CYBERSAFE Guide for Workshop Facilitators

Addressing the issue of online violence against girls in a classroom setting

Guidelines andsupportfor workshop facilitators to accompany the CYBERSAFE Online Tool, including 4 workshop plans.

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Content

1. Introduction on CYBERSAFE TOOLKIT

This *Guide for Workshop Facilitators* is part of the CYBERSAFE Toolkit. Together with the *Online Tool* it forms a practical, interactive, game-based educational programme for13-16 year old students which addresses the issue of **online violence against girls**. The CYBERSAFE Toolkit is available at: https://www.stoponlineviolence.eu/online-tool/

Content of the CYBERSAFE Toolkit

1. **Guide for Workshop Facilitators**(this document), which includes:

- Part 1. General Information, with background information on the issue of online violence against girls, instructions on how to use the OnlineTool and practical guidelines on facilitating a workshop.

- Part 2. Workshop Plans, with four different workshop plansfocused on the four main types of online violence against girls. Each plan includes a workshop structure, important messages to guide discussions and is accompanied by two real-life scenarios in the Online Tool.

2. **CYBERSAFE OnlineTool** is a game-based learning tool to be used during the workshop. It contains two scenarios per workshop that facilitate discussions through dilemmas to vote on and role-plays.

Across Europe, digital technology plays a central role in the social lives of young people. It enables them to connect to their peers, to learn, to explore and to express themselves. A big part of their social life takes place online. This provides many positive opportunities, but can also cause harm. 'Missteps' can be recorded instantly, spread rapidly and viewed by a wide audience. Content can circulate online indefinitely.

Objectives of the CYBERSAFE Toolkit

Overall aims:

- To increase awareness of online violence against girls among 13-15 year old students.

- To promote safe and responsible online behaviour.

After participating in the educational programme, students:
- Can <u>recognise</u> (signs of) online violence against girls.
- Understand the <u>emotional impact</u> and other <u>possible consequences</u> of online violence against girls for anyone involved.
- Know how to <u>prevent</u> online violence against girls.
- Know how to <u>act in an adequate, supportive and positive way</u> if they themselves or someone else experiences online violence.

CYBERSAFE promotes **healthy relationships and gender equality online**. The Toolkit provides information and tools to prepare and facilitate four workshops on these topics, in order to encourage and support teenagers in safe and responsible online behaviour.

The CYBERSAFE Toolkit is intended for **teachers or other professionals working with young people**, who want to address online violence, including online sexual harassment and online safety, in the classroom or in another setting.

CYBERSAFE workshops target **girls and boys, 13 to 16 years of age**. This age group heavily communicates and builds relationships online.Both girls and boys can play a role in online violence against girls, as a (potential) victim, perpetrator or bystander.[1]

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[1]Whilst adults may use the terms victim, perpetrator and bystander, young people may not relate to these terms. Therefore, we try to avoid these terms as much as possible.As a facilitator, consider the language you use whilst discussing these ideas during your workshop.

PART 1: GENERAL INFORMATION

2. What is online violence against girls?

This chapter is intended to provide facilitators with background information on the issue of online violence and its different forms. This information is useful when facilitating discussions during the workshops.

Online violence, or 'cyber violence', is an umbrella term for all forms of violence or harassment that happen with the use of digital devices. Online violence exists in many different forms, ranging from online sexual harassment, stalking and bullying, to hate speech, online trolling, identity theft and hacking.

In CYBERSAFE we put the spotlight on **online violence against girls**. Girls (and women) are more likely than boys (and men) to be victims of severe forms of online violence, in particular forms that have a sexual element, and the impact on their lives can be very traumatic.

There is no common definition of online violence against girls in the EU and incidents are often not reported, so the actual rate of incidence is unknown. Here are some estimates:

➢ Research by the World Health Organization shows that **1 in 3 women** will have experienced a form of violence in her lifetime.[2]
➢ The EU estimates that **1 in 10 women** have already experienced a form of online violence from the age of 15 onwards.[3]
➢ The United Nations state that in the EU, **18% of girls** have experienced a form of serious online violence by the time they are 15 years old.[4]
➢ In a recent UNICEF Poll, conducted in 30 countries, **1 in 3 young people** indicated they have been a victim of online bullying.[5]
➢ A study in the UK found that **51% of UK young people aged 13-17 years** have seen people sharing nude or nearly nude images of someone they know in the last year.[6]

Online violence against girls is a growing concern. More and more people have access to the Internet and social media, through smartphones and other digital devices, which also leads to more young people being confronted with online violence.

