘Instagrammers’ is their most valued aspect and that female ‘Tiktokers’ stand out for their sexy dances and clothing transitions.

Gender-based cyberviolence has an impact not only at a personal level –with psychological repercussions– but also socially, as it involves the loss of quality of life, unequal participation in the digital world at work, as well as digital and economic exclusion (Observatorio Nacional de Tecnología y Sociedad, 2022<sup>3</sup>). The European Parliament estimates these impacts in the EU context total to thousands of millions of Euros (European Parliament, 2021).

It is also worth noting that during the Covid-19 pandemic gender-based cyberviolence increased.

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<sup>3</sup> This report provides more detailed data about gender-based cyberviolence in Spain, in particular among young people. Significant findings include that 25% of women and girls between 16–25 years old have received inappropriate advances through social networks and over 20% of those aged between 16–20 have received offensive, humiliating and intimidating messages sent by mail or text messages, or sexually explicit images (Observatorio Nacional de Tecnología y Sociedad, 2022, p. 13).

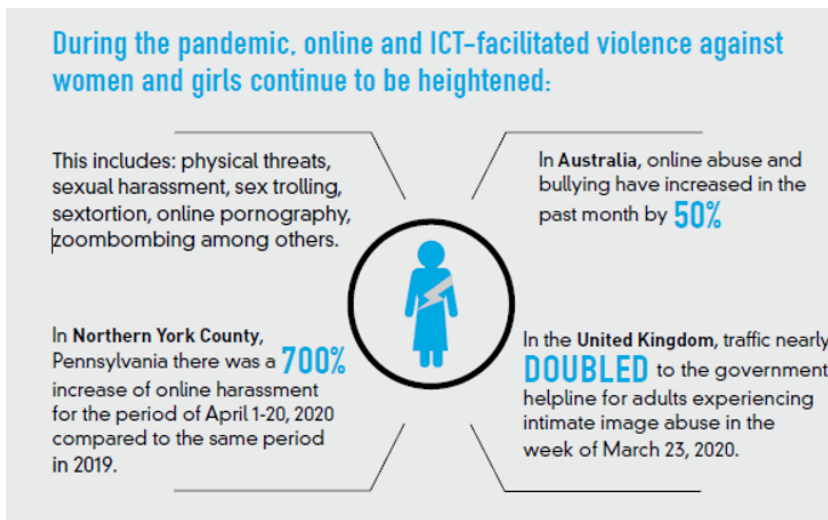


Fig. 5 Source: (UN Women 2020)

There is a whole series of questions that we should ask ourselves in order to be able to understand gender-based cyberviolence. Some of them will be answered in the following modules; others will be left open for debate, and some of them we can begin to answer them from our direct experience, supported by the available resources in our specific area of activity.

- How is gender-based cyberviolence socially perceived?
- Who is affected by this, and how do they use social networks?
- What types of harassment can we identify? How should they be tackled?
- What impacts do they have in the harassed person?
- Who harasses, how and why? What are the profiles of the perpetrators?
- Are they organised? How do they act? What channels do they use?
- Do we know of any communities or resources that could help us to face these situations?
- Are there defined strategies for action?
- What responsibility do digital platforms, organisms and regulatory institutions have?
- Are there legal tools to protect us against a situation of cyberviolence?

Some data which could be relevant, cited in the aforementioned study (Calala, 2020) is that, of the 82.61% of the participants who have suffered cyberviolence, the most aggressive social networks were signalled to be Twitter (72.3%) and Facebook (46.08%). They are followed by instant messaging apps, such as WhatsApp or Telegram (23.82%), and Instagram (19.75%). The most frequent forms of violence are the sending of unauthorised or unwanted messages, with 84.78%, the use of discriminatory expressions, with 72.28% and sealioning, with 25.22%<sup>4</sup>.

<sup>4</sup> Term created by David Malki in his comic "Wondermark", which refers to people that enter into chats and ask questions without interest in the answers, often just to make the interlocutor waste time. <https://es.wikipedia.org/wiki/Sealioning>

In response to violence suffered, the responses are either individual or are non-existent, where inaction due to a lack of knowledge or support was found in 74% of the people surveyed, who stated that they have not found a community of support (Calala, 2020).

It is important to seek help and use the different resources available, in the Spanish context to clarify legal doubts and identify resources (Fita et al., 2021; Agencia Española de Protección de Datos) and in the European context to look to the legal framework (Esposito, 2022) and for resources regarding online violence and action (FEMTECHNET).

## 3. ACTIVITIES

### Activity 1. Gender and inequality

#### Activity learning objective

The objective of this activity is to recognise gender stereotypes, and look to how inequalities that are produced by these stereotypes can affect young people in their daily lives.

Through the implementation of activities, the development of emotional skills will be enhanced, such as emotional independence, interpersonal intelligence and digital skills, digital and data literacy and communication and collaboration.

#### Resources, activities and materials

- Paper
- Photographs
- Sellotape
- Online connection

#### Development

The people that run the activity will explain the development of this block of two activities.

#### Silhouettes

Using two neutral paper silhouettes of a human figure of A3 size or bigger, divide the participants into two groups and ask each to stick photographs on one that references female representation and on the other male representation in different environments: politics, the professional sphere, the body (advertising), using ten images for each silhouette. Once the photographs are stuck on the silhouettes open a discussion on what can be seen on each figure, if this is representative of reality or if it reinforces gender stereotypes.

**Estimated duration:** (10 minutes)

**Online quiz competition BOMBA (10 minutes)**

In this competition, ask a series of questions (9-10) that present gender inequalities in different environments: health, work, studies, property, etc. The example refers to the Spanish context, but it could be adapted using the application Kahoot or a similar tool, to include key data from your country.

Divide the group into two, each group will answer a multiple-choice question and after comment on the results. In response to their answers, ask them: what do they reflect? What is brought to your attention? What can be done about these situations for men and women? (<https://view.genial.ly/60c8847da00ea90dd877d074>)

Toolbox: Sensibilización y prevención de la violencia de género de adolescentes y jóvenes en el ámbito rural. Asociación Mujeres Opañel. 2021. (p. 19)

End the session block by sharing:

1 key idea in respect to the principal concept: gender stereotypes generate inequality.

1 action idea: we can break with stereotypes with our actions.

**Estimated duration:** 10 minutes

## **Activity 2. Hegemonic masculinity and violence**

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**Activity learning objective**

The objective of this activity is to identify the characteristics of hegemonic masculinity and their relation to violence, and to promote positive and egalitarian masculinities.

The activity will contribute to the development of emotional competences, such as emotional conscience and emotional regulation as well as digital competences, including digital contents and data literacy, and communication and collaboration.

**Resources, activities and materials**

- Computer
- Projector
- Online connection (optional)

**Development**

There are three proposed videos, the first one has a focus on identification of hegemonic masculinity, the second on micro-sexism and the third on positive masculinities. It is possible to choose just one video, depending on the session-length and group profiles.

The people that run the activity will firstly project the video "[Don't go bananas](#)". After watching, the group will discuss the different aspects that are tackled in the video (self-sufficiency, being a tough guy, only working outside of the house, never asking for help, heterosexuality, hyper-sexuality, having control). It could be useful to pause the video at each relevant section, rather than watching continuously.

Secondly, the group will watch the video "[Has this happened to you](#)" (Micro-sexism). After the viewing they will discuss daily practices that affect men and women that go unnoticed and contribute to reinforce

sexism. Ask the group if this has happened to them, if they have witnessed it and if it can be changed.

Thirdly, the group will watch the video “[Changes in masculine models by Gillette](#)”<sup>5</sup>. This video has been part of an international campaign and national campaigns. The international, English version criticises hegemonic masculinity and shines a light on other forms of masculinity. After the viewing, the group will discuss the role that media, publicity, school and family have had in reinforcing hegemonic masculinity and their current potential as change agents.

End the activity with a discussion on the possibilities of change in respect to the hegemonic masculinity model, considering the freedom we have to choose other models, to break with traditional male stereotypes, to incorporate care, emotions and relationships in daily practices.

End the session block by sharing:

1 key idea: Hegemonic and violent masculinity has negative effects on men, women and society as a whole

1 action idea: our daily actions can strengthen positive masculinities

Estimated duration: 20 minutes

## Activity 3. Gender-based violence

### Activity learning objective

The objective of this activity is to recognise the presence of gender-based violence in young people’s culture and to promote reflection of more egalitarian relationships.

The activity will contribute to the development of emotional competences, such as emotional conscience, emotional regulation and assertiveness, and digital competences, including digital contents and data literacy, and communication and collaboration.

### Resources, activities and materials

- Computer
- Online connection
- Print papers (Offline alternative)

### Development

The people that run the activity will firstly project the video “¿Cómo te suena?” (How does it sound to you?) <https://www.youtube.com/watch?v=SAwToc1Q0B4>. This video was made by Spanish secondary school students and presents the ideas that are spread through some well-known songs, after the original songs

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<sup>5</sup> The version in Spanish, with possible subtitles in English and other languages emphasises other possible forms of masculinity, emphasizing diversity and inclusion. Gillete Campaign – “You’ve got to be manly”. To read more about the campaign see <https://marcommnews.com/gillette-spain-shows-it-takes-a-real-man-to-challenge-traditional-masculinity/>

are played. After watching the video, discuss what is said, how it is said, if it is said in a certain context, how it makes the participants feel and how they react.

Another option is to copy the activity, going through the lyrics of well-known songs, reading them aloud and after listening to the fragments of the original songs. These can be international songs in English, or the transcription and translation of the lyrics of a song from a different language, for example a Spanish song translated to English.

Another option is to listen to one song and tackle specific aspects of gender violence - this could be in Spanish or English. Listen for example to the song “Quiero verte llorar” by Angy (I want to watch you cry) or “Every breath you take” (which contains ideas of control, domination, punishment) and then listen to an example of a song whose message tries to prevent it, like “Abre tu mente” (Open your mind) by Merche (Instituto Canario de la Mujer, 2009).

<http://bbpp.observatoriovioencia.org/proyecto/mp3-mp4-reproduces-sexismo-y-sms-sin-machismo-si-pasalo/#:~:text=Documentaci%C3%B3n%20complementaria%3A-MP3%20%C2%BFReproduces%20Sexismo%3F%20M%C3%BAlica%2C%20Piensa%20y%20Act%C3%BAa,-MP4%20%C2%BFReproduces%20Sexismo>

End the session by watching music video that promotes changing attitudes and equality <https://www.youtube.com/watch?v=rtzCEKdQIL8>.

An alternative is to select and play a song promoting gender equality.

[http://www.edchange.org/multicultural/arts/gender\\_songs.html](http://www.edchange.org/multicultural/arts/gender_songs.html)

End the session block by sharing:

1 key idea: Violence against women and girls can be used as a tool to maintain gender inequality.

1 action idea: Identifying the ways and mechanisms reproducing gender inequality enhances change.

**Estimated duration:** (20 minutes)

## Activity 4. Gender-based cyberviolence

### Activity learning objective

The objective of this activity is to identify how gender-based cyberviolence is present in young people's current activities, such as playing videogames and interacting on social networks, in order to reflect and be critical on the contents consumed by young people to therefore be able to change and avoid these common situations.

Through the implementation of activities, the development of emotional skills will be enhanced, including skills of assertiveness, emotional independence, interpersonal intelligence, as well as digital skills, digital and data literacy and communication and collaboration.

### Resources, activities and materials

- Computer
- Online connection
- Development

## Development

The people that run the activity will explain the development of this block of two activities.

They will show several images/fragments of videogames and comment on the experiences of male and female gamers. An alternative is to ask the group about the videogames they play and their experiences as gamers if they have any, to then compare these with those of the example or use those they mention as reference.

A multi-part series of videos which analyse in depth gender-stereotypes in videogames could be used, they are long videos but shorter excerpts could be suitable:

Tropes vs Women in videogames Damsel in Distress: Part 1 Tropes vs Women in Video Games (focused on stereotypes) [https://www.youtube.com/watch?v=X6p5AZp7r\\_Q](https://www.youtube.com/watch?v=X6p5AZp7r_Q)

Damsel in Distress: Part 2 Tropes vs Women in Video Games (focused on violence against women) [https://www.youtube.com/watch?v=toa\\_vH6xGqs](https://www.youtube.com/watch?v=toa_vH6xGqs)

Damsel in Distress. Part 3 Tropes vs Women in Video Games (focused on subverting stereotypes) [https://www.youtube.com/watch?v=LjImnqH\\_KwM](https://www.youtube.com/watch?v=LjImnqH_KwM)

The discussion should be focused on gender stereotypes, inequalities and violence in videogames and social networks through the images and messages exchanged among gamers or participants.

To learn more about gender, gamers and videogames see Santana Rodríguez (2020) and Guintcheva, Jemel-Fornetty, Lacombe & Beloslava-Daudé (2022). To see examples of gamers' chats and languages see comments see Plan Comunitariio de Carabanchel Alto (2022) and Yıldırım, et al (2022).

Social networks interactions reflect and reproduce genders stereotypes, inequality and violence.

Boys and girls participate in online viral challenges, girls more so than boys, testing the self-esteem of young people against critics. In the Spanish context we can find challenges such as "Yo y rajo" (Badmouth me), "Yo y me lío" (Hook up with me), the examples are multiple, and there are other apps with similar dynamics as Mycrush, F3 or Ask.

The people that run the activity will ask if the group know these challenges and will request them to share three comments published by boys and three comments published by girls. The objective is to reflect on the themes that appear, if they talk about the body and how, if they equally judge similar actions when done by boys or girls, if the reaction is the same, if the reactions are equally valued, who receives more comments and from whom.

## End the session block by sharing:

1 key idea: gender-based stereotypes and inequality are very present in current activities online and generate violence.

1 action idea: being conscious of gender stereotyping and violent behaviours online allows us to report them.

**Estimated duration:** 20 minutes



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## 6. ANNEX

Instructions for professionals;

The professional will collect the following information from each participant at the end of de each session:

How many people are female, male, non-binary or other, the average age of the group and if every participant has any judicial measures.

My gender is:

- Male
- Female
- Non-binary
- Other

My age is

.....

Are you subject to judicial measures?

YES

NO

In case of variations in the number of participants with respect to the start of the sessions, note below.

THE FOLLOWING RUBRIC SHOULD BE COMPLETED BY THE PROFESSIONAL AT THE END OF EACH SESSION OR TOPIC.

Instructions for professionals;

The professional will write down if any observation has come (user influenced by a leader, possible debates or other)

The professional will write down the methodology used for each set of questions (post-its, dynamic activities, etc.).

Feel free to adapt the vocabulary to make it more accessible or user-friendly and to explain all the concepts that were not understood, be careful not to change the meaning of the sentence.

	0 (Not at all)	1 (A little)	2 (Sufficient)	3 (A lot)
The group had some knowledge of the topic worked on in the workshop.				
The group had sensitivity to the topic worked on in the workshop.				
The group has shown interest in learning from the work done.				
Participants have shown signs of having assimilated the concepts worked on.				
The group has actively participated in the activities				
Participants have commented on personal or other people's experiences related to the concepts worked on				
The group has developed their emotional competences necessary for each topic worked on.				
The group has developed their digital competences necessary for the topic worked on.				


AT THE END OF EACH SESSION, THE PROFESSIONAL WILL ASK THE FOLLOWING OPEN-ENDED QUESTIONS TO THE GROUP AND NOTE DOWN THE ANSWERS

Instructions for professionals;

- The professional will ask the group item by item and will write down the answers, using the chosen methodology.
- The professional will write down if any observation has come (user influenced by a leader, possible debates or other).

- The professional will write down the methodology used for each set of questions (post-its, dynamic activities, etc.).

Feel free to adapt the vocabulary to make it more accessible or user-friendly and to explain all the concepts that were not understood, be careful not to change the meaning of the sentence.

Name one thing that you have learned today	
Name one thing that has surprised you	
Was this information useful?	
Are you satisfied with the session?	

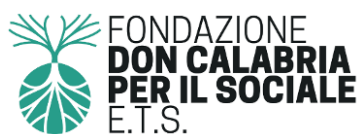


## MODULE 2:

# SEXUAL CYBERVIOLENCE



Developed by:







# 1. INTRODUCTION

This module will focus specifically on sexual gender-based cyberviolence.

What is sexual gender-based cyberviolence against women?

The United Nations defines violence against women as “...all acts of gender-based violence that result in, or are likely to result in, sexual harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life” <sup>1</sup>.

## Istanbul Convention (Art.3)

Violence against women including in an online environment can take many forms: cyber harassment, revenge porn, threats of rape, and can go as far as sexual assault or murder. Perpetrators can be partners or ex-partners, colleagues, schoolmates or, as is often the case, anonymous individuals. Some women are particularly exposed, such as women’s rights defenders, journalists, bloggers, video gamers, public figures and politicians.

Predominantly, the root cause of violence against women and girls is gender inequality (discrimination, gender stereotypes, sexism). Moreover, women who have more than one commonly-targeted characteristic – for example, women of color, members of minority religions, or people who identify as LGBTQ – may be attacked more frequently.

Violence and abuse online may limit women’s right to express themselves equally, freely and without fear.

## Learning Objectives

- To promote awareness and knowledge of the problem by the participating youths and adolescents.
- Identify causes and modalities of perpetration and possible prevention strategies.
- Promote the active involvement of the young participants using interactive tools.
- Promote/enhance the development of emotional skills related to the specific theme of the module – Sexual gender-based cyberviolence.
- Promote/enhance the development of digital skills related to the specific theme of the module – Sexual gender-based cyberviolence.

1 [https://www.who.int/health-topics/violence-against-women#tab=tab\\_1](https://www.who.int/health-topics/violence-against-women#tab=tab_1)

## Learning Outcomes

- Define sexual gender-based cyberviolence in all its aspects.
- Identify modalities and reasons for its perpetration. Identify ad hoc prevention strategies and provide some useful recommendation and tips to participants.
- Emotional competences
- Awareness of one's own emotionality.
- Ability to self-regulate one's emotions together with emotional intelligence or ability to carry on the process of recognition, understanding and management of one's emotions.
- Assertiveness or ability to escape the dynamics in place by saying no, closing the dynamic and asking for authoritative help from the appropriate reference figures.

## Digital competences

The Digital Competence Framework for Citizens (DigComp) defines digital competences as a combination of knowledge, skills and attitudes.

### Especially:

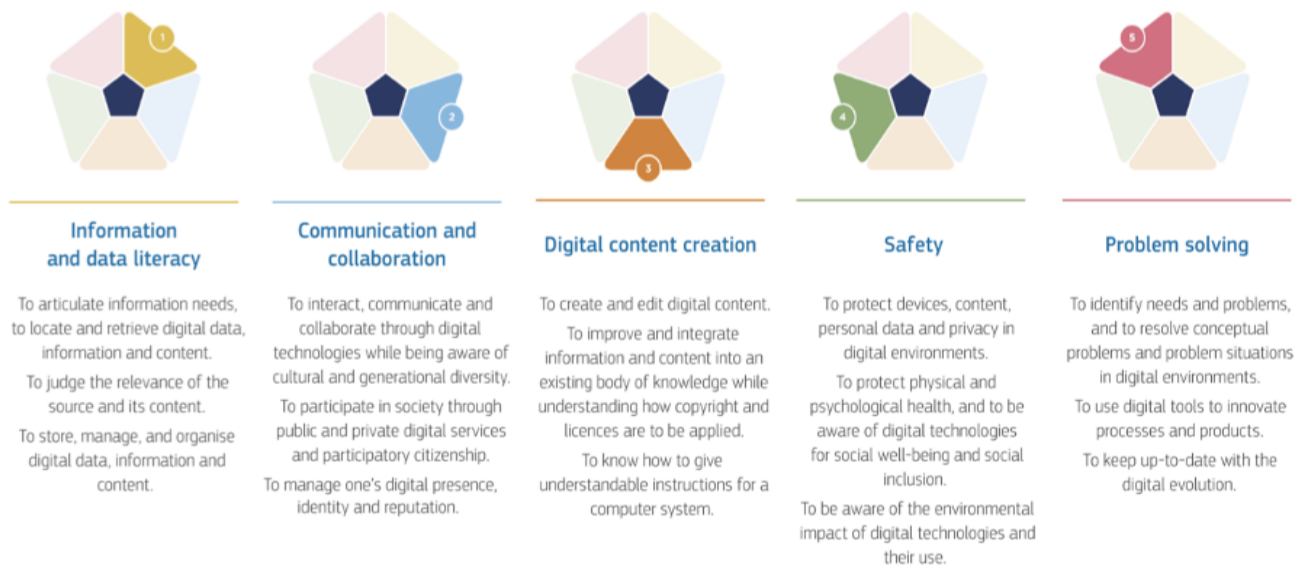
Knowledge is the result of the assimilation of information through learning and is constructed as a set of facts, principles, theories and practices related to a field of work or study.

**Skills are the ability to apply knowledge and use know-how to perform tasks and solve problems; they are both cognitive and practical.**

Attitudes are conceived as performance motivators and include values, aspirations and priorities.

### The 5 areas of expertise (and 21 competences):

The first 3 areas of expertise – Information and data literacy, Communications and collaboration, Digital Content Creation – concern skills related to specific activities and uses. Areas 4 and 5 – Security and Problem solving – are transversal as they apply to any type of activity carried out through digital means.



The Digital Competence Framework for Citizens' competences that this module helps develop belong to the following areas of this framework:

- **Area 1, competence 1.2** – Evaluate data, information and digital content: Recognise potentially threatening digital content (phrases, images, videos, other) and/or awareness of explicitly threatening content (danger of minimisation).
- **Area 2, competence 2.5** – Netiquette: Know the informal rules governing the good behaviour of a user on the web.
- **Area 4, competence 4.3** – Protecting health and well-being:
  - Understand that GBCV is violence with the use of digital technologies and recognize the “effect of online exhibition” (lack of restraint experienced when communicating online, leading to greater tendency towards insults and threats).
  - Apply protection strategies to combat online victimisation (e.g., additional messages from senders, do not react/reply, forward or save messages as evidence for legal process, contact an adult, using adequate tools or Apps for monitoring).

## 2. CONTENTS

### What is sexual gender-based cyberviolence?

Although cyberviolence can affect both women and men, women and girls experience different and more traumatic forms of cyberviolence, affecting the sexual and intimate sphere as well. Both women and men can be victims of cyberviolence. However, evidence shows that women and girls are highly exposed to it. Not only are they more likely to be targeted by cyberviolence; they can also suffer from serious consequences, resulting in physical, sexual, psychological or economic harm and suffering.

There are various forms of cyberviolence against women and girls (see the table below).

### Definitions

European Institute for Gender Equality definitions

According to the European Institute for Gender Equality, other definitions included in the concept of GBCV are:

1. Cyber stalking: behaviors (even seemingly harmless) perpetrated continuously by one person to another that aim to undermine the victim's sense of security and cause anguish, fear or alarm. Examples: sending abusive or threatening emails, text messages (SMS) or instant messages; posting offensive comments on the Internet; sharing intimate photos or videos (over the Internet or mobile).

2. Cyber Harassment: includes sexually explicit emails, unsolicited text (or chat) messages; inappropriate or offensive advances on websites, social networks or Internet chats; Threats of physical and/or sexual violence via email, text messages (or online); Hateful language is used that denigrates, insults, threatens, or targets an individual based on identity (gender) and other traits (such as sexual orientation or disability).

3. Revenge porn: Non-consensual pornography (the most common form of which is known as "revenge porn") involves the online distribution of sexually explicit photographs or videos without the consent of the individual in the images. The perpetrator is often an ex-partner who obtains images or videos during a previous relationship, and aims to publicly humiliate the victim, in retaliation for ending a relationship. However, the perpetrators are not necessarily partners or former partners, and the motive is not always revenge. The images can also be obtained by hacking the victim's computer, social media account or phone, and can aim to inflict real harm on the subject (for example, with the intention of causing distress or, in extreme cases, lead them to suicide).

4. Unsolicited pornography and exposure to rape culture: Women are exposed to a constant rape culture on social media. The Internet perpetrates a culture of sexist jokes and/or misogynistic comments. Rape culture can also be found in advertisements and clickbait that appears on social networking websites, as well as on the most popular pornography websites. Bridges' research reveals most of the top-rated porn scenes contain aggressive acts, and 94% of the time those acts are directed against a woman<sup>1</sup>.

48 1 See Ana J. Bridges et al., Aggression and sexual behavior in best-selling pornography videos: a content analysis update, 16(10) Violence against women 1065–1085 (2010), available at: <https://doi.org/10.1177/1077801210382866>.

5. Sextortion (sexual threats): This is a serious crime that occurs when someone threatens to distribute your private and sensitive material if you do not provide them with images of a sexual nature, certain favours, or money. The perpetrator can also threaten to harm your friends or relatives using the information they obtained from your electronic devices. It can be considered as a type of revenge porn, whose main tool to achieve what is required is coercion.	6. Shaming (stigmatisation for promiscuous or provocative sexual behavior): the action or fact of stigmatising a woman for having engaged in behaviour judged to be promiscuous or sexually provocative.
7. Creepshots (sexually suggestive or private pictures taken without consent and shared online), upskirting (sexual or private pictures taken under the skirt or dress without consent and shared online) and digital voyeurism.	8. Doxing: refers to the searching/manipulation and publication of private information of an individual, without their consent, to expose, humiliate and target the person in "real life" through harassment or other types of abuse.
9. Spoofing (identity theft): consists of stealing the identity of a particular person in a way that threatens or intimidates them, as well as discredits or damages their reputation.	10. Sexist hate speech: sexist comments that spread, incite, promote or justify hatred based on the gender of the victims. Other forms of crime of this type can be: the publication and sharing of female images as sexual objects or targets of violence; use of sexist and offensive comments (the woman is mistreated for expressing her opinions or refusing sexual advances. In extreme cases the subject may commit suicide.
11. Tracking and surveillance: It typically involves repeated unwanted monitoring (monitoring social media posts, tracking location, or installing commercial stalkerware on devices), communication, or threatening behaviour that can cause fear.	12. Hacking or Cracking: refers to the act of intercepting private communications and data, can address women especially in the form of webcams.
13. Trafficking of women: use of technological means to recruit and lure women who will then be introduced into prostitution and related graphic content to promote their activity (photos, and ads on the web, social media, etc.).	14. Online grooming: consists of establishing an abusive online relationship with a child, in order to bring the child into situations of sexual abuse or child trafficking.
15. Violence associated with romantic love myths (fidelity, jealousy, possession). Repeatedly checking online or via a mobile phone where your partner is and what they are doing. Forcing the girlfriend to remove someone from Facebook or other social networks. Asking the partner for access to emails or other Internet accounts.	16. LGBTQ+ cyber-harassment: aggressions of all kinds (insults, threats, blackmail, etc.) using text, images or videos, which aim to denigrate LGBTQ+ people or those who challenge heteronormativity and gender norms.

## Forms of technology-facilitated violence against women<sup>2</sup>

Online sexual harassment (including cyber flashing – or sending unsolicited sexual images – sexualised comments, sexualised defamation, sexualised slander, impersonation for sexual purposes and doxing, as well as sexualised and gender-based trolling, flaming, mob attacks), image-based sexual harassment such as creepshots (sexually suggestive or private pictures taken without consent and shared online), upskirting (sexual or private pictures taken under the skirt or dress without consent and shared online), image-based sexual abuse (non-consensual image or video sharing, or non-consensual intimate image – NCII – or “revenge porn”), deepfakes, recorded sexual assault and rape, including “happy slapping” (either live-streamed or distributed on pornographic sites), threats and coercion such as forced sexting, sextortion, rape threats, incitement to commit rape.

Forms of online stalking or spying on social media or messaging, password stealing, cracking or hacking devices, spyware installation, impersonation for stalking means, tracking via GPS or geolocation, scaring, threatening and controlling via smart locks or smart home appliances.

Forms of psychological violence such as online sexist hate speech and incitement to self-harm or suicide, verbal attacks, insults, death threats, pressure, blackmail, deadnaming (revealing someone’s former name against their wishes for the purposes of harm)

Cyberviolence, hence, is not a separate phenomenon to ‘real world’ violence, as it often follows the same patterns as offline violence. Cyberviolence against women and girls is a cross-cultural, global phenomenon. The networking affordances of Web 2.0 allow frequent spill over phenomena and new online communities are formed across national borders with the shared aim of hating a specific social group (Sugiura, 2021)<sup>3</sup>.

## Causes and modalities of manifestation and perpetration

EIGE’s definitions of cyberviolence against women and girls and its different forms refer to the ‘online–offline’ continuum of violence between the physical and the digital realms. Therefore, it should be understood as encompassing the forms of violence that originate and take place in the digital realm, as well as the technology that facilitates the violence that is perpetrated in the physical world, using, or being facilitated by digital technologies. It also includes forms of action that are initiated in digital environments and spread to the physical world, and vice versa.

<sup>2</sup> See <https://rm.coe.int/the-relevance-of-the-ic-and-the-budapest-convention-on-cybercrime-in-a/1680a5eba3>.

<sup>3</sup> For specific data on the Italian context please consult:

<https://www.unicef.it/diritti-bambini-italia/bullismo-cyberbullismo/> where you can find the UNICEF definition, some direct experiences of young people and adolescents, and what to do if you are the victim of cyberbullying with a brief description of the Italian legal background on such topic. Each partner will also present their own data and legal background.

<https://www.savethechildren.it/blog-notizie/la-legge-contro-il-fenomeno-del-cyberbullismo-5-punti>

Other useful sources:

Borraccino, A.; Marengo, N.; Dalmaso, P.; Marino, C.; Ciardullo, S.; Nardone, P.; Lemma, P.; The 2018 HBS-C-Italia Group. Problematic Social Media Use and Cyber Aggression in Italian Adolescents: The Remarkable Role of Social Support. *Int. J. Environ. Res. Public Health* 2022, 19, 9763. <https://doi.org/10.3390/ijerph19159763>.

## Prevention strategies

1. Remember that any image shared on social media enters the Internet definitively and that it will never be possible to control its diffusion again. It could be used on sites you do not know or like, even if you do not want.	2. Remember that much of the information you post on your profile wall allows you to reconstruct your identity, your habits, your tastes: are you sure you want so many people to know so many things about you?
3. Creating profiles with ambiguous names or posting messages suggestive of sentimental availability could attract the attention of Internet criminals	4. Behavior on the Internet is governed by rules, so-called "netiquette", but above all by laws that clearly define what constitutes as a crime. Avoid creating groups or posting images that praise undesirable behavior and damage people's image and credibility.
5. Keep secret the passwords to access your profiles on social networks.	6. Set up your profile to allow visibility only to friends you have authorised: in this way you will directly select who accesses your page and you will guarantee to be contacted only by known and reliable people.
7. In chats with strangers, forums, blogs or role-playing games, never give personal information such as your surname, age, address, mobile phone number or home number... Before entering your personal data on the Internet, check that there are signs indicating the security of the page: the word "http" in the address and the padlock symbol.	8. Never meet people you know on the Internet without notifying someone. If you really want to do it, arrange to meet in crowded places and bring at least two friends with you.
9. If you read or see something on the Internet that makes you feel uncomfortable or scared, talk to your parents or teachers right away. If someone who seemed nice to you starts writing strange things in chat or sends emails you don't like, block them and talk to your parents right away.	10. If you receive offensive, threatening, or inappropriate messages or content, contact an adult you trust. Keep offensive or threatening messages or content because they are evidence that can be used to inform the police.