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[2] WHO 2017, Factsheet: Violence against women: https://www.who.int/news-room/fact-sheets/detail/violence-against-women

[3] EIGE 2017, Cyber violence against Women and Girls: https://eige.europa.eu/publications/cyber-violence-against-women-and-girls?lang=lt

[4] Broadband Commission Working Group on Gender (ITU, UNESCO) 2015, Cyber violence against women and girls: a worldwide wake-up call: https://en.unesco.org/sites/default/files/highlightdocumentenglish.pdf /https://en.unesco.org/sites/default/files/genderreport2015final.pdf

[5] UNICEF 2019: https://www.unicef.org/press-releases/unicef-poll-more-third-young-people-30-countries-report-being-victim-online-bullying

[6] Project deSHAME 2017, Young people's experiences of online sexual harassment: https://www.childnet.com/ufiles/Project_deSHAME_Dec_2017_Report.pdf

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2.1 Four main types of online violence against girls[7]

Girls are more at risk to become a victim of online violence with a sexual element, which can also be referred to as 'online sexual violence'. This encompasses **all unwanted sexual conduct on any digital platform.**

> **The four main types of online sexual violence**
>
> 1. **Non-consensual sharing of sexual images (and videos)**
>   A person's sexual images or videos being taken or shared without their consent.
>   Example: '**revenge porn'**, where sexual images/videos initially being taken consensually are shared on without consent.
>
> 2. **Exploitation, coercion and threats**
>   A person receiving sexual threats, being coerced to participate in sexual behaviour (online), or blackmailed with sexual content.
>   Example: '**sextortion**', where the threat of publishing sexual content is used to blackmail or coerce someone.
>
> 3. **Sexualised bullying**
>   A person being targeted by and systematically excluded from a group with the use of sexual content that humiliates or upsets or discriminates against them.
>   Example: '**doxing**', where personal information, such as contact details, is posted online accompanied with something of a sexual nature, for example 'she is easy'.
>
> 4. **Unwanted sexualisation**
>   A person receiving unwelcome sexual request, comments and content.
>   Example: when a girl receives unsolicited '**dickpics'** (images of a penis).
>
> *Each of the four workshops in Part 2 of this document address and explain one of these main types of online sexual violence in more detail.*

It is important to acknowledge that these four main types are often overlapping or experienced simultaneously. Experiences can also **overlap with offline experiences** of sexual harassment, sexual abuse, bullying, relationship abuse and stalking.

Both girls and boys can be a victim of these types of online violence, but girls are more likely to be targeted and incidents often result in more negative consequences for girls (e.g. girls are often judged and blamed more harshly than boys for becoming a victim).

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[7] Project DeShame clearly defines (main types of) online sexual violence (or 'online sexual harassment'): https://www.childnet.com/our-projects/project-deshame/defining-online-sexual-harassment
In the CYBERSAFE Toolkit we follow these definitions.

Victims usually know the person who commits the online violence, although it is also possible that they are targeted by an unknown, anonymous perpetrator.

> ### Online vs. offline violence
>
> Forms of online violence against girls often overlap with offline forms of violence and should be viewed as **a continuum**, and as an **expression of the same phenomenon**. For example, online sexual harassment or stalking, can be part of a process of (sexual) violence in real-life. And online bullying is usually related to incidents that originate in the school setting. The online aspect can reflect offline victimisation, amplified through digital means, or it may be a precursor for abuse that will be pursued in real-life.

2.2 Causes and consequences of online violence against girls

Why does it happen?
Young people engage in online violence against girls for many reasons, including:

- **Peer pressure:** it makes them popular and gets them approval and respect from their friends. Sometimes they are scared to become a victim themselves, if they do not participate.
- **Revenge**: to shame or to get back at someone, for example an ex-girlfriend, often resulting from feeling hurt or insecure.
- **Anonymity**: Internet allows people to hide their identity. People do things online they would not do or say offline, because they (think they) are anonymous.
- **Developmental stage**: during puberty young people explore sexuality, boundaries and often take risks more easily without thinking about the consequences.
- **Normalization**: it is often not recognized as online violence or unacceptable behaviour. Young people are often not taught what healthy relationships look like.
- **Unawareness of the impact**: they often participate because they think it is fun or a joke, not aware of the emotional impact their abusive behaviour may have on others. The emotional impact is usually not visible through digital communication.
- **A lack of knowledge on help seeking possibilities**: this may cause the continuation or aggravation of situations of online violence.
- **Previous abuse:** (young) people who experienced domestic, sexual or physical violence are more likely to commit violence themselves, also online.

'Sexting'

The term 'sexting' is often being used in relation to online sexual violence. Sexting literally refers to the **sharing of a sexual text, image or video**, and is, when done between two (young) people who trust each other, in itself not violent, bad or problematic.

Young people experiment with relationships, love and sex, both offline and online. On social media and apps they make friends, flirt and date and sometimes exchange sexual messages. It is important to recognize that this sexual exploration is usually **part of the normal social, emotional and sexual development** of young people and that online contact can contribute to their development in a positive way.

However, **sexting is also risky** and young people need to be made aware of these risks. In some countries, it is illegal to produce or possess sexual images of minors, also for teenagers themselves. And many cases of online violence start with the innocent sharing of an intimate image or video.

Example: a girl sends a nude image to a boy she trusts, but the boy shares it on without permission. The girl can subsequently be bullied, or even blackmailed with the threat of someone 'leaking' their nude images to her friends or family. And the boy runs the risk of being prosecuted.

Educational programmes and campaigns often focus on (discouraging) sexting, the initial sharing of intimate material. However, this may alienate young people, since for many of them sexting is a normal part of their online life. Moreover, it places the **blame on the victim** rather than putting the spotlight on the unacceptable behaviour of the person(s) who breached their trust and shared their image without permission.