### 3. ACTIVITIES

#### Activity 1: Video viewing and group discussion

##### Learning objective:

Promote awareness on the topic of cyber sexual violence and the sharing of experiences, feelings, and emotions with the group through ad hoc video viewing and subsequent debate and discussion.

Emotional competence to be worked on:

Empathy, sensitivity, responsibility towards others and ourselves.

##### Necessary Digital Competences:

Basic ICT skills and use of social media (creation and management of social profiles).

##### Methodology

Topic: Open a brainstorming discussion on the assigned topic and then move on to watching. Resume any key terms that emerged previously. Watch the video/s on sexual cyber violence aiming to promote raising awareness on the topic. Incite a subsequent exchange and debate among the young people on the feelings and experiences that arose during their watching of the video. The debate will be duly supported by the trainer.

##### How to develop this activity:

Ask youths to write on a piece of paper, in a sentence or key words, one or more behaviours or situations they believe represents GBCV, the professionals will collect the papers.

Watch one or two of the videos proposed below (professionals should watch the videos in advance in order to select those that would be best for their group and context. Please note that some videos are in Italian and other in English with subtitles available in some cases).

After watching the video, the trainer will randomly give the pieces of paper back to the young people and will ask them to read loud the key word written on the sheet.

They will open a discussion on the behaviours seen in the videos and the ones described by the young people on the paper, in order to promote an exchange of feelings and experiences and problem-solving skills (i.e. what would you do in this situation?)

##### Possible questions to guide the discussion:

Why is the behaviour of the perpetrator wrong in your opinion?

How can it harm/create suffering in the victim?

What emotions would you feel if you were the victim of GBCV?

What could be the motivation of the aggressor?

Do you think GBCV should be a crime that is prosecuted by the police?

Do you think the GBCV victim has responsibilities?

What can the victim of GBCV do to defend herself/himself?



... and any other questions emerging from the debate.

#### Video proposals<sup>4</sup>:

<https://www.youtube.com/watch?v=jbXY2gf2Gu4> Sexting e lei avrebbe detto sì?)

<https://www.youtube.com/watch?v=iyv1DjsPUcU> Sextortion | Relazioni online e consenso | Videopillola – YouTube

<https://www.youtube.com/watch?v=pJmyWVpJeG0> Sexting – Speciale sei tu, non le tue foto. – YouTube

<https://www.youtube.com/watch?v=TJyHmoSeHog> 8 Things You and Your Teen Need to Know About Sexting

<https://www.youtube.com/watch?v=IZwVT6WnPQY> Teen Voices: Sexting, Relationships, and Risks

<https://www.youtube.com/watch?v=CEivufW2IWs> Online Sexual Abuse Can Happen

[https://www.youtube.com/watch?v=K\\_oudfv6FwY](https://www.youtube.com/watch?v=K_oudfv6FwY) Stop Online Child Sexual Abuse

<https://www.youtube.com/watch?v=IUjwHPah72o> Online Grooming

<https://www.youtube.com/watch?v=JjIU3mA4Pn4> Revenge Porn

General videos (it could be interesting to propose them at the beginning of the session to introduce the topic if needed or at the end of the same to give some ad hoc tips)

<https://www.youtube.com/watch?v=916K8xRxQZw> Protect Yourself Rules – Cyber Bullying

<https://www.youtube.com/watch?v=kZOfLN4Yqh> What is NETIQUETTE?

<https://www.youtube.com/watch?v=w6FfxnhRssw> DIFFERENT TYPES OF BULLYING

**Material:** Paper and pens/pencils

**Estimated duration:** 20 minutes

#### Evaluation

Self-assessment: Participants are asked to indicate an interesting thing they have learnt from the video and subsequent discussion.

Evaluation: Professionals will grade their level of group cooperation, synergies and learning outcomes in terms of objectives achieved and emotional and digital skills (see above)

Indicators (qualitative and quantitative):

Learning outcomes: teamwork, problem-solving

Emotional skills: raising awareness

Basic ICT skills and use of social media (creation and management of a social profile – TikTok, Instagram...)

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<sup>4</sup> Partners and involved professionals/trainers are free to select videos that better fits to their group and context of course. Two short videos would be the best option for 20 minutes of activities and attract the interest of the youths

## Activity 2: Title: Role playing

### Learning objective:

Promote raising awareness on the topic of sexual gender-based cyberviolence and the sharing of experiences, feelings, and emotions with the group through role playing approach.

Emotional competences to be worked on:

Empathy, sensitivity, responsibility towards ourselves and others.

### Necessary Digital Competences:

Basic ICT skills and use of social media (creation and management of social profiles).

### Methodology

Role playing: a learning exercise using the dramatisation, i.e., the scenic representation of an interaction between people by taking roles in a hypothetical situation.

### Preparation

- The young people will be divided into small groups within which they will identify two actors (the perpetrator and the victim)
- The rest of the group will be the audience, and play the role of groups (class, friends, community in general) who witness the phenomena of sexual cyberbullying.
- Trainers will identify characters based on context (man/woman - man/man - woman/woman) and explain the roles, including those of the audience.

### Hypothesis

The trainers will explain the situational context (i.e., identify different threat situations). The dialogue between the two roles can be left free (making use of the key words emerged in Activity 2) or they can provide a short track to be performed according to the context (You can find some examples at the end of the activity \*).

After the performance, the two actors first and then the whole group will share and comment the emotions and sensations they felt based on the role played.

**Don't forget! Sharing of emotions (cf. emotional education) and related debate, is useful to develop the ability to recognise each other and empathy (soft/transversal skills).**

### Dramatisation

The dramatisation will take place in two stages:

1. In the first part, the victim and perpetrator will sit face to face to simulate an offline situation.

- The trainers will select a hypothetical situation of sexual GBCV from the behaviours described by the young people during activity 2, or they can choose an already prepared text/track (see examples below).

- The perpetrator will address the victim with threatening or insidious phrases based on the selected keyword/case (see the tip below for the language that can be used by the young people during the role-playing).
- The victim will answer according to the feelings and sensations provoked by receiving the threats (see the tip below for the language that can be used by young people during the role-playing).
- The audience watches in silence.

2. In the second part, the victim and perpetrator will sit back-to-back to simulate an online situation.

- Repeat the previous second and third steps of point 1.
- After the performance, the debate among the young people will start (duly guided by the trainers).

**Possible questions to guide the discussion:**

- Ask the victim about their feelings after the performance.
- Ask the victim if they perceived a difference between the first and second performance.
- Ask the perpetrator about their feelings after the performance.
- Ask the perpetrator if they perceived a difference between the first and the second performance.
- Ask the audience to comment on the behaviour of the victim and the perpetrator.
- Ask the audience how they would have intervened in a real situation if they could.

## **Examples/cases**

### **Case 1**

The perpetrator contacts the victim (who they already know personally) through social media (WhatsApp, telegram, etc.) and threatens to beat them (alone or with others) because they believe that they have caused a problem (betrayal, jealousy, interference in relationships, etc.).

### **Case 2**

The perpetrator contacts the victim on social media telling them, that they know a secret (to be defined according to the context) and will reveal it publicly if they don't get what they ask for (i.e., money, favors, performance or explicit photo/video).

### **Case 3**

The victim, that knows the perpetrator, sent them their own provocative or erotic photos/videos. The perpetrator threatens to show them to others if they do not get what they wants.

### **Case 4 (it is a real one observed at work)**

A youth (perpetrator) contacts their ex-girlfriend (victim) even though they are aware that she has a new partner. The two exchanged some erotic photos during their relationship, so, they threaten her to reveal everything to her parents if she will not leave the current boyfriend to return to them.

## Case 5

The perpetrator knows the sexual orientation of the victim and sends them aggression and death threats (of a discriminatory nature)

**Estimated duration:** 20 minutes

## Evaluation

Self-assessment: Participants are asked to indicate an interesting thing they have learnt from role playing and subsequent discussion.

Evaluation: Professionals will grade level of group cooperation, synergies and learning outcomes in terms of objectives achieved and emotional and digital skills (see above).

Indicators (qualitative and quantitative):

- Learning outcomes: teamwork, problem solving
- Emotional skills: raising awareness
- Basic ICT skills and use of social media (creation and management of a social profile – tik tok, Instagram...)

This activity will allow young people to experience the dynamics of the behaviour of the perpetrator and the objectification of the victim.

The language that should be used must be defined, if a real example is used – for example, trainers must decide between using strong and vulgar expressions or those that are more politically correct.

The trainer must be duly trained to orient the debate and support the young people in facing such delicate topic as some personal experiences could emerge.

The final debate is fundamental as it allows: for young people to share and express their feelings and emotions; for trainers to collect important input and information on learning outcomes (emotional and digital skills acquired or enhanced thanks to the session).

## 4. REFERENCES

Borraccino, A.; Marengo, N.; Dalmaso, P.; Marino, C.; Ciardullo, S.; Nardone, P.; Lemma, P.; The 2018 HBSC-Italia Group. Problematic Social Media Use and Cyber Aggression in Italian Adolescents: The Remarkable Role of Social Support. *Int. J. Environ. Res. Public Health* 2022, 19, 9763. <https://doi.org/10.3390/ijerph19159763>.

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R. De Vita – M. Della Bruna, "Non consensual pornography: dal revenge porn alla sexual extortion" – <https://www.devita.law/non-consensual-pornography-dal-revenge-porn-alla-sexual-extortion/>.

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Eleuteri, S., Saladino, V., & Verrastro, V., (2017), Identity, Relationships, Sexuality, and Risky Behaviors of Adolescents in the Context of Social Media, *Sexual and Relationship Therapy*, 32(3-4), 354-365

Gassó A.M., Klettke B., Agustina J.R., Montiel I. (2019), "Sexting, Mental Health, and Victimization Among Adolescents: A Literature Review", *International Journal of Environmental Research in Public Health*, 16(13): 2364, doi:<https://doi.org/10.3390/ijerph16132364>.

Patchin, J. W., & Hinduja, S. (2020). Sextortion Among Adolescents: Results From a National Survey of U.S. Youth. *Sexual Abuse*, 32(1), 30 – 54 <https://doi.org/10.1177/1079063218800469> in "Countering Technology-Facilitated Abuse. Criminal Justice Strategies for Combating Nonconsensual Pornography, Sextortion, Doxing, and Swatting", Amanda R. Witwer, Lynn Langton, Michael J. D. Vermeer, Duren Banks, Dulani Woods, Brian A. Jackson.

## 5. RESOURCES

### Useful links

Sextortion: Cybersecurity, teenagers, and remote sexual assault <https://www.brookings.edu/research/sextortion-cybersecurity-teenagers-and-remote-sexual-assault/>

Online sexual coercion and extortion is a crime

<https://www.europol.europa.eu/activities-services/public-awareness-and-prevention-guides/online-sexual-coercion-and-extortion-crime>

Exploiting isolation: sexual predators increasingly targeting children during COVID pandemic <https://www.europol.europa.eu/newsroom/news/exploiting-isolation-sexual-predators-increasingly-targeting-children-during-covid-pandemic>.

Gli adolescenti e il sesso nell'era del sexting

<https://www.farewebnews.it/infografiche/582-gli-adolescenti-e-il-sesso-nell-era-del-sexting>

Revealed: Facebook's internal rulebook on sex, terrorism and violence

<https://www.theguardian.com/news/2017/may/21/revealed-facebook-internal-rulebook-sex-terrorism-violence>.

Facebook flooded with 'sextortion' and 'revenge porn', files reveal

<https://www.theguardian.com/news/2017/may/22/facebook-flooded-with-sextortion-and-revenge-porn-files-reveal>.

Stop al revenge-porn

<https://www.instagram.com/p/CpR09Tej9xk/?igshid=MDJmNzVkMjY%3D>

Arcipelago educativo: risorse e attività [https://risorse.arcipelagoeducativo.it/risorse?search\\_api\\_fulltext=cyber+violenza](https://risorse.arcipelagoeducativo.it/risorse?search_api_fulltext=cyber+violenza)

La legge contro il fenomeno del cyberbullismo in 5 punti

<https://www.savethechildren.it/blog-notizie/la-legge-contro-il-fenomeno-del-cyberbullismo-5-punti>

Gli adolescenti e la violenza di genere online

<https://www.savethechildren.it/blog-notizie/gli-adolescenti-e-la-violenza-di-genere-online>

Il sexting e gli adolescenti: cos'è e perché è diffuso

<https://www.savethechildren.it/blog-notizie/il-sexting-e-gli-adolescenti-cos-e-perche-e-diffuso>

Sextortion Yup. It's A Thing

<https://www.stopsextortion.com>.

Telefono Azzurro, Doxa Kids (2020).

Together for a better Internet,

Bullismo e cyber bullismo

<https://www.miur.gov.it/bullismo-e-cyberbullismo>

Cyberbullismo: emanate la legge 71/2017

<https://www.diritto.it/cyberbullismo-emanata-la-legge-n-712017/>

Il revenge-porn è un problema sempre più globale

<https://www.internazionale.it/video/2020/06/11/revenge-porn-globale-lockdown>

Il reato di revenge-porn

<https://www.diritto.it/il-reato-di-revenge-porn/>

Revenge-porn: prime impressioni e problematiche interpretative

<https://www.agendadigitale.eu/sicurezza/privacy/revenge-porn-prime-impressioni-e-problematiche-interpretative/>

Rischi legali Sexting

[https://www.laleggepertutti.it/281993\\_rischi-legali-sexting](https://www.laleggepertutti.it/281993_rischi-legali-sexting)

Sexting: il fenomeno, le conseguenze penali e la giurisprudenza

<https://www.agendadigitale.eu/sicurezza/privacy/sexting-il-fenomeno-le-conseguenze-penali-e-la-giurisprudenza/32>

I diritti dei bambini in italia: bullismo e cyberbullismo <https://www.unicef.it/diritti-bambini-italia/bullismo-cyberbullismo>

## 6. ANNEX

### Instructions for professionals;

The professional will collect the following information from each participant at the end of each session :  
How many people are female, male, non-binary or other, the average age of the group and if every participant has any judicial measures.

My gender is:

- Male
- Female
- Non-binary
- Other

My age is

.....

Are you subject to judicial measures?

YES                      NO

In case of variations in the number of participants with respect to the start of the sessions, note below.

**THE FOLLOWING RUBRIC SHOULD BE COMPLETED BY THE PROFESSIONAL AT THE END OF EACH SESSION OR TOPIC.**

### Instructions for professionals;

The professional will write down if any observation has come (user influenced by a leader, possible debates or other)

The professional will write down the methodology used for each set of questions (post-its, dynamic activities, etc.).

Feel free to adapt the vocabulary to make it more accessible or user-friendly and to explain all the concepts that were not understood, be careful not to change the meaning of the sentence.



	0 (Not at all)	1 (A little)	2 (Sufficient)	3 (A lot)
The group had some knowledge of the topic worked on in the workshop.				
The group had sensitivity to the topic worked on in the workshop.				
The group has shown interest in learning from the work done.				
Participants have shown signs of having assimilated the concepts worked on.				
The group has actively participated in the activities				
Participants have commented on personal or other people's experiences related to the concepts worked on				
The group has developed their emotional competences necessary for each topic worked on.				
The group has developed their digital competences necessary for the topic worked on.				

**AT THE END OF EACH SESSION, THE PROFESSIONAL WILL ASK THE FOLLOWING OPEN-ENDED QUESTIONS TO THE GROUP AND NOTE DOWN THE ANSWERS**


#### **Instructions for professionals;**

The professional will ask the group item by item and will write down the answers, using the chosen methodology.

The professional will write down if any observation has come (user influenced by a leader, possible debates or other).

The professional will write down the methodology used for each set of questions (post-its, dynamic activities, etc.).

Feel free to adapt the vocabulary to make it more accessible or user-friendly and to explain all the concepts that were not understood, be careful not to change the meaning of the sentence.

1. Name one thing that you have learned today	
2. Name one thing that has surprised you	
3. Was this information useful?	
4. Are you satisfied with the session?	



## MODULE 3:

# HATE SPEECH ONLINE

# AGAINST WOMEN



Developed by:





# 1. INTRODUCTION

For many women and girls, sexist and misogynistic language is an everyday experience. Hate speech online against women is a form of gender-based cyberviolence (GBCV). The term “hate speech online against women” encompasses different types of violence such as sexist hate speech, slut-shaming, violent culture online, etc. In Europe 1 in 10 women have experienced some kind of cyber violence from the age of 15, as highlighted in research conducted by the World Health Organization.

## Learning Objectives

The aim of this module is to define hate speech online against women, sexist hate speech, slut-shaming, understand their ways of functioning, the impact they have on women and identify ways of coping, as well as ways of changing stereotypes and promoting a culture of non-violence online.

## Learning Outcomes

Participants will be able to describe the concept of hate speech online against women, and recognise sexist hate speech and slut-shaming. They will also be able to address these issues and learn methods that will help them to deal with misogynistic and aggressive behaviour so that stereotypes and non-violent online culture will not affect them so much.

## Emotional competences

In the content and in the activities of this module the participants will practice or achieved emotional competence such as:

- Emotional awareness – identify and understand emotions in oneself and others, through verbal and non-verbal expression (facial expressions, body expressions, empathy or understanding of other’s perspectives, getting involved in their experiences, reading situational and expressive cues that have a degree of cultural consensus)
- Emotional autonomy – ability to assume responsibility for decisions, engaging in healthy, safe, and ethical behaviours.
- Interpersonal intelligence – understanding social skills, communication skills and receptive listening; ability to share emotions in a manner appropriate to the structure of the relationship and context; assertiveness; pro-social and cooperative attitudes, respect, and acceptance of individual differences.
- Life and well-being skills – the search for resources and support when necessary; the exercise of an active, civic, responsible, critical, and committed citizenship.

## Digital competences

In the content and in the activities of this module the participants will practice or achieved digital competence such as:

- Communication and collaboration: to interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity.
- Safety: to protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion.
- Problem solving: to identify needs and problems, and to resolve conceptual problems and problematic situations in digital environments. To use digital tools to innovate processes and products.

## 2. CONTENTS

### Hate speech online

All forms of expression, which share, encourage, promote or justify race hatred, xenophobia, anti-semitism or every other form of hatred based on intolerance, which includes gender-based discrimination, violent language against women, aggressive nationalism, ethnocentrism, discrimination and hostility of minorities, emigrants or persons of foreign origin (Van der Wilk, 2018)

#### Hate speech online

#### Sexist hate speech

Expressions which spread, incite, promote, or justify hatred based on sex

This is a form of bullying where girls are targeted and bullied through degradation or humiliation for their sexuality. Slut-shaming means ridiculing girls for the way they look, the way they dress, and their presumed level of sexual activity. (Gordon, 2022)

#### Slut-shaming

## Where does it take place?

Social media, web content and discussion sites, search engines, messaging services, blogs, dating websites and apps, forums, chat rooms of online video games, etc. Research shows that women are specifically targeted by cyber violence and that age and gender are significant factors in the prevalence of cybeviolence. Young women are particularly under threat of sexual harassment and stalking.

## What forms does it take?

Sexual harassment, image-based sexual abuse or sexist hate speech. Experts are now recognising these forms of hate speech online against women as part and parcel of a continuum of violence, often starting offline and reverberating online and vice versa, pushing women back from public spaces to the private sphere. Gender stereotypes lead to victim-blaming and the invisibilisation of victims' perspectives when it comes to cyber violence and hate speech online against women.

## What effect does it have?

Violence against women harms in durable ways. It infringes women's fundamental rights and freedoms, their dignity and equality and impacts their lives at all levels. It impacts their physical and mental health and well-being as well as their social and financial development, thus impacting society as a whole. Cyber violence can push women to remove themselves from the Internet, due to the pervasiveness of the forms of violence they can experience online.

## Sexist hate speech



is one of the expressions of sexism, which can be defined as any supposition, belief, assertion, gesture or act that is aimed at expressing contempt towards a person, based on her or his sex or gender, or in considering that person as inferior or essentially reduced, due to her or his sexual dimension. Some groups of women are particularly targeted by sexist hate speech (notably young women, women in the media or female politicians), but every woman and girl is a potential target for online and offline sexist hate speech. The increasing availability and use of Internet and social platforms have contributed to growing occurrences of sexist hate speech. (Sękowska-Kozłowska et al., 2022)

## **Slut-shaming**

Slut-shaming is the practice of criticising people, especially women and girls, who are perceived to violate expectations of behaviour and appearance regarding issues related to sexuality. It may also be used in reference to gay men, who may face disapproval for promiscuous sexual behaviours. Slut-shaming rarely happens to heterosexual men (Antonatos, 2022).

Slut-shaming is used by men and women. Women who slut-shame other women continuously apply unfavourable sexual double standards which were established by men. The term is also used to describe victim-blaming for rape and other sexual assault. This blaming is done by stating the crime was caused (either in part or in full) by the woman wearing revealing clothing or acting in a sexually provocative manner, before refusing consent to sex, thereby absolving the perpetrator of guilt. Sexually lenient individuals can be at risk of social isolation.

Slut-shaming is prevalent on social media platforms, including the most commonly used: YouTube, Instagram, Twitter, and Facebook. Slut-shaming has occurred on Facebook in controversial exchanges between users that have resulted in convictions to menace, harass and cause offence.

### **Examples of slut-shaming:**

- A classmate jokingly says, "You look like a bimbo in that skirt." Even if it's done in a funny way, the intention behind the remark is to make you feel shameful and embarrassed for something that they may consider to be sexually suggestive or a deviation from "proper" attire.
- An ex-partner recorded your sexual encounter or took nude pictures of you and distributes or threatens to expose the explicit contents online. Often referred to as revenge porn, it is the ultimate violation of your trust and a vindictive way to denigrate you; in many cases, it is also illegal.
- You are sexting and your friend scolds you for sending sexy images to your boyfriend. While it's important to be mindful about how you interact online, there is a difference between warning a friend to be mindful of their safety and chiding them for expressing their sexuality.
- You are arguing with your partner, and they bring up your sexual history in a spiteful way. Your sexual past is being used to hurt your feelings and make you feel ashamed about your past sexual conduct.
- You overhear your co-workers gossiping about your sexuality or sexual life. Your private sexual life is being weaponised behind your back to shame you, which often counts as workplace sexual harassment and carries legal ramifications.
- People writing about your sexuality and sex life on bathroom stalls, in public places, or online, whether anonymously or not.



## Effects of slut-shaming:

- Body image issues
- Depression and anxiety
- Feelings of guilt and shame
- Sexual anxiety
- Low self-esteem
- Suicidal ideation or attempts
- Being socially stigmatised and isolated
- Reluctant to report or talk about it for fear of retaliation, re-victimisation, victim-blamed, and/or not being believed (Gordon, 2022)

## **Non-violent culture online**

Non-violent culture online – Instances of cyber-attacks and violence against women are often not taken seriously. For this to change, states, companies, society and individuals must address cyberviolence as if it were any other form of violence against women, using all the tools at their disposal. If states do not act, online freedom of expression is threatened.

A culture of non-violence can be achieved through various means, such as education, advocacy, and community organising. It involves promoting and practicing non-violent communication, conflict resolution, and cooperation. It also involves challenging the systems and structures that perpetuate violence, such as racism, sexism, and other forms of discrimination.

By embracing a culture of non-violence, individuals and communities can work towards creating a more just and equitable society, where conflicts are resolved peacefully and everyone is treated with dignity and respect.

Recognising that violence against women and girls in the digital space is a form of gender-based violence that hinders gender equality and violates their human rights can be an important step in addressing the issue. Some countries have taken steps to prevent and combat this phenomenon. For instance, France introduced cyberbullying against women and girls as a new criminal offence, Slovenia and Poland criminalised both offline and online harassment and Austria adopted an online hate speech legislative package.

Educating and raising awareness among younger generations to prevent the proliferation of online violence against women and girls is also crucial, and some countries have implemented projects to achieve this. Portugal has adopted guidelines on gender and citizenship, including Internet safety, for all levels of education, Slovenia co-financed projects to raise awareness of dating violence, including online dimensions, and Monaco has been working to prevent cyberbullying in schools.

National human rights structures, such as equality bodies and national human rights institutions, also have a significant role in combating online violence against women. They can investigate cases of online hate speech and raise awareness of this issue. For example, the Institute for Gender Equality in Belgium filed a criminal complaint against a social media platform for refusing to remove non-consensual

intimate images, while the Montenegrin Ombudsman institution published comics to raise awareness of online violence against women and girls. The Institute for Human Rights in Denmark published studies addressing hate speech in online public debates, offering recommendations.

## Prevention

Setting up laws to prohibit psychological violence, stalking and sexual harassment. Beyond cultural and social changes in the domain of gender equality, it is crucial that legal frameworks account for all the forms of violence against women, including the types of harassment, stalking, psychological violence and hate speech that exist.

- Promoting changes in the social and cultural patterns of behaviour of women and men with a goal of eradicating prejudices, customs, traditions, and all other practices which are based on the idea of the inferiority of women or the stereotyped roles for women and men.
- Culture, custom, religion, tradition, or so-called “honour” shall not be considered as justification for any acts of violence.
- Initiatives and programmes sustaining empowerment and positive representations for women online should also be more widespread.

### Prosecute

- Perpetrators should be duly prosecuted and sanctioned. To make this happen in the field of cyberviolence against women, this specific form of violence should be covered by criminal law and should not remain unpunished. It requires easily accessible, safe, and specialised online mechanisms that enable women to report abuse to the authorities and obtain both protection and the removal of harmful materials.

## Education

- Including teaching material on issues such as equality between women and men, non-stereotyped gender roles, mutual respect, non-violent conflict resolution in interpersonal relationships
- Including digital education dispensed from an early age to counter disinformation and misinformation that leads to exploitation, manipulation, political polarisation and distrust in democratic institutions
- Inclusion of digital education in education on equality between women and men, to better understand how stereotypes of women and girls unfold on the Internet and to educate users on the source of the content they consume online, and on ways to dismantle harmful stereotypes and behaviours
- Mainstreamed digital education could help obliterate the potential “recruitment” of young men and boys into extreme groups operating online which promote negative stereotypes on women and even call for violence against women

## Training of professionals

- In the prevention of forms of online and technology-facilitated sexual harassment, stalking and psychological violence
- Training for the relevant professionals dealing with victims or perpetrators of acts of violence, on the prevention and detection of violence, equality between women and men, the needs, and rights of victims
- Building on best practices in the domain of professional training in the social, educational and health sectors and in the criminal justice and law-enforcement sector
- Training on the most recent laws that apply to these forms of violence, on gathering and securing evidence, including electronic evidence, and on ways to collect the victims’ testimonies and stories without subsequent victimisation

## Media

- Respecting principles of human dignity and prohibiting all discrimination based on sex is recommended, as well as prohibiting the incitement of hatred and all forms of gender-based violence against women
- In the case of online forms of violence, the media should avoid spreading victim-blaming perspectives
- A focus on combating harmful stereotypes and behaviours targeting women and girls online and via new technologies

## Telephone helplines

- To provide advice to callers, confidentially or with due regard for their anonymity, in relation to violence
- When regarding online and technology-facilitated violence against women, it is of utmost importance for victims to be able to access helplines either by phone, by chat or instant messaging, 24/7, from their own country and from abroad, so as to receive counselling for the abuse they suffered as well as information on the immediate first steps to take (such as keeping evidence via screenshots or recordings) and the path to follow to find remedies

Promoting a culture of non-violence against women is crucial for creating a safer and more just society. Here are some ways that you can help promote this culture:

- Educate yourself and others about violence against women: Learn about the different types of violence that women experience, including physical, sexual, and emotional abuse. Share this knowledge with others and advocate for policies and laws that address this issue.
- Speak out against violence: If you witness or hear about violence against women, speak out against it. This can involve reporting it to the authorities or intervening in a safe way.
- Support survivors: If someone you know has experienced violence, offer them support and believe them. Encourage them to seek help and provide them with resources if possible.
- Challenge gender stereotypes: Challenge harmful gender stereotypes and beliefs that perpetuate violence against women. This can involve promoting gender equality and treating all genders with respect.
- Promote healthy relationships: Encourage healthy relationships based on respect, communication, and equality. This can involve promoting consent education, healthy communication, and respectful behavior in all relationships.
- Support organisations that work to end violence against women: Donate your time, money, or resources to organisations that work to end violence against women, such as shelters, hotlines, and advocacy groups.

By taking these steps, you can help promote a culture of non-violence against women and work towards a safer and more just society for all.

### 3. ACTIVITIES

#### **Activity 1: Debate and discussion exercise for a class on online harassment and online bullying**

##### **Learning objective:**

To encourage positive interactions and discourage hate speech or harassment; to prevent forms of online and technology-facilitated sexual harassment, stalking and psychological violence; to identify behaviours targeting women and girls online and via new technologies.

##### **Emotional competence to be worked on:**

Life and well-being skills – the search for resources and support when necessary; the exercise of an active, civic, responsible, critical, and committed citizenship.

##### **Necessary digital competence:**

Problem solving: To identify needs and problems, and to resolve conceptual problems and problematic situations in digital environments. To use digital tools to innovate processes and products.

##### **Methodology**

Topic: Should social media platforms be held responsible for preventing and addressing online harassment and bullying on their platforms?

Divide the group into two groups: Group 1 will argue that social media platforms should be held responsible for preventing and addressing online harassment and bullying, while Group 2 will argue that it is not the responsibility of social media platforms to do so.

Each group will be given 10 minutes to think about arguments to support their claim. Once they have completed their task, each group will present their arguments in front of all participants, having 10-15 minutes to do this.

After this step, have a group discussion where participants can share their thoughts and insights on the topic. Encourage them to think about potential solutions and actions that can be taken to address online harassment and bullying on social media platforms. Encourage participants to come up with specific, actionable solutions and have them present these to the group. This could include ideas for policies, tools, or resources that social media platforms could implement to prevent and address online harassment and bullying, but also how they, as individuals, can promote non-violence.

As a conclusion, have the class reflect on the importance of having a respectful online environment and the role that everyone plays on it.

**Estimated duration:** 30-40 minutes

## **Activity 2: Discussion exercise about hate speech online against women**

### **Learning objective:**

To encourage positive interactions and discourage hate speech or harassment; to prevent online harassment, stalking and psychological violence; to identify behaviours targeting women and girls online and via new technologies.

### **Emotional competence to be worked on:**

Interpersonal intelligence – understanding of social skills, communication skills and receptive listening; ability to share emotions in a manner appropriate to the structure of the relationship and context; assertiveness; pro-social and cooperative attitudes, respect, and acceptance of individual differences.