➔ *As a facilitator, do not scare your students off from all forms of online contact. But do make them aware of the potential risks and what they can do to protect themselves and others.*

The impact on young people's wellbeing

Victims of online violence often experience (public) humiliation, bullying, shaming, blaming and stigma. This can have significant emotional impact, both in the short term and in the long term, including:

- Diminished self-esteem
- Fear, anxiety, distress
- Feelings of guilt and shame
- Anti-social behaviour
- Permanent trauma, mental health problems, depression

- Self-inflicted harm or suicide

The **viral character of distribution** amplifies the effects of online violence. What was once a private affair can now be instantly distributed to millions of others through the Internet.

The image or video can stay on the internet forever, which may lead to **re-victimisation**: (the threat of) the abusive content being re-shared online after the initial incident.

Although the way online violence is experienced differs per person, it is important to acknowledge that online violence is **just as damaging as offline violence**. Although there is usually no physical harm, online violence reaches a wider audience, often goes unpunished and the evidence stays online forever.

Online violence can also have an emotional impact on people who witness it, and even on people who engage in it or on perpetrators themselves.

Legal consequences
Some acts of online violence break the law and can have legal consequences for everyone involved. Across Europe, it is **illegal to create, possess or distribute sexual images of minors** (under 18). Young people who engage in it, can end up being prosecuted. However, in reality, this does not always happen. There is a growing recognition that children who are victims should not be criminalised for self-generated nude images and that young people should not end up with a lifelong criminal record after online sex offences that are not of a very serious nature. In most EU countries, young people are only cautioned if they are both under 18 and voluntarily shared nude images and police follows specific guidelines on how to respond to cases of online violence that involve minors.

Nonetheless, it is important to teach young people that there are always legal risks when it comes to sharing sexual content. Especially when it concerns **non-consensual sharing, extortion, coercion or (online) stalking**, prosecution cannot be ruled out.

2.3 Teaching safe, responsible online behaviour
The growing reach and use of the Internet, mobile phones and social media have presented new opportunities for online violence. It is more important than ever to raise awareness among young people on how to behave online in a **safe and responsible way**; how to form and sustain **healthy online relationships**; and how to ensure **online gender equality**.

Increased awareness can lead to changes in behaviour. Once your students understand what online violence against girls is, the harm it may cause to the victim, and the legal consequences the perpetrator may face, they are less likely to share their own or someone else's images without thinking. And when they learn how to protect themselves and what to do when online violence happens, they will feel more empowered to take positive action, such as reporting, speaking up, asking for support.

Teaching about online violence can easily lead to the idea that it is safer to turn away from the digital world all together. As a facilitator, it is important to **find the right balance**. You should not scare your students off, because online contact and participation is very important for their development. It is your job to teach them about how to do this in a safe way. To be able to teach this effectively, it is

important to be aware about the following things (and to recognize and address these in your workshop, when appropriate):

➢ **Young people are often unaware that they participate in online violence.** They share an image or post a comment because they think it is funny ('I was just joking'), without knowing or thinking about the impact it can have on others. Increasing their awareness on how to recognize online violence and its impact may lead to different behaviour.

➢ **Young people often ignore online violence.** Although many young people experience or witness online violence, they often <u>do not report</u> it, or they <u>do not respond</u> to the situation in any other way, like talking to a parent or a teacher or stepping up for the victim. It is important to make your students aware of reporting and support options and other ways in which they can end the situation. Young people may experience **barriers** to report or act, such as: embarrassment, shame and worries about the consequences, being bullied themselves or being blamed. These barriers should also be addressed during the workshop.

➢ **Young people often blame the victim.** Addressing, discussing and making your students aware of victim blaming and stereotypes may lead to different attitudes and behaviour.

Victim Blaming

Victims are often **held accountable for the harm they experience** by their peers. This may stem from (unconscious) stereotypical assumptions and from the desire to fit in and be accepted.

For example, they blame the girl who sent her nude or posted a sexy image, rather than directing their blame at the person who shared it non-consensually or the person who bullies or makes sexualised comments. A typical comment is: '*the girl was stupid enough to share her nude image with her boyfriend, it's her own fault that the image is all over the Internet now*.'

Victims often **blame themselves** too. Girl victims are more likely to face a negative backlash from their peers – both boys and girls - if their image is being shared than boys.

Victim blaming can make a victim **re-experience** the harassment and cause further harm and distress.

➔ *As a facilitator, it's important to recognize and address victim blaming. Your students may hold (unconscious) biases or make stereotypical assumptions, particularly regarding girls.* ***Support your students in questioning these views****.*

Keep in mind: the most important thing young people can learn when it comes to online violence is that if they experience or witness it, they should always **talk to someone they trust**. Preferably an adult, like a parent, a teacher, a neighbour, a sports coach etc. But it can also be a friend or classmate. Your students should be made aware that they do not need to feel ashamed, and that another person can help them to end the situation and to find the right support.

Fear to go to the police

Often young people are scared to go to the police, because they think they will get in trouble themselves, because of breaking the law by sharing their nude image.

As a facilitator, it is important to address these fears:

- Reinforce that even though the legislation outlines that creating sexual images is illegal for minors, if the person who took the image is later subject to a crime relating to that image, they will not be prosecuted.
- To diminish fears about the police, outline the **investigative process**: usually an intake with a specialised officer takes place first, and the police have the technology to retrieve images, and find out when and to whom they were sent.
- Advise them to go to the police with a trusted adult or a friend.