### **Necessary digital competence:**

Safety: To protect physical and mental health, and to be aware of digital technologies for social well-being and social inclusion.

### **Methodology:**

Scenario: A person posts the following message on Facebook: “Should a mother work as an astronaut? Obviously not. Nor should she work as a soldier. Or as a 9-5 programmer. Being a mother is a full-time job. To think you can easily do 2 full time jobs is an insult to mothers. Pick one or change jobs.”

Divide participants into groups of 3-4 people and tell them to think about how they would respond or act if they saw a post like that. Participants will have 10-15 minutes to think. Encourage them to think of different ways to handle the situation and ways to take action to combat these kinds of posts.

After all the groups have finished, invite participants to share their ideas and thoughts on these types of posts, which promote hate speech and misogyny.

After the discussion, invite the group to reflect on the importance of having a respectful online environment and the role everyone plays within it, and on different strategies for dealing with online harassment, such as asking for help from adults, standing up for yourself and others, and using resources such as blocking and reporting tools.

**Estimated duration:** 30-40 minutes

## Activity 3: A social media role-playing exercise for a class on slut-shaming

### Learning objective:

To identify and be aware of slut-shaming and its effects; to know about importance of prevention and detection of violence, equality between women and men, the needs, and rights of victims; to be aware of the impact of language, stereotypes, and gender roles on the culture of slut-shaming.

### Emotional competence to be worked on:

Emotional awareness – identify and understand emotions in oneself and others, through verbal and non-verbal expression (facial expression, body expressiveness, empathy or understanding of other's perspectives, getting involved in their experiences).

### Necessary digital competence:

Safety: To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion.

### Methodology:

Scenario: A student who went to the pool posted a bikini photo on her social media account. It was the first time she posted such a picture, as she has low self-confidence. Following the post, she received generally positive comments, but also a few negative messages in which she is called “slutty” or “disrespectful”. Following these messages, she decided to delete the photo.

Divide the big group into small groups of 4-5 participants each. Give each group the mentioned scenario. Tell the groups that they will have 15 minutes to come up with an improvisation of how they would react in that situation. Encourage them to think about different ways to handle the situation, such as seeking help, standing up for themselves, or using different tools and resources.

### Tips for improvisation:

- Encourage participants to take risks and step out of their comfort zones. Improvisation thrives on experimentation and pushing boundaries. Emphasise that mistakes are natural and can lead to new and unexpected discoveries.
- Encourage participants to trust their instincts and tap into their creativity without overthinking.
- Encourage participants to be open to change and be responsive in new situations, and willing to adapt their ideas and actions in the moment.
- Encourage a playful and lighthearted atmosphere where participants feel free to explore, take risks, and have fun. Embrace the joy and spontaneity that improvisation can bring.

After the improvisation, each group should present their scenario to the extended group, and the coordinator should act as a facilitator, asking questions and guiding the group in a discussion on the different ways that they handled the situation.

After the discussion, have the group reflect on the impact of language, stereotypes, and gender roles on the culture of slut-shaming, and on different strategies to handle it such as seeking help from adults, standing up for themselves and others, and using resources like blocking and reporting tools.

In addition, ask participants to make a comparison between a girl posting such a picture and a boy posting the same kind of picture. Are the comments different? Why?

**Estimated duration:** 30-40 minutes

## 4. REFERENCES

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Iberdrola group. WHAT ARE GENDER STEREOTYPES. Ending stereotypes begins in the classroom

<https://www.iberdrola.com/social-commitment/gender-stereotypes-women>



## 5. RESOURCES

Online hate speech against women is a pervasive problem, but fortunately, there are resources available to help prevent and combat it. Here are some organisations and resources you may find helpful:

The European Network Against Racism (ENAR) is an organisation that works to combat racism and discrimination in Europe. They have a specific program focused on combating online hate speech and provide resources and tools for individuals and organisations to report and counter hate speech.

<https://www.enar-eu.org/>

The European Women's Lobby (EWL) is an umbrella organisation that represents women's organisations in Europe. They work to promote women's rights and gender equality and have a specific focus on preventing violence against women, including online violence and harassment.

<https://www.womenlobby.org/>

The Council of Europe has developed a guide called "Human Rights and the Internet: A Guide to Rights-Based Policies for the Digital Age" which provides guidance on how to protect human rights, including women's rights, in the digital age.

<https://rm.coe.int/16804d5b31>

The European Union Agency for Fundamental Rights (FRA) has developed a report called "Violence against women: an EU-wide survey" which provides data and analysis on violence against women, including online violence and harassment.

<http://fra.europa.eu/en/publication/2014/violence-against-women-eu-wide-survey-main-results-report>

The International Association of Women in Radio and Television (IAWRT) is an international organisation that works to promote the role of women in media. They have a specific program focused on promoting gender equality in the media and combating hate speech against women.

<https://iawrt.org/>

## 6. ANNEX

### Instructions for professionals;

The professional will collect the following information from each participant at the end of each session :

How many people are female, male, non-binary or other, the average age of the group and if every participant has any judicial measures.

My gender is:

- Male
- Female
- Non-binary
- Other

My age is

.....

Are you subject to judicial measures?

YES                      NO

In case of variations in the number of participants with respect to the start of the sessions, note below.

**THE FOLLOWING RUBRIC SHOULD BE COMPLETED BY THE PROFESSIONAL AT THE END OF EACH SESSION OR TOPIC.**

### Instructions for professionals;

The professional will write down if any observation has come (user influenced by a leader, possible debates or other)

The professional will write down the methodology used for each set of questions (post-its, dynamic activities, etc.).

Feel free to adapt the vocabulary to make it more accessible or user-friendly and to explain all the concepts that were not understood, be careful not to change the meaning of the sentence.

	0 (Not at all)	1 (A little)	2 (Sufficient)	3 (A lot)
The group had some knowledge of the topic worked on in the workshop.				
The group had sensitivity to the topic worked on in the workshop.				
The group has shown interest in learning from the work done.				
Participants have shown signs of having assimilated the concepts worked on.				
The group has actively participated in the activities				
Participants have commented on personal or other people's experiences related to the concepts worked on				
The group has developed their emotional competences necessary for each topic worked on.				
The group has developed their digital competences necessary for the topic worked on.				

**AT THE END OF EACH SESSION, THE PROFESSIONAL WILL ASK THE FOLLOWING OPEN-ENDED QUESTIONS TO THE GROUP AND NOTE DOWN THE ANSWERS**


#### Instructions for professionals;

The professional will ask the group item by item and will write down the answers, using the chosen methodology.

The professional will write down if any observation has come (user influenced by a leader, possible debates or other)

The professional will write down the methodology used for each set of questions (post-its, dynamic activities, etc.).

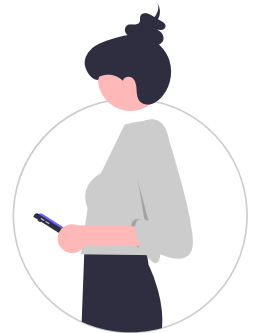
Feel free to adapt the vocabulary to make it more accessible or user-friendly and to explain all the concepts that were not understood, be careful not to change the meaning of the sentence.

1. Name one thing that you have learned today	
2. Name one thing that has surprised you	
3. Was this information useful?	
4. Are you satisfied with the session?	



## MODULE 4:

# CYBER CONTROL AND BOUNDARIES ONLINE



Developed by:





# 1. INTRODUCTION

This module will focus on the topic of cyber control, including topics of cyber harassment, cyberstalking and monitoring via information technologies. This module will guide you through different aspects of cyber control as well as explaining violence associated with romantic love myths.

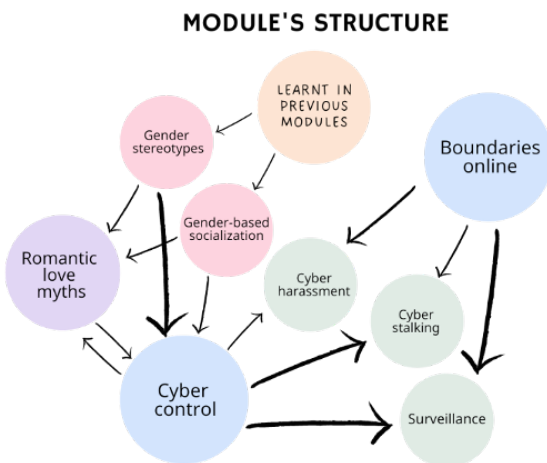


Fig. 6 Made by Valo-Valmennusyhdistys

In the module, you will find recommendations and practical guidance on how to set up limits in the online environment and how to de-normalise violence online. This module offers various activities and exercises that can be implemented with young people to raise their awareness of the topic and inform them of how they can recognise and prevent it.

## Learning objectives

- Participants will explore how to better protect themselves from experiencing cyber control and harassment.
- Participants will familiarise themselves with the concept of consent and be aware of the consequences of their actions.
- Participants will understand the influence of romantic love myths.
- Participants will identify manipulative behaviour and stalking patterns.
- Participants will reflect on their boundaries in the online and physical spaces.
- Participants will understand what the particular settings of social media profiles mean.

## Emotional competences

The module and proposed activities have been developed with the consideration of the following emotional competences. Under the description of each activity, you will find the summary of what competences the particular activity aims to develop.

### Emotional awareness

Ability to perceive, identify and understand emotions in oneself and others, through verbal and non-verbal expression.

- Empathy or understanding of others' perspectives, engaging with in their experiences.

### Emotional regulation

Ability to adequately manage emotions.

- Recognise and have the ability to regulate some feelings and emotions with a strong impact on the behaviours they provoke.
- Having skills to cope with unpleasant or uncomfortable emotions that favour a reduction in intensity, duration and frequency of unpleasant emotions.

### Emotional autonomy

This competence includes various characteristics and attitudes related to personal self-management, i.e., personal characteristics that allow external stimuli to not affect the person drastically, allowing to be sensitive but with some capacity for self-protection.

- Possessing positive self-esteem.
- Ability to assume responsibility for decisions, engaging in healthy, safe and ethical behaviours.
- Ability to cope resiliently with adverse situations.

### Interpersonal intelligence

Ability to build and maintain good relationships with others.

- Understanding of social skills, communication skills and receptive listening.
- Assertiveness (ability to say NO).
- Pro-social and cooperative attitudes, respect and acceptance of individual differences.
- Skills to prevent and solve problems or conflicts.

### Life and well-being skills

Ability to face daily challenges and exceptional situations in an adaptive and responsible manner, which allows life to be organised in a healthy and balanced way, contributing to feelings of satisfaction and well-being.

- Decision-making in different areas of life.
- The search for resources and support when necessary.
- The ability to consciously enjoy a state of well-being and try to transmit it to the people with whom we interact.



## Digital competences

The module and proposed activities are developed using several digital competences according to DigComp 2.2. Under the description of each activity, you will find the summary of what competences the particular activity aims to develop.

1. Communication and collaboration: To manage one's digital presence, identity and reputation.
2. Safety: To protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.
3. Problem-solving: To identify needs and problems, and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products. To keep up-to-date with the digital evolution.

## 3. CONTENTS

In this section, you will be given theoretical information on the module's topic. You will learn more about cyber control, cyber harassment and cyberstalking. Additionally, we will provide you with basic information about romantic love myths and how they contribute to violence against girls and women. We also pay attention to the topic of boundaries and how to set them in the online environment. Furthermore, this section explains why we need to denormalise online violence and how to support young people in safer usage of social media.

The Internet and social media have become one of the natural upbringing environments for young people. Based on the research findings of Mannerheimin Lastensuojeluliitto (2021):



**60% of young people (12-17 years old) spend 4 or more hours online daily (on social media, the Internet or playing online games).**

**The most used social media are: (1) Snapchat 84 %; (2) Instagram 78 % ; (3) WhatsApp 72 %; (4) YouTube 78 %; (5) TikTok 69 %; (6) Online games 42 %, (7) Facebook 11 %.**



50% of young people were subject to some sort of online bullying at least once.

80% of young people have seen other people become subjects of online bullying.



Only 1/5 of young people who were subject to online bullying or other forms of online violence talked about it to their parents or another trusted adult.

91% of young people stated that adults should take responsibility on social media and take online bullying and harassment seriously.

Online violence against women and men can sometimes be gender-based, in which cases women and men experienced different forms of violence based on their gender. One example can be found in Nadim & Fladmoe's research (2021) on gendered cyber harassment in Norway. They also quoted several studies and concluded that there is not always proof of cyber harassment, that women would be more exposed to cyber harassment than men, and women experience different types of online harassment.



Men receive more name-calling and physical threats.



Women are targeted more with sexual violence.

Citing the Pew Research Center authors (ibid., p. 247), they state that "young women experience certain severe forms of harassment at disproportionately high levels."

According to another survey conducted across the EU, the UK and North Macedonia (EIGE, 2022, p. 5):

13 % of women had experienced cyber harassment during the previous 5 years. Victims are more commonly younger respondents (20 % of young women aged 18 to 29), members of the LGBTQI+ community and people with disabilities.	Cyber harassment tends to reflect a broader pattern of victimisation in the offline-online continuum of violence. 77 % of women who have experienced cyber harassment have also experienced at least one form of sexual and/or physical violence perpetrated by an intimate partner.	41 % of responding women who experienced cyber harassment felt that their physical safety was threatened. One in two women has experienced reduced self-esteem or loss of self-confidence, stress, anxiety, or panic attacks as a result of cyber harassment.
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All these research findings are proof that violence online is not something unique or rare. On the contrary, it is a normal part of young people's lives. The base from which the violence grows often lies in the different socialisation of boys and girls.

## **Romantic love myths**

Girls and boys are raised differently based on their gender. This is based on the idea that girls and boys are different by nature, and they are expected to perform different roles also when they grow up. Different roles, based strictly on gender concepts, define what is regarded to be proper for each gender, for example in working life, which causes inequality. (Ferres Pérez & Bosch Fiol, 2013, p. 106)

Authors (ibid., p. 108) continue to propose that pop culture, movies and books that we consume shape the way we think about relationships, and what is expected from women and men in heterosexual relationships. The unrealistic idea of perfect romantic love is also presented to us through the media, family and culture. These ideas are rooted in the patriarchal system, where society is controlled by men, and men use their power to their advantage. In these terms, relationships are controlled through the romantic love myths that repeat traditional expectations towards women including dependency on the man, the role of the caretaker and readiness to sacrifice, whereas the expectations towards men comprise of a more powerful role, consisting of domination, protection and rescue. (Ferres Pérez & Bosch Fiol, 2013, p. 114)

Based on Cubelis-Serra et al. (2021, p. 2) we recognise the myth of exclusiveness, the myth of omnipotence and the myth of couple. The myth of omnipotent love, for example, prevents the victim from leaving a violent relationship, because love is expected to overcome and fix anything, no matter what the situation is. (Ferres Pérez & Bosch Fiol, 2013, p. 115)

According to Cubells-Serra et al. (2021, 2), some of the romantic love myths are:

Myth	Explanation
Myth of the better half	The couple is “the one” and it was the only or best possible option.
Myth of exclusiveness	Romantic love can be felt only for one person at a time.
Myth of fidelity	Only one’s partner should and can satisfy passionate and sensual desires.
Myth of jealousy	True love is evidenced through jealousy.
Myth of marriage	Passionate love must lead to a marriage and stable cohabitation of the couple.
Myth of eternal passion	Passionate love experiences during the first months can and must go on forever.
Myth of equivalence	The belief that the concepts of love and falling in love are equivalent, and therefore if one stops being in love, it means that they do not love their partner anymore.
Myth of omnipotence	The belief that “love can do everything” and must remain whatever happens.
Myth of couple	The monogamous couple is a natural and universal fact, and it has always been at any time and in any culture.