3. How to use the CYBERSAFE Toolkit[8]

This chapter is intended to provide facilitators with the necessary practical guidance on facilitating a CYBERSAFE workshop.Given the focus of the project and the involvement of young people, careful consideration should be given to the creation of a safe environment and to the protection and safeguarding of the participating students.

3.1 Needed resources
CYBERSAFE Toolkit: https://www.stoponlineviolence.eu/online-tool/
Visit this link to gain access to the **Guide for Workshop Facilitators** with four workshop plans (this document), the **Online Tool** and the **CYBERSAFE Poster**. (Refer to 3.3 CYBERSAFE Online Tool for further instructions to access the tool).

Logistics
Classroom, Digi-or smartboard, Internet connection (Wi-Fi), smartphones or laptops (one per student), CYBERSAFE Poster.

Facilitator/assistant
We advise to have **one facilitator** and **one assistant** per workshop. The assistant can accompany and support students who need to take a break from the workshop and/or want to have a private talk about their experiences or feelings away from the group.

No Internet
If there is no Internet connection, or if phones are not allowed in the classroom, you cannot use the Online Tool. However, you can still facilitate an offline workshop. Refer to Appendix 1. Offline Workshops for instructions

3.2 Workshop structure
Each workshop has a suggested duration of **1 hour and 30 minutes**. You can also choose to spread a workshop over two lessons, leaving extra time for discussion. Alternatively, you can combine the four workshops, for example during a theme day or a project week. If you finished the workshop plan and you still have time left, you can do one of the exercises described in Appendix 1. Offline Workshops.

The CYBERSAFE Online Tool forms the basis of the workshop. The aim of the Online Tool is to inform students about different types of online violence and, most importantly, to provoke and facilitate **discussion**.

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[8]The content of this paragraph is based on:
Project deSHAME (2017), 'Step up, speak up. Online sexual harassment teaching guide'. Retrieved from:
https://www.childnet.com/ufiles/Teaching_Guide_Step_Up_Speak_Up.pdf

Each workshop follows the same structure

1. **Introduction**
   - Short introduction of the topic
   - Establishing a safe environment (ground rules, reporting and support options)

2. **Online Tool: *Vote & Discuss***
   - Starts with a real-life case of online violence
   - Students vote anonymously on several dilemma's
   - Voting-results are used to start short group discussions
   - Practical advice is given on how to prevent and deal with online violence

3. **Online Tool: *Role & Play***
   - Students do a role-play in small groups using mobile phones. These allow them to experience the role of a victim, perpetrator or bystander in a situation of online violence
   - Experiences and observations are shared in a group discussion

4. **Wrap-up**
   - Time to debrief and summarize
   - Support and reporting options are addressed again

Refer to the workshop plans in Part 2 of this document for more detailed structure and guidance per workshop.

3.3 CYBERSAFE Online Tool

The online game tool provides real-life scenarios of online violence against girls. The tool consist of two parts: 'Vote &Discuss' and 'Role & Play'.

Anonymity

In 'Vote& Discuss', students can vote anonymously in the Online Tool via their mobile phones or laptops. To ensure their privacy, they do not need to fill in their name and it is not possible to track the answers of individuals through the tool. Anonymous voting gives students the opportunity to express their thoughts freely on sensitive issues related to online (sexual) violence and engages students that do not like to speak out loud in a group. As a facilitator, it is important that you respect this anonymity at all times.

All scenarios in the Online Tool are based on real-life cases. No real names are being used to respect the privacy of the people involved.

As the **Facilitator,**please follow the next steps:

1. Visit the URL to the online tool: https://www.stoponlineviolence.eu/online-tool/
2. Choose your language and '*Select Workshop'*

3. Select a workshop
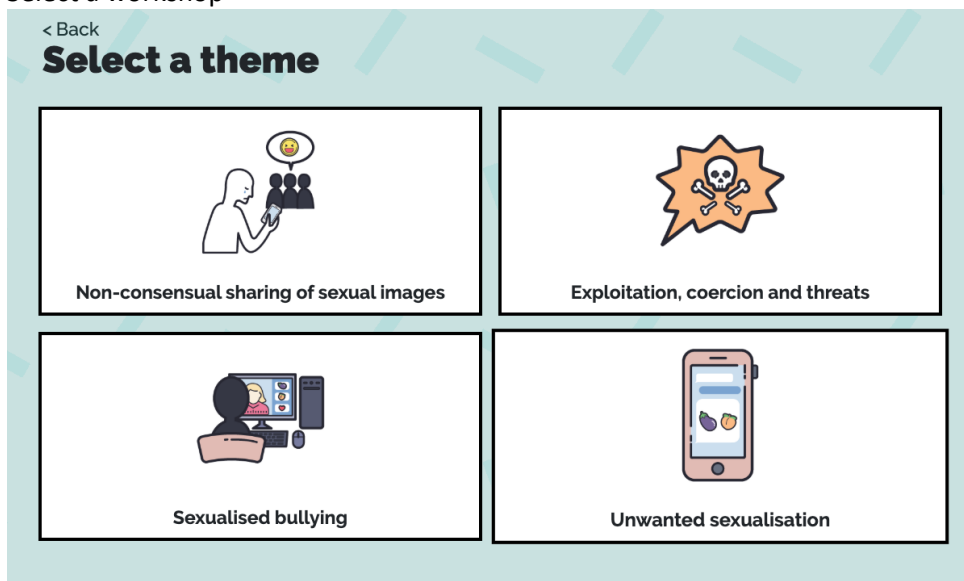
4. Choose a scenario

5. Choose between '*Vote & Discuss*' and '*Role & Play*'

6. Then a 'Room Code' for the students will be generated, which they need to login. Here you can also see how many have students have logged in. Once everyoneis logged in, click *'Start'*.