In situations of gender-based violence, elements of control are often present. Control may take place in the domination of time, space and activities (Ferres Pérez & Bosch Fiol, 2013, p. 116). Control may also be transferred into digital control in the forms of stalking, wanting to get access to social media accounts. It can also be manifested by repeatedly checking online or on a mobile phone where their partner is and what they are doing. A controlling partner may also force their partner to delete a friend on a social media platform or request access to a partner’s email or other Internet accounts.

## Cybercontrol

### (Tracking and surveillance, Cyberstalking, Cyber Harassment)

Flach & Deslandes (2019) stated that virtual communities such as Facebook, WhatsApp, Instagram, Twitter and so on are places for sharing and belonging. Through the possibility of communication and sharing pictures, relationships can easily be established – from searching for new friends to sexual relationships with different levels of engagement. This is thus a good basis for the development of new practices of violence. One example of such violence might be tracking and surveillance. Many tracking apps are free of charge, which makes the control and monitoring of others more accessible.

# Cyber harassment

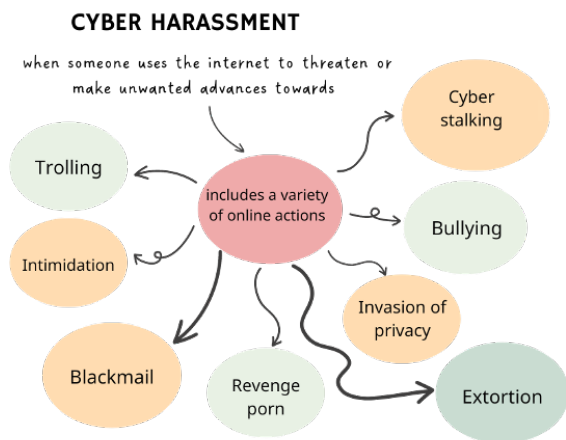


Fig. 7 Made by Valo-Valmennusyhdistys based on Mohsin, 2016 in Ayub & Malik, 2020, pp. 524

Cyber harassment involves lies that harm the victim, invasion of privacy, unwanted calls or messages, and threats of physical and technological attacks. Cyber harassment can be carried out through any electronic communication: in chat rooms, discussion forums, messages, emails etc.

Cyber harassment particularly against women and girls involves one or more acts against victims because of their gender, or because of a combination of gender and other factors (e.g., race, age, disability, profession, personal beliefs or sexual orientation called intersectionality, which is described in more detail in module no. 5). It is committed through the use of information and communications technologies with the intention of harassing, imposing or intercepting the communication, with the purpose or effect of creating an intimidating, hostile, degrading, humiliating or offensive environment for the victim. (EIGE, 2022. p. 5)

Nadim & Fladmoe (2021) recognised 2 types of harassment:

Harassment directed at what you think	Harassment is pointing at you as an individual.	Men receive more comments directed at their opinions and attitudes.	
Harassment directed at who you are	Harassment is attacking you because of being a member of a particular (usually minority) group, i.e., it targets the core identity of the victim.	Women are more exposed to harassment directed toward gender group characteristics.	Cases of the most aggressive harassment are usually directed also toward group characteristics, i.e., towards women.

Ayub & Alik (2020) citing other research findings concluded, that:

- (1) The most common forms of cyber harassment are offensive calls, messages and web posting by the offenders that are known to victims (Kraft & Wang, 2010 in Ayub & Malik, 2020, p. 524).
- (2) Misogynistic (women-hating) comments on online pictures, physical appearance and calling nicknames are also common (Biber et al. 2002 in Ayub & Malik, 2020, p. 524).
- (3) Cyber harassment can cause physical, emotional, and psychological damage to the victim (National Response Center for Cyber Crimes, 2016 in Ayub & Malik, 2020, p. 524) (more detailed information on the consequences of cyber violence are part of module 5)
- (4) Online violence can turn into physical violence in real life.

## Cyberstalking

**(there is no agreed definition of cyberstalking)**

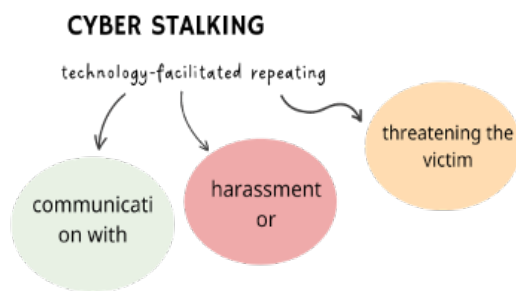


Fig. 8 Made by Valo-Valmennusyhdistys

The majority of cyberstalking cases appear among adolescents and young adults while all genders can be both victims as well as perpetrators. (Wilson et al., 2022) In some cases, cyberstalking is the extension of offline stalking. In other cases, cyberstalking happens solely online. As reported in research, offline stalking is usually perpetrated by a stalker that is known to the victim. Cyberstalking, on the contrary, is more often perpetrated by an unknown person to the victim. (Dreßing et al., 2004)

Cyberstalking does not necessarily involve direct communication with the victim. Some victims may not even realise they are being cyberstalked. They can be monitored in different ways and collected information can be used for identity theft, for example. We also talk about cyber stalking when the stalker contacts the victim's friends, relatives, co-workers etc.

When talking about stalking behaviour the contact must be seen as unwanted and repeated, although what it exactly means is not precisely defined. According to the comparative study done by Wilson et al. (2022), unwanted contact might be something perceived as unwanted by the victim; continuation of

certain behaviour after that person was asked to stop; and/or behaviour that causes the victim distress, fear or alert. When it comes to repetition, it is widely understood that a certain behaviour should appear at least 2 times. It can constantly be the same type of behaviour, e.g., unwanted calls; or different behaviour each time: 1 unwanted call, then 4 unwanted messages, etc. Such behaviour often forces the victims to change their daily routine as a preventive measure. There is also a lack of clear definition of what the time frame is for stalking behaviour: how frequently must the stalking occur and for how long? Based on the findings from offline stalking research, the impact of offline stalking on victim occurs when it last about 2 weeks (Purcell et al., 2004), which we can use as a reference point for our purposes.

The behaviour of cyberstalking affects the victim negatively in some way: victims can feel discomfort, distress, fear, anxiety, irritation etc. Pereira and Matos (2015) found that in their study of Portuguese adolescents, fear is strongly associated with female victims. The fear was increased if the victims were targeted with (1) messages of exaggerated affection, (2) persistent cyber stalker or (3) an older cyber stalker. Nobles et al. (2014) found that previous experience of victimisation, for example, in domestic violence cases, can significantly increase the distress and fear level of cyberstalking victims. We can conclude therefore that the fear level can worsen in cases of cyberviolence when victims are young women with previous experience with victimisation.



**If anyone is experiencing cyberstalking, acting immediately is crucial.**

What you can do? (based on <https://intellipaat.com/blog/what-is-cyberstalking/>)

- Send a clear indication in writing to the cyberstalker that you do not want to be contacted by them and if the message goes unheeded, contact the police.
- Once a warning is issued, do not engage with the stalker at all. This is called “zero contact”.
- Go to the police if the harassment does not stop.
- If you think you are being tracked by someone through spyware, use a family member or friend’s phone to get help.
- Get your devices checked for spyware or signs of compromised accounts.
- Change all passwords.
- Use privacy settings to block the person off your social media, and report the abuse to the network.
- Filter abusive emails to a separate folder to avoid reading them.
- If you know the stalker’s ISP, the part after the @ in their email address, contact abuse@domainname or postmaster@domainname.
- Google has a support system in place for such cases, <https://support.google.com/mail/contact/abuse>

- Tell your employer if you have cyberstalkers at your workplace.
- Make sure to have copies of any communication involved, police reports, and emails from the networks.
- Back up the evidence on an external drive.

To avoid cyberstalking, it is advised to make all posts viewable to friends only; to not permit social networks to post your contact details publicly; to avoid using your real name in social media accounts; to not accept friend requests from unknown people; and to disable geolocation settings and GPS on your device.



## Boundaries & denormalisation of violence

Based on the statistics presented in the first paragraph of the module, 60% of young people spend 4 or more hours per day online and 50% of them have experienced online violence, or were witnesses of violence against other people (80%). Young people's social life and development happen online, where certain types of behaviour are normalised based on their usage.

Asking for nudes, sending nudes, making jokes about one's physical appearance, manipulative messages or threats of sexual and physical violence are so common, that young people might perceive it as normal behaviour in the online environment. Adults usually do not pay much attention to social media, meaning that young people do not have many role models for their online behaviour.

In the online world, the language gets tougher and the behaviour you would never accept as normal in face-to-face situations is perceived as part of a game. Would you accept if someone constantly called you a bitch or dick in real life? Would you accept if someone on the street asked you to show them your breasts or genitals? How would you react if someone shows their genitals out of blue in the grocery shop? Would you go on a date with someone who is 20 years older than you without having any doubts?

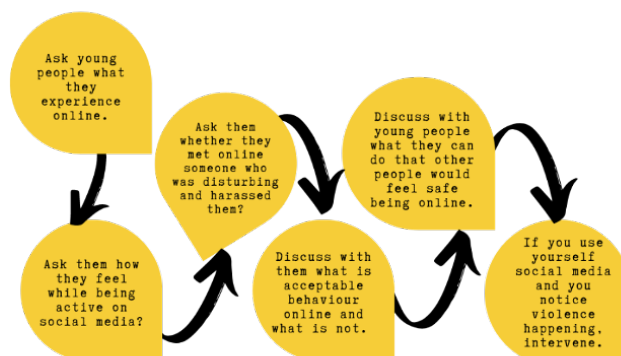
As such behaviour is not normal in personal contact, it should not be normal in the online environment. The fact that something happens regularly does not mean this is the way it should be.

As adults, we should help to build healthy standards of how to behave online. There are many positives to the Internet, but there are also many people who manipulate and commit harm to children, young people and adults too.



### What we can do as adults?

Inspired by Sua Varten Somessa, n.d.:



Remember that you might not always have an answer for everything, but young people will appreciate your interest. Examples of questions that you can ask include: What should you do if someone makes your home address public? What can you do if someone shared your nude pictures with other people? You can also ask how young people behave towards others, for example: Do they send their nudes to other people without considering how others might feel about it? Do they call other people names or ridicule them? Has someone ever blocked them because of their behaviour?

### How can we support young people?

In harmful situations, assure them that what has happened is not their fault. Thank them for being brave enough to tell you.	
Let them know that they are not obliged to speak with everyone. They do not have to answer messages. They can also immediately stop any harassing conversations and block the person that harassed them.	
Support them in reporting the person to the platform. There is always a link and instructions on how you can do it. If young people do not want to do it themselves, you can do the reporting. Some harassing situations can be criminal acts and which should be reported to the police.	
Take the story seriously. Do not blame, doubt or belittle.	
Make sure that young people are not alone with their emotions after the harassing situation. Support them in talking about it with a trustworthy adult.	
Speak with young people about their boundaries. Make them understand, that they do not need to agree with everything someone asks them for. They can say no. If something does not feel right, it is probably not right.	
Give them hope that they can overcome the situation.	

Another side of safer social media usage is to properly set up the account's settings. It is not always interesting to read all the instructions, but it can prevent harm. The minimal standard should be to prohibit the position following, avoid sharing videos or pictures publicly with whoever and not allowing contact information to be public. Young people should be aware not to share their home or school addresses and they should check and update their profiles regularly. Good tips can be found in DeNicola's blog (2023).

## Legislation

There might be different legislation instated on topics relevant to cyberviolence in your country. We encourage you to check the legislation when preparing the workshops and be prepared to talk about it with the participants.

In our context is recommended to check Rikoslaki (Finnish Criminal Code), 19.12.1889/39 on <https://www.finlex.fi/fi/laki/ajantasa/1889/18890039001#L20>

## 3. ACTIVITIES

This module is planned to last 2 hours, with a break in between. We suggest you to choose maximum of 2 activities to have enough time for discussion. It's also good to be flexible and adjust your programme according to the needs of the young people and the atmosphere in the group. We provide 5 different activities and you can choose what you think will be most suitable for your workshop participants.

Content example	Time
Welcoming & recap of the previous modules and introduction to today's topic	10 min
1 <sup>st</sup> activity (introduction, realisation and follow-up)	45 min
Break	10 min
2 <sup>nd</sup> activity (introduction, realisation and follow-up)	45 min
Evaluation and closing	10 min

### Activity 1: Pia on Snapchat

Estimated length of the activity: 45 minutes

Activity Learning Objectives:

- Participants will discuss potential threats in the given case.
- Participants will identify manipulative behaviour and stalking patterns in the case.
- Participants will formulate prevention measures that Pia can enforce.

Emotional competences to be worked on:

- Emotional awareness
- Emotional regulation
- Interpersonal intelligence
- Life and well-being skills

**Necessary digital competences:**

- Communication and collaboration with a focus on managing one's digital presence, identity and reputation.
- Safety
- Problem-solving

**Methodology:**

You will present your workshop participants with the following case and let them discuss the following questions:

Case: Pia (14) is active on Snapchat where she is in touch with various people. With one of them, she particularly likes to chat with, as this person is so easy to talk with. Maybe because of the age difference (12 years), Pia feels this person really understands her. They have also exchanged a few pictures and she has received many compliments. It felt great when someone told her how beautiful she is and that she could be a model. These types of comments were accompanied by lots of hearts emojis, and Pia is looking forward to their next conversation. She just posted a picture from the shopping mall, where she has been hanging out with her friends from school. She immediately received a private message from "The One": Lol, I know where you are now. I saw you coming there from school with your friends. What if I come in person to kiss you? I need to protect such beauty, so that no one else steals you from me 😊 <3 I can't live without you!

**Discussion:**

How would you feel if you were in Pia's shoes? What might be the reason that Pia is in contact with this person? What emotions and opinions does this situation give rise to? What do you think Pia should do?

## Activity 2: Offline and online behaviour

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Estimated length of the activity: 45 minutes

### Activity Learning Objectives:

- Participants will reflect on their boundaries in the online and physical spaces.
- Participants will be solving the described situations.
- Participants will collect and discuss ideas on where to seek help in given situations.
- Participants will be able to think critically about normalised gender-based violence

### Emotional competences to be worked on:

- Emotional awareness
- Emotional regulations
- Emotional autonomy
- Interpersonal intelligence
- Life and well-being skills

### Necessary digital competences:

- Communication and collaboration with the focus on managing one's digital presence, identity and reputation.
- Safety
- Problem-solving

### Methodology:

You will give the workshop participants a list of behaviours. You can write down each behaviour on the small cards and distribute them among participants. Each of them will be asked to read the behaviour and you will discuss together in the group the following:

What would you allow to happen offline and online? What would be your reaction to these types of behaviour happening offline and online? Who would you tell about such behaviour?

List of behaviours: (We recommend you to choose whether all these types of behaviour are suitable for the age group you are going to work with during the workshop.)

- Chat with other people, even if I do not know them.
- Tell others what school I attend.
- Show my breasts whilst wearing underwear.

- Tell friends where I am at the very moment that I am there.
- Look at the other people's genitals.
- Be called bitch/dick by others.
- Let others laugh and make jokes about me because of how I look or what I wear.
- Someone telling me "I will follow you home".
- Someone threatens to rape you.
- Someone threatens to beat you up.
- Someone says you are sexy.
- Someone asks you out on a date..
- Someone stating that your posts are stupid because you are the same as the rest of the stupid women in the world.
- Someone commented that you should shut up because women are good only in the kitchen and for reproduction.
- Someone offers you money for oral sex.