Students follow the next steps:
1. Visit the URL to the online tool: https://www.stoponlineviolence.eu/online-tool/

2. Select '*Join Workshop*'

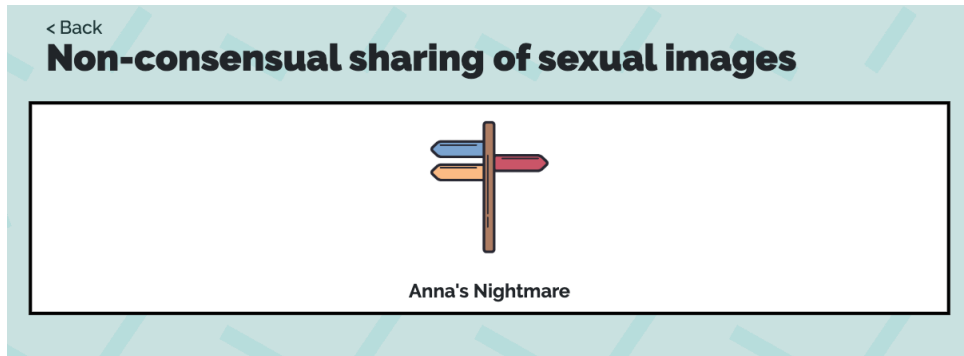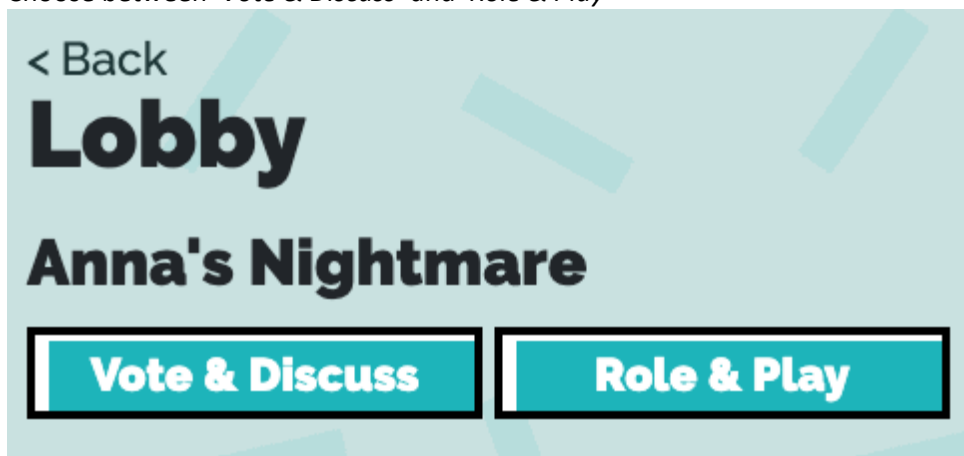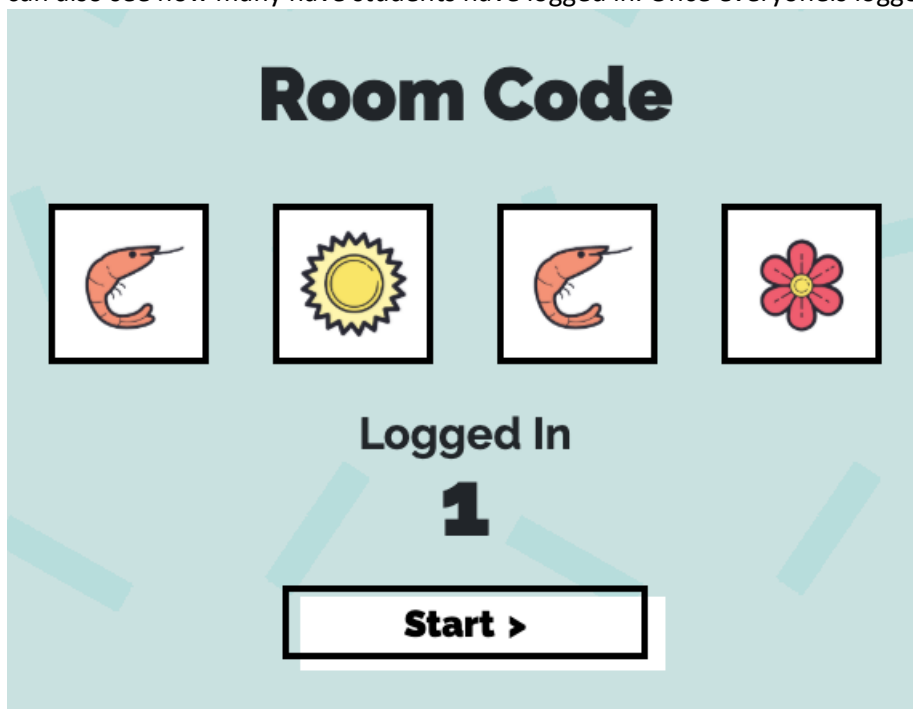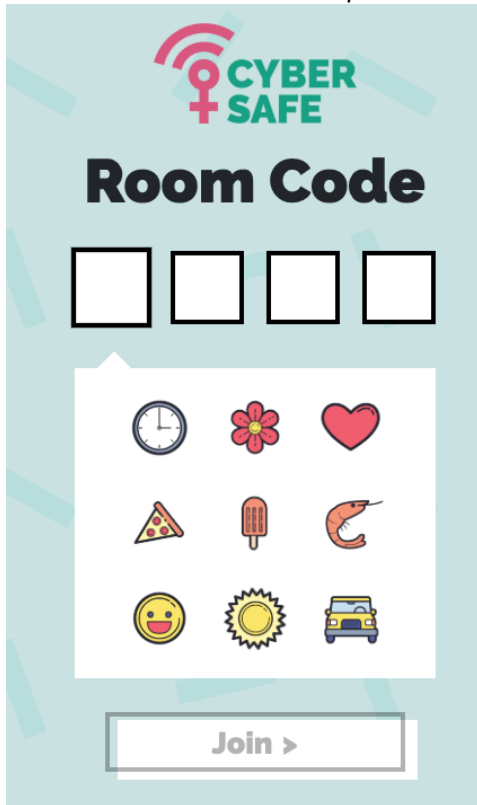3. Insert the icons as displayed on the facilitator's screen.

Once everyone accessed the Online Tool, you follow the guidance on the screen.

3.4 Creating a safe environment
It is important that the workshops are conducted in a safe space, in which your students feel comfortable to speak about their feelings and ideas in a supported way.

As a facilitator, you can do the following to create a safe environment in which discussions can flow freely:

➢ **Set ground rules**
Agree with your students on a set of ground rules that clearly states the expectations from behaviour and discussions. See the text box below for a more detailed description on how to do this.

➢ **Make sure participation is voluntarily**

Students should only participate in the workshop voluntarily. In addition, they need to know that if at any point they would prefer not to participate, it is okay to <u>take a break</u> from the workshop. Some students may have personal experiences of the issues being discussed that provoke an emotional reaction. Ensure there is a space and adequate supervision to allow students to take a break and that they receive (follow-up) support, if needed.

➢ **Take a non-judgmental approach**
Although some opinions can and should be challenged, it is important not to shame or judge students who share something during the workshop. Acknowledge their views as valid and support them in expressing their thoughts and conclusions. Also, do not allow your students to judge or shame each other.

➢ **'No real names' policy**
If students want to share a personal story about themselves or someone else, it is better that they talk in the third person and speak about 'my friend Sally', or simply 'a friend' or 'someone I know', instead of using people's real names. If students do feel they need to share a personal story, signpost them to a time and place they can do so with an appropriate member of staff.

➢ **Create a safe physical space**
Consider an alternative seating arrangement that encourages discussion and involvement, for example a circle. You can display the CYBERSAFE poster that signposts to helplines and other support organisations.

➢ **Make a question box**
Students may feel uncomfortable asking a question in front of the group. Invite your students to note them down and add to a question box during or after the workshop. If they want an individual reply, ask them to add their name. Explain that you will respond to anonymously submitted questions in a general way (without mentioning names or details) during the next workshop or next appropriate moment with the whole group.

> **Setting ground rules with your students**
>
> Ground rules ensure an environment in which everyone feels safe and respected. They are most effective when your students feel ownership and responsibility over them. Therefore, it is important that they **discuss and agree on the rules themselves**.
>
> Below you find an **example of a set of ground rules** that you can use, discuss and agree to with your students. Encourage them to engage with these and to make additions as they see fit before going forward.
>
> > ➢ **Respect –** 'We show respect for each other, the facilitator and the topics we discuss today. We respond without judgement'
> > ➢ **Confidentiality**– 'We respect each other's privacy, both during and after this workshop'
> > ➢ **Listening**– 'We listen to each other and the facilitator. All opinions are valid'
> > ➢ **Participation** – 'We make the most out of this workshop and take part in the activities as much as we can'
> > ➢ **Ask Questions** – 'We ask questions if we are unsure about anything'
> > ➢ **Support after a sensitive topic** – 'We ask for a break or support if we feel overwhelmed or triggered'
> > ➢ **Child Protection** – 'If we want support, we know to whom we can talk in school'
>
> *The facilitator also needs to explain here how he/she will deal with possible disclosures and the possible limits to keeping information confidential.*

3.5 Protection and safeguarding

Sensitive topics

The workshop scenarios are based on real-life cases of online violence against girls, soit is very likely that (some of) your students, or people they know, have experienced similar events. To discuss these issues in a group of their peers **may trigger an emotional response.**

Be sensitive to your students' needs and address clearly from the beginning of the workshop what they can do if their participation raises concerns about their online experiences or if they are distressed as a result of taking part. Make clear they can speak to you, the workshop assistant, a teacher or the designated staff member for safeguarding at any point during or after the workshop, if they feel uncomfortable. Signpost them to other reporting options, such as anonymous helplines, and organisations that offer support and advice about internet safety.