### **Activity 3: Security settings on social media**

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Estimated length of the activity: 20 minutes

#### **Activity Learning Objectives:**

- Participants will understand what particular settings mean.
- Participants will identify the consequences of particular settings.
- Participants will recommend safer and more protective settings.

#### **Emotional competences to be worked on:**

- Interpersonal intelligence
- Life and well-being skills

#### **Necessary digital competences:**

- Communication and collaboration with the focus on managing one's digital presence, identity and reputation.
- Safety

#### **Methodology:**

The participants are asked to use their phone and to open one of their social media channels (Facebook, Snapchat, Instagram, TikTok, YouTube etc.) The basic idea is to see what settings they have set up, what it actually means and how their profile can be better protected. They can also discuss what are the potential risks with their settings.

## Activity 4: Quiz about setting boundaries in the online environment

The contents of this activity are based on Finnish legislation, which is described in the Finnish version of the material. You can use it as inspiration and develop your quiz based on the legal framework in your country. We propose giving a little reward to the winner(s).

**Estimated length of the activity:** 15 minutes

### Activity Learning Objectives:

- Participants will know how they can protect themselves in the online environment
- Participants will have a clearer picture of what kind of consequences online violence may have

### Emotional competences to be worked on:

- Emotional autonomy
- Life and well-being skills
- Necessary digital competences:
- The search for resources and support when necessary.
- Problem-solving

### Methodology:

Create a Kahoot quiz with the following questions. You can also use another quiz platform, such as Nearpod.

1. What should you do when someone sends you a nude picture?

- Nothing
- I'll send it to my friends
- Block and report the sender
- If there was mutual consent, it's okay
- [In case the participants are under aged:] I'll take a screenshot of what happened and tell a trustworthy adult about it

The a), c), d) and e) are correct. Discuss with the participants why these alternatives are okay. It is also okay not to do anything, but it would be recommendable to tell someone. Sending the nude picture to someone else is a crime in Finland. When it comes to alternative d), the action of exchanging nudes is not punishable when there is mutual consent and both parties are either under-aged or adults. In the scenario of the alternative e), the sender is an adult and the receiver a minor. In addition, in cases when the receiver is not minor, it is advisable to have some evidence when taking action and reporting the case.



2. What if someone requests a nude picture from you?

- a. I like the person, so I'll send them the nude
- b. I don't send nudes to anyone
- c. It depends on the situation

All the options are correct, but different actions have different consequences. In a), mutual consent is a must. However, even though there was consent and the person seems trustworthy, they might forward the pictures or make them public. Alternative b) is also correct. It is okay not to send nudes, even when everyone else does, or if the person requesting the nudes would be persistent.

3. Someone forwards you a nude picture of a friend of a friend. What do you do?

- a. Many people have seen it anyway, so I will send it just to my best friend
- b. I will tell the person who is in the picture and not share the picture further

The correct answer is b). The alternative a) is a crime in Finland.

4. Do you have to agree (express consent) in the following situations? Choose the ones in which consent is a must.

- a. Someone wants to exchange nude pictures with me
- b. Someone wants to have sex with me
- c. Someone wants to chat about sexual fantasies
- d. Someone wants to show me a dickpic that they received

All the alternatives are correct. If consent is not clear or requested, situations a), c) and d) are considered harassment. Alternative b) is considered rape.

## Activity 5: How to be in control about being controlled

In this activity different situations which feature control are presented. Some of them are okay and some can be categorised as violent. The idea is to explore together with the participants if the behaviour in the situations is okay or not.

**Estimated length of the activity:** 30 minutes

### Activity Learning Objectives:

- Participants will know how they can protect themselves in the online environment
- Participants will be able to recognise forms of control that are rooted in myths of romantic love

### Emotional competences to be worked on:

- Emotional autonomy
- Life and well-being skills

### Necessary digital competences:

- The search for resources and support when necessary.
- Problem-solving

### Methodology:

The facilitator will present different scenarios and young people will place them on a line from acceptable to unacceptable. The facilitator can prepare in advance on a piece of paper a line, where on the one edge will be written “acceptable” and on the other edge “unacceptable”. Young people will be asked to point to a certain place on the line, where they think the particular scenario should be placed.

1. Your partner follows you on social media, comments on your posts and reposts and shares them.

This is normal and acceptable behaviour on social media, if the comments and reposts are not offensive.

2. Your partner wants to control or limit your access to the Internet, which may lead to isolation.

This situation reflects the romantic love myth of jealousy and the myth of true love which may be used as justification for such violent behaviour. It is not healthy to isolate a friend or partner from online environments.

3. Your partner says that you two are inseparable, leading to monitoring your actions online and staying connected constantly.

This situation is unacceptable and reflects the romantic love myth of jealousy and the myth of true love which may be used as justification for such behaviour. Everyone has the right to privacy, also in a relationship.

4. Your partner wants to control your actions on social media and if you do not follow their requests, there may be punishments.

This situation is unacceptable and reflects the romantic love myth of jealousy and the myth of omnipotent love which justifies all behaviours, if it is done in the name of love. True love may be used as justification for such violent behaviour, but it is important to stop and think if the behaviour has good consequences.

5. You and your partner have a mutual agreement to follow each other's location.

This is okay because there is mutual, open and transparent consent of following each other's location.

Discuss with young people what may lie behind the situations. There may be features of romantic love myths, such as the myth of jealousy, the myth of omnipotent love and the myth of true love. These myths may impact us in such a way that we think different harmful or uncomfortable behaviours are acceptable because they are based on love. However, these myths can and should be questioned as they may be used as the basis for gender-based cyberviolence.

Additionally, it is important to highlight that it is more important to respect your own and others' boundaries and feel when someone's controlling is uncomfortable. Controlling someone behind their back, without transparency and openness, is not okay.

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## 6. ANNEX

### Instructions for professionals;

The professional will collect the following information from each participant at the end of each session:

How many people are female, male, non-binary or other, the average age of the group and if every participant has any judicial measures.

My gender is:

- Male
- Female
- Non-binary
- Other

My age is

.....

Are you subject to judicial measures?

YES                      NO

In case of variations in the number of participants with respect to the start of the sessions, note below.

**THE FOLLOWING RUBRIC SHOULD BE COMPLETED BY THE PROFESSIONAL AT THE END OF EACH SESSION OR TOPIC.**

### Instructions for professionals;

- The professional will write down if any observation has come (user influenced by a leader, possible debates or other)
- The professional will write down the methodology used for each set of questions (post-its, dynamic activities, etc.).

Feel free to adapt the vocabulary to make it more accessible or user-friendly and to explain all the concepts that were not understood, be careful not to change the meaning of the sentence.

	0 (Not at all)	1 (A little)	2 (Sufficient)	3 (A lot)
The group had some knowledge of topic worked on in the workshop.				
The group had sensitivity to the topic worked on in the workshop.				
The group has shown interest in learning from the work done.				
Participants have shown signs of having assimilated the concepts worked on.				
The group has actively participated in the activities				
Participants have commented on personal or other people's experiences related to the concepts worked on				
The group has developed their emotional competences necessary for each topic worked on.				
The group has developed their digital competences necessary for the topic worked on.				

**AT THE END OF EACH SESSION, THE PROFESSIONAL WILL ASK THE FOLLOWING OPEN-ENDED QUESTIONS TO THE GROUP AND NOTE DOWN THE ANSWERS**

**Instructions for professionals;**

- The professional will ask the group item by item and will write down the answers, using the chosen methodology.
- The professional will write down if any observation has come (user influenced by a leader, possible debates or other)
- The professional will write down the methodology used for each set of questions (post-its, dynamic activities, etc.).

Feel free to adapt the vocabulary to make it more accessible or user-friendly and to explain all the concepts that were not understood, be careful not to change the meaning of the sentence.

1. Name one thing that you have learned today	
2. Name one thing that has surprised you	
3. Was this information useful?	
4. Are you satisfied with the session?	





## MODULE 5:

# INTERSECTIONALITY, MULTIPLE DISCRIMINATION, IMPACT AND OTHER AREAS AFFECTED



Developed by:





# 1. INTRODUCTION

## Learning Objectives

In this module, learners will be able to understand and explore the association between multiple discriminations, particularly gender, and gender-based cyberviolence, its impact and the negative outcomes it has on victims, perpetrators, and perpetrators/victims. Moreover, learners will have an overview of the prevalence of gender in cyberviolence and comprehend how this type of violence can affect their everyday lives.

## Learning Outcomes

After completing this module, learners will be able to:

- Identify and describe intersectionality and multiple discriminations
- Recognise the impact and negative consequences on victims, perpetrators, and perpetrators/victims
- Comprehend how gender-based cyberviolence affects youngsters' lives
- Identify strategies to help prevent gender-based cyberviolence

## Emotional competences

Emotional competences that learners will be able to achieve in this module:

- Emotional awareness (e.g., empathy or understanding of others' perspectives)
- Emotional regulation (e.g., ability to assume responsibility for decisions)
- Interpersonal intelligence (e.g., pro-social and cooperative attitudes, respect and acceptance of individual differences)

## Digital competences

Digital competences that learners will be able to achieve in this module, according to DigComp 2.2:

- Communication and collaboration (e.g., to interact, communicate, and collaborate through digital technologies while being aware of cultural and generational diversity)
- Safety (e.g., to be aware of digital technologies for social well-being and social inclusion)

## 2. CONTENTS

### Intersectionality and multiple discrimination

The concept of intersectionality proposes that several identifying characteristics, such as gender, race, ethnicity, class, sexual orientation, and age, function concurrently across social variables to create complex inequities (Collins, 2015). People have experienced systematic oppression and everyday discrimination differently depending on their race, ethnicity, gender, age, class, and sexual orientation—this often happens through regular interactions and communications (Choi & Cristol, 2021), such as in virtual environments. Given both digital citizenship and participatory democracy share the same objectives of achieving diversity, inclusion, equality, and social justice, intersectionality has significant implications for a deeper understanding of these concepts (Collins, 2019). Several studies highlight the importance of this influence with children and young people (Ward & Aubrey, 2017), especially regarding stereotypes, where our society frequently develops and perpetuates them, resulting in discrimination (Mora & Trujillo, 2007). If this still happens in the real world, shouldn't it be expected to continue to happen on the Internet? New technologies have established a number of areas in the virtual world, one of which is the freedom of expression, which frequently contains inappropriate ideas and is focused on inciting hatred, prejudice, and even violence (Costa, Lima & Junior, 2022).

When combining multiple discriminations, more specifically gender-based discriminations, the negative use of the Internet, and freedom of expression, we come across with the phenomenon of gender-based cyberviolence. Gender-based cyberviolence refers to crimes perpetuated through digital communication technology that can be classified as criminal, civil, harmful, sexually aggressive, and harassing (Powell & Henry, 2017), perpetuated against a person because of their gender and/or the expectations of their role in society, as previously addressed in module 1. In this module, we will focus on the impact and consequences of gender-based cyberviolence.

### Impact and other areas affected

#### Cyber-victimisation

The development of modern technologies comes with new threats in the lives of adolescents (Malinowska-Cieslik, Dzielska & Oblacinska, 2022). The virtual space invades the daily life of young people, providing opportunities for communication, entertainment, education, and new socialisation, but also hidden potential risks (Rubio, Donoso & Vilà, 2017). Cyber-victimisation has been linked to adverse effects such as anxiety and lower academic performance (Foody & Samara, 2015). It has detrimental effects the psychological, social, and physical wellbeing of everybody involved (Tokunaga, 2010) and numerous studies have demonstrated that participation in cyberviolence has a serious impact on adolescent development (Juvonen, Graham & Schuster, 2003).

## Perpetrators

- Typically, children or adolescents (Patchin & Hinduja, 2012) often do not perceive their own behaviour as harassing and do not recognise the impact it has on the victims (Campbell, Slee, Spears, Butler & Kift, 2013)
- Higher levels of stress, depression, and anxiety
- Lower self-esteem than uninvolved individuals (Yang, Kim, Kim, Shin & Yoon, 2006)

Common effects of gender-based cyberviolence, both in perpetrators and victims



## Victims

- Lower self-esteem (Wild, Flisher, Bhana & Lombard, 2004)
- Anxiety, fear, and sadness (Beran & Li, 2005)
- Higher levels of depression and substance abuse (Mitchell, Ybarra & Finkelhor, 2007)
- Isolation and stigma (Hamm, Newton & Chrisholm, 2015)
- Trust issues, sensitivities over privacy and an increased risk of suicide (Bloom, 2016)
- Poorer body esteem than non-victims (Malinowska-Cieslik, Dzielska & Oblacinska, 2022)

## Perpetrators/victims

The roles of perpetrators and victims can overlap and emerge in different contexts, where victims may switch roles to become perpetrators (Lazuras, Barkoukis & Tsorbatzoudis, 2017). When this happens we are referring to the perpetrators/victims, who both perpetuate cyberviolence whilst being victims of others (Varnai et al., 2020). It appears that perpetrators/victims are those who are most seriously affected by the negative mental health effects of cyberviolence in adolescence (Armitage, 2021).

According to several studies, male perpetrators/victims suffer from the strongest psychosomatic symptoms, such as headaches, trouble sleeping, and physical symptomatology (Patchin & Hinduja, 2012). The previous authors also stated that the perpetrators/victims report feeling less secure at school, having worse self-esteem, and having more suicidal thoughts.

In 2017, Šincek, Duvnjak and Milić conducted a study comparing youngsters who played varied roles (victims, perpetrators, perpetrators/victims and uninvolved individuals) in cyberviolence regarding psychological effects and came to the conclusion that perpetrators/victims faced more negative results, substantiating the idea that they are the group with the more negative psychological effects, followed by victims. Therefore, to prevent GBCV, it is imperative that we not only focus on strategies that can tackle gender-based cyberviolence on victims, but also in the perpetrators, that, as we saw, can change roles.

## Gender in cyberviolence

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Feminist researchers underline that cyberviolence victimisation is gender related (Backe, Lilleston & McCleary-Sills, 2018). Kowalski and Limber (2007) emphasize that girls are more likely to become victims of cyberviolence whereas boys are more likely to be the perpetrators. According to various studies, women's and girls, and sexual minorities of all genders, are more likely to suffer online victimisation (Elipe, Oliva Muñoz & Del Rey, 2018; Zerach, 2016). In 2018, the Health Behaviour in School-Aged Children (HBSC) conducted a study in 45 European countries and regions, and in Canada, and found that the prevalence of cyberviolence differentiated according to age and gender. HBSC (2018) found that among boys, the percentage of perpetrators and victims are similar (12%) and that girls are more likely to be exposed to this violence (14%) than boys and are less likely to be the perpetrators (8%). The gendered character of cyberviolence constitutes an emerging frontier in the academic community, despite the reality that women and young girls are disproportionately affected by technology-based harms (Bloom, 2016). However, we cannot ignore that boys are also victims of cyberviolence, although of different types of harassment online, as we can corroborate with a recent study (Nadim & Fladmoe, 2021) which explains that boys are more likely to be exposed to cyberviolence online due to a more frequent sharing of opinions, receiving more harassment in return.

The fact is that gender influences the experience and perpetration of cyberviolence between men and women, boys and girls, as well as members of sexual and gender minorities, such as lesbian, gay, bisexual and transgender individuals (Balakrishnan, 2015).