> ## Repeat options for support and reporting
>
> **Before and after the activities**, point out to all students where they can go to for further advice and support. In the days and weeks after the activities, give **regular reminders** of the help and support that is available to them. Display the **CYBERSAFE poster** that signposts to reporting options and support organisations in the classroom.

Possible disclosures

Remember that the aim of the workshops is not to encourage personal disclosures. However, as a result of the issues raised, it is possible a student makes a disclosure to you about a negative online experience, or that of another student. If this happens, **remain calm and do not cast any judgement**.

Acknowledge the student for doing the right thing by speaking up and **thank him/her for sharing**. Then follow your school or organisation's child protection policy or safeguarding procedure, as you would do for any other type of disclosure.

It is important for young people to understand that while the sessions provide a space to be open and honest, both you as a facilitator and the school have a duty of care to protect young people. Remind students that if they do disclose something to you about themselves or someone else and it concerns illegal activity or a risk of harm, **you may be obligated to inform the school** (e.g. the designated staff member for safeguarding). The student in question can be involved in that conversation if they wish. The disclosure will then be followed-up in line with school policy.

> ## Other tips for facilitating a workshop
>
> - Read through this guide and the workshop plan beforehand.
>
> - Ensure you are familiar with your school or organisation's safeguarding and child protection policies so you know how to take the appropriate action.
>
> - Ensure that clear information was provided to schools about the type of support they should have in place for students, should they be concerned or distressed as a result of participation in the workshop.
>
> - Make sure you are well acquainted with other reporting options teenagers have, such as national or local (anonymous) helplines or support organisations.

PART 2: WORKSHOP PLANS

Workshop Plan 1. Non-consensual sharing of sexual images

In this workshop the focus is on 'non-consensual sharing of sexual images', one of the four main types of online violence addressed in CYBERSAFE. Students will learn how to recognise, understand and prevent it, and how to act when it happens. The focus is on the (potential) victim, perpetrator and bystander.

Prepare for the workshop

- Familiarize yourself with the topic, read through the Guide for Workshop Facilitators (*Part 1*) and through this *workshop plan*.
- Ensure you are familiar with the school's safeguarding, child protection and reporting policies, so you know how to take the appropriate action.
- Make sure you are well acquainted with other reporting options teenagers have. Go to the CYBERSAFE website (www.stoponlineviolence.eu) for information on national or local (anonymous) helplines or support organisations in your country.
- Before and after the workshop, point out to all students where they can go to for further advice and support. In the days and weeks after, give regular reminders of the support that is available to them. Display the CYBERSAFE poster that signposts to reporting options and support organisations in the classroom.

Resources

Digi- or smartboard, mobile phones (1 per student), CYBERSAFE Online Tool, Internet access through Wi-Fi

If there is no Internet connection or if students are not allowed to use their phones in the classroom, you cannot use the CYBERSAFE Online Tool. However, you can still facilitate an offline workshop. Please refer to Appendix 1. Offline Workshops for instructions.

Workshop Structure

Activity	What	Time
1. **Introduction**	Introduction topic Ground rules	15 min.
2. **Vote & Discuss**	Vote & Discuss with the group Group discussion on each dilemma	40 min.
3. **Role &Play**	Role & Play in small groups Groups discussion at the end	20 min.
4. **Wrap up**	Address help, support, reporting option	15 min.
	Total Time:	**90 min**

1. Introduction of the topic

➢ Establish a safe environment and set ground rules→Refer to*3.4 Creating a safe environment*
➢ Point out where your students can go for support, reporting and how possible disclosures during or after the workshop will be handled →Refer to *3.5 Protection and safeguarding*
➢ Give a short introduction of the topic. → use the information below

Non-consensual sharing of sexual images[9]means that <u>someone's sexual images (or videos) are taken or being shared without their consent</u>. This includes a range of behaviours, such as:
- Sexual images taken consensually, but shared without consent (for example 'revenge porn')
- Sexual images taken without consent ('creep shots' or 'upskirting')
- Non-consensual sexual acts (e.g. rape) recorded digitally and shared online

A typical situation is: a girl or boy shares an intimate image or video with someone consensually, as part of sexual exploration in a relationship ('sexting'). Then this person consequently shares it non-consensually with others, either via messaging apps or social media.

Images can also be obtained by hacking into someone's computer, social media accounts or phone. Young people can also be victimised by someone sharing a nude image that is attributed to them, but in fact is not their own image.

Both girls and boys can be a victim (or perpetrator) of this type of online violence. However, it seems to happen more often to girls and when it happens, girls seem to be judged more harshly than boys.

> ### Keep in mind that sexting is not bad!
>
> Non-consensual sharing of images usually starts with sexting. Keep in mind that this in itself is not a bad thing, if both people do it consensually. **Do not judge** this behaviour during your workshop.
>
> Sexting turns into online violence when someone shares a sexual image or passes it on <u>without consent</u> of the person in it. This is the behaviour you need to focus on during this workshop.

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[9]This definition is based on:
Project deSHAME (2017) *Young people's experiences of online sexual harassment. A cross-country report from Project deSHAME*', page 13. Retrieved from:
https://www.childnet.com/ufiles/Project_deSHAME_Dec_2017_Report.pdf

2. Vote & Discuss

The purpose of Vote & Discuss is to discuss a real-life case of non-consensual sharing of sexual images. It allows students to share their opinions anonymously and to engage in a group discussion in a non-personal, safe way. Students will also receive practical information on how to recognise, understand, prevent and deal with this type of online violence.