## How does gender-based cyberviolence affect youngsters' lives?

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As we have seen so far, gender-based cyberviolence has a very significant impact on victims, perpetrators, and perpetrators/victims. Youngsters often post private information and images online, which can lead to hate, humiliation and have an adverse effect on their psychosocial functioning. As a result, this type of violence leads to a multitude of mental health issues and self-destructive coping mechanisms (European Parliamentary Research Service, 2021). Moreover, cyberviolence victims are more likely to experience psychosocial adjustment issues, develop insecurities, and have poor relationships with parents and peers (Vance, 2010), which can lead to negative changes in school performance. In a nutshell, gender-based cyberviolence can affect youngsters' personal, academic, and social lives (Hafeez, 2014).

## What can I do if I am a victim of gender-based cyberviolence?

If you are a victim of GBCV	When reporting, you should consider the following questions:
Tell someone what's going on. It is VERY important	Who perpetrated the violent behaviours against you?
Report it to an adult (teacher, staff member, parent/caregiver, counsellor)	What happened?
Don't feel guilty about this kind of behaviour	For how long has it been happening?
Stay calm, even if you feel sad and/or frightened	Did anyone witness? And if so, can that person testify?
Do not respond directly to the person or group who attacked, insulted, or humiliated you online	Is there any evidence of these violent behaviours (photos, videos, screenshots, etc)?
If the situation happened by email, save what you have received in another folder. You can define rules in your spam filter so that emails sent from that address can be immediately forwarded to the spam folder	
If the situation happened on social networks, such as Facebook, block the person or group and report the abusive content. Go to your privacy settings and define who may or may not access and post on your profile	

Fig.9. Online safety: some strategies (Associação Portuguesa de Apoio à Vítima, 2023)

## How and where you can ask for support/help?

The Portuguese Association for Victim Support (APAV) provides information, protection, and emotional, psychological, legal, and social support to all victims of crime, their families and friends. This support is **FREE** and **CONFIDENTIAL** (which means that you do not need to identify yourself to talk to them- saying your name, where you live or your parents' names, for example).

APAV has a national network of victim support offices spread throughout the country, with a group of trained and prepared victim support professionals at your disposal, who can advise, support, and answer your questions and concerns.

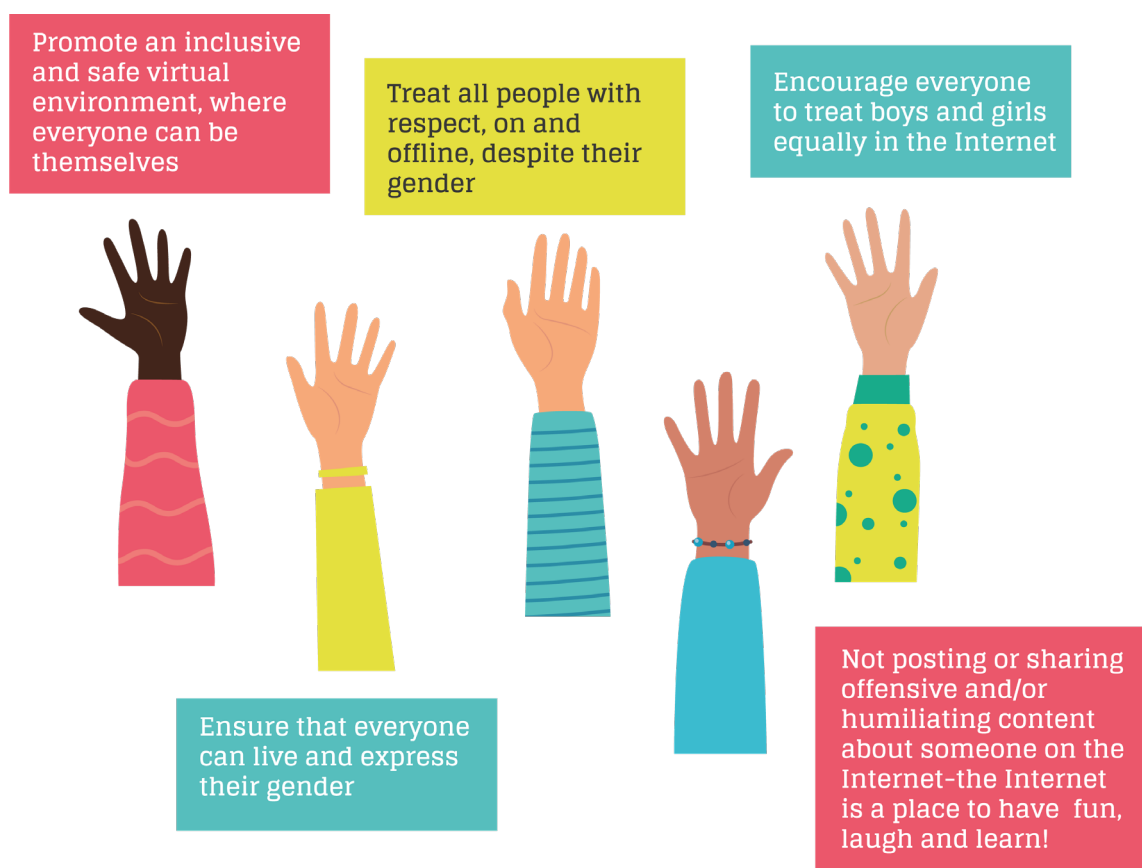
If you need help or information:

Call 707 200 077 (10h00-13h00/14h00-17h00- working days) or 116 006 (08h00-22h00- working days).  
Send an e-mail to: [APAV.SEDE@APAV.PT](mailto:APAV.SEDE@APAV.PT) or go to one of their victim support offices (you can find the closest to you here: [Onde estão \(apav.pt\)](https://www.apav.pt))

## What can I do to help fight this violence?

The main idea to communicate to young people here is that there are behaviours we can all adopt to prevent GBCV, even if we have never been a victim or perpetrator of it. It is important that we transmit this message very clearly, in order to create a sense of responsibility towards the issue.

Here are some strategies we can use in our daily lives to prevent GBCV<sup>1</sup>:



<sup>1</sup> United Nations Office on Drugs and Crime (2022) A Training Handbook for Criminal Justice Practitioners on Cyberviolence Against Women and Girls. Retrieved from: [UNODC\\_v4\\_121022\\_normal\\_pdf.pdf](#)



If we take a second to think about how we are using digital environments, in the ways that we interact, communicate, and collaborate with people, we need to be aware of the cultural and generational diversity, in order to promote social inclusion and well-being... As learned in the previous modules, there are many different types of cyberviolence perpetuated in the virtual world, but what exactly can we do if we see/notice someone being a victim of them?

Reach out to them, and try to understand the impact the behaviours had, to make sure that they feel safe and comfortable to talk to you

Show concern and interest in what they are telling you

Do not make judgments or blame the victim. It is not their fault

Convince them to tell someone they trust about it: their parents, another family member, a teacher...

You can explain that GBCV is a very harmful behaviour that can cause distress and it has a major impact on the victims lives, giving examples of the ones you learned today



## 3. ACTIVITIES

### Activity 1: Case study

Estimated length of the activity: 25 minutes

#### Activity learning objectives:

Linked with some online safety strategies and all the contents facilitated in this module, this activity aims to consolidate knowledge through a case study about a girl affected by GBCV and generate discussion about the issue.

Maria, 17 years old, loves photography. She loves taking photos of landscapes, animals, people... and herself! Most of the pictures she takes, she shares on her Instagram profile, where she is followed by almost 500 people. In general, everyone likes, shares, and comments her photos, mentioning that she is very talented. However, whenever she posts photos of herself, the feedback is not so positive. Some people make mean and humiliating comments about her appearance and even say that she should just take pictures of the landscapes instead of photographing herself. Maria hardly publishes photos of herself anymore and when she does, she tries not to show too much of her body or face.

#### Resources, activities and materials:

- Paper
- Markers

#### Development:

1. Invite learners to separate into groups of 2 or 3 (depending on the number of young people)
2. Distribute sheets or a piece of paper among the groups who will participate in the activity.
3. After distributing the sheets, share the case study (ideally in the PPT presentation, so they can read as many times as they like) with the groups.
4. Ask each group to write on the piece of paper what would be the strategies they would use to help Maria cope with the situation, giving them 10 minutes to complete the task.
5. Begin a discussion about the possible strategies, asking questions to each group.

#### Questions for discussion:

- What do you think of this activity or behaviour?
- Do you think this activity is related to gender-based cyberviolence?

- Do you think this happens often on the Internet?
- What can we do so that women and men can feel secure and free to do the same as Maria, without facing prejudice or hate online?

### Conclusion:

Maria is being targeted of GBCV, through mean and humiliating comments made by users on the Internet. This victimisation is having negative consequences in Maria's life, to the point where she no longer feels comfortable sharing photos of herself because she knows she will feel bad and sad reading them, causing her unease and, for instance, anxiety, every time she uploads a picture of herself. Strategies can be used to help Maria cope with this situation, to the point that she no longer has to feel bad for posting a picture of herself, afraid of the prejudice or hate online.

## Activity 2: You should, you shouldn't

**Estimated length of the activity:** 25 minutes

### Activity learning objectives:

The purpose of this activity is to consolidate knowledge provided during the lesson, regarding strategies we can use in our daily lives to prevent GBCV.

### Resources, activities and materials:

Paper and glue. Print the actions and a A4 sheet with the table above and provide it to each pair.

### Development:

Divided in groups of 2 (depending on the number of young people), learners are invited to put the actions (a-f) into two groups – things they should or shouldn't do online to prevent GBCV.

- Promote an inclusive and safe virtual environment, where everyone can be themselves
- Report or communicate to someone you trust anything that upsets you online.
- Encourage my friends to treat boys and girls differently on the Internet
- Ensure that everyone can live and express their gender, without prejudice or hate
- Treat people with respect, on and offline, depending on their gender
- Post or share offensive and/or humiliating content about someone in the Internet

You should...	You shouldn't...

## Activity 3: The crumpled paper challenge

Estimated length of the activity: 15 minutes

### Activity learning objective:

This activity is designed to help learners understand the impact their words can have. Linked with GBCV, learners will understand that once they provide negative and hurtful comments to someone, they can never take them back.

### Resources, activities and materials:

2 A4 sheets

### Development:

1. Ask two participants to volunteer for this activity
2. Give them each an A4 sheet
3. Ask them to take a good look at that sheet and then crumple it into a ball
4. Ask them to unscrunch the sheet and leave it the same as it was before, nice and straight (they will not be able to do this)

### Conclusion:

Just like the sheet cannot go back to his initial condition, neither can the words be taken back from the moment they are spoken. Therefore, the point is to always think about the impact their words can have on other people, inside or outside virtual environments. It is very important that young people understand that they should behave on the Internet in the same way as they do in the real world. If they don't say something humiliating or evil to someone in person, they should also not do it just because they are behind a screen.

## **Activity 4: Let's take a selfie?**

Estimated length of the activity: 30 minutes

**Activity learning objective:**

This activity is designed to motive and normalise compliments, while boosting learners' self-esteem and promoting intersectionality.

**Resources, activities and materials:**

A4 sheets (1 for each learner)

**Development:**

1. Give each learner a A4 sheet
2. Ask the learners to draw the outline of their head and shoulders, and write their name inside
3. Ask the learners to pass their sheet around and encourage them to write compliments to each other's sheets or even draw some nice pictures on the outside of the outline
4. Ask the learners to place their heads back on the sheet and take a selfie

**Conclusion:**

Around the outline of their head will be the compliments of the other learners. Create a display with all the selfies.

## **Activity 5: Case Study**

Estimated length of the activity: 15 minutes

**Activity learning objectives:**

This activity is designed and focused on promoting a discussion between the facilitator and learners regarding multiple discrimination.

**Resources, activities and materials:**

No resource or materials needed.

Lucas and Paul are a black homosexual couple who booked to stay in a hotel but when they arrived, the hotel owners refused to allow the couple to share a double room. Lucas and Paul knew immediately where the situation was going and explained to the hotel owners “the only thing that we checked when booking this hotel was if we could bring our dog with us..., but actually we should have checked if we were the ones welcomed here”. Lucas and Paul walked away and never enjoyed their weekend getaway.

**Development:**

1. Share the case study with the learners in a PPT slide
2. Ask the learners to analyse and identify the types of discrimination that are present in the case study
3. Ask the learners to, each at a time, comment on the case with the rest of the group
4. Moderate the debate, with minimal intervention

**Conclusion:**

Lucas and Paul are being victims of multiple discrimination because of their sexual orientation and race. The biggest conclusion and goal with the implementation of this activity is to raise awareness to this type of discrimination that happens frequently in our daily lives. Based on what the young people have been learning in the previous modules, this case study should bring awareness at the same time that it consolidates knowledge.

## 4. REFERENCES

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## 5. RESOURCES

Combating gender-based cyberviolence: [EPRS\\_STU\(2021\)662621\\_EN.pdf \(europa.eu\)](#)

Cyberviolence at a glance: [Cyberviolence at a glance - Cyberviolence \(coe.int\)](#)

Online gender-based violence: [Online Gender-Based Violence | UN Women Indonesia - YouTube](#)

Unity: Anti-discrimination video: [UNITY: Anti-Discrimination Video - YouTube](#)

Kids explain intersectionality: [Kids Explain Intersectionality - YouTube](#)

What is intersectionality? [What Is Intersectionality? | Queer 101 | The Advocate - YouTube](#)

Be kind online video: [NetSafe Episode 4: Be Kind Online \(Grades K-3\) - YouTube](#)

How to stop cyberbullying: [NetSafe Episode 10: How to Stop Cyber-bullying \(Grades 7-12\) - YouTube](#)

## 6. ANNEX

### Instructions for professionals;

The professional will collect the following information from each participant at the end of de each session:

How many people are female, male, non-binary or other, the average age of the group and if every participant has any judicial measures.

My gender is:

- Male
- Female
- Non-binary
- Other

My age is

.....

Are you subject to judicial measures?

YES                      NO

In case of variations in the number of participants with respect to the start of the sessions, note below.

**THE FOLLOWING RUBRIC SHOULD BE COMPLETED BY THE PROFESSIONAL AT THE END OF EACH SESSION OR TOPIC.**

### Instructions for professionals;

- The professional will write down if any observation has come (user influenced by a leader, possible debates or other)
- The professional will write down the methodology used for each set of questions (post-its, dynamic activities, etc.).

Feel free to adapt the vocabulary to make it more accessible or user-friendly and to explain all the concepts that were not understood, be careful not to change the meaning of the sentence.


	0 (Not at all)	1 (A little)	2 (Sufficient)	3 (A lot)
The group had some knowledge of topic worked on in the workshop.				
The group had sensitivity to the topic worked on in the workshop.				
The group has shown interest in learning from the work done.				
Participants have shown signs of having assimilated the concepts worked on.				
The group has actively participated in the activities				
Participants have commented on personal or other people's experiences related to the concepts worked on				
The group has developed their emotional competences necessary for each topic worked on.				
The group has developed their digital competences necessary for the topic worked on.				

**AT THE END OF EACH SESSION, THE PROFESSIONAL WILL ASK THE FOLLOWING OPEN-ENDED QUESTIONS TO THE GROUP AND NOTE DOWN THE ANSWERS**

**Instructions for professionals;**

- The professional will ask the group item by item and will write down the answers, using the chosen methodology.
- The professional will write down if any observation has come (user influenced by a leader, possible debates or other)
- The professional will write down the methodology used for each set of questions (post-its, dynamic activities, etc.).

Feel free to adapt the vocabulary to make it more accessible or user-friendly and to explain all the concepts that were not understood, be careful not to change the meaning of the sentence.

1. Name one thing that you have learned today	
2. Name one thing that has surprised you	
3. Was this information useful?	
4. Are you satisfied with the session?	



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