Your role as a facilitator is to run the Online Tool and facilitate the voting process as well as the group discussions. You need to make sure a safe space is preserved, and check if the information received is well understood by asking follow-up questions.

→refer to 3.3 CYBERSAFE Online Tool for instructions on how to access the Online Tool. Then choose 'Vote & Discuss' and follow the guidance on the screen.

- Vote & Discuss starts with a real-life case of online violence. Read the text on the screen out loud.
- **Dilemma round 1:** Then the first dilemma is presented, read it out loud too. Your students will vote on these dilemma's anonymously with their phones. On the next page, voting results will be visible.
- Use the voting results to start a short group discussion. Do not ask your students how they voted! They are allowed to express their ideas anonymous and during the discussion, they may speak in general terms or in the third person.
- After the voting results, a page follows with practical advice on how to prevent or deal with online violence in this particular case. Read this out loud as well and check with your students if they understand it, and if they have things they would like to add.
- Several other dilemma rounds will follow. Try to finish each round in 7 to 10 minutes.

3. Role & Play

The purpose of 'Role&Play' is to allow young people to experience the role of a victim, a perpetrator or a bystander in a situation of non-consensual sharing of sexual images.

Your role as a facilitator is to explain and supervise the process and to facilitate the group discussion afterward. You need to make sure a safe space is preserved, and ask follow-up questions to find out how students experienced their role and if they understand what they could do to deal with a similar situation.

→refer to 3.3 CYBERSAFE Online Tool for instructions on how to access the Online Tool. Then choose 'Role & Play' and follow the guidance on the screen.

- Students do a role-play in small groups of three persons. They use one mobile phone, which is passed through. They will be assigned the role of victim, perpetrator or bystander and then they will take turn reading lines assigned to their role.
- Afterwards, students go back to their seats and experiences and observations are shared in a group discussion.

Facilitating the group discussions

The Online Tool provides a lot of information that you can use while guiding the discussions during 'Vote & Discuss' and 'Role & Play'. If you need more input, you can refer to Part 1 of this guide, in particular to the following paragraphs:

→ *2.2 Causes and consequences of online violence against girls,* to discuss **why young people participate** in non-consensual sharing and what the **emotional impact** and **consequences** can be for anyone involved.
→ *2.3 Teaching safe, responsible online behaviour* read the text box about **victim blaming** and address it when it happens during the workshop.

Below you find some possible follow-up questions:

Would your opinion be different if the victim was a boy? – to address and challenge stereotypes
Would a good friend ask you to participate in sharing someone's nude images without consent? – to address and discuss peer pressure
Why do you think online violence is often not reported? – to address and discuss possible reporting barriers
Do you know how to report an image on Instagram, WhatsApp or other platform? – you could ask your students to look up how to get images removed from social media platforms on their phones
How would you support a friend whose nude image is shared online? – to encourage stepping and speaking up
How would you feel as a victim, perpetrator or bystander if this happened? – to create understanding and empathy for anyone involved

4. Wrap-up

➢ Time to debrief and summarize.
➢ Point out where students can go to for further advice and support. In the days and weeks after, give regular reminders of the support that is available to them.
➢ We recommend to allow time for students to process the issues discussed after the workshop, in order not to feel too overwhelmed.

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Workshop Plan 2. Exploitation, coercion and threats

In this workshop the focus is on 'exploitation, coercion and threats', which together form one of the four main types of online violence addressed in CYBERSAFE. Students will learn how to recognise, understand and prevent it, and how to act when it happens. The focus is on the (potential) victim, perpetrator and bystander.

Prepare for the workshop

- Familiarize yourself with the topic, read through the Guide for Workshop Facilitators (***Part 1***) and through this ***workshop plan***.
- Ensure you are familiar with the school's safeguarding, child protection and reporting policies, so you know how to take the appropriate action.
- Make sure you are well acquainted with other reporting options teenagers have. Go to the CYBERSAFE website (www.stoponlineviolence.eu) for information on national or local (anonymous) helplines or support organisations in your country.
- Before and after the workshop, point out to all students where they can go to for further advice and support. In the days and weeks after, give regular reminders of the support that is available to them. Display the CYBERSAFE poster that signposts to reporting options and support organisations in the classroom.

Resources

Digi- or smartboard, mobile phones (1 per student), CYBERSAFE Online Tool, Internet access through Wi-Fi

If there is no Internet connection or if students are not allowed to use their phones in the classroom, you cannot use the CYBERSAFE Online Tool. However, you can still facilitate an offline workshop. Please refer to Appendix 1. Offline Workshops for instructions.

Workshop Structure

Activity	What	Time
5. Introduction	Introduction topic Ground rules	15 min.
6. Vote & Discuss	Vote & Discuss with the group Group discussion on each dilemma	40 min.
7. Role & Play	Role & Play in small groups Groups discussion at the end	20 min.
8. Wrap up	Address help, support, reporting option	15 min.
	Total Time:	**90 min**

1. Introduction of the topic

➢ Establish a safe environment and set ground rules→Refer to*3.4 Creating a safe environment*
➢ Point out where your students can go for support, reporting and how possible disclosures during or after the workshop will be handled →Refer to *3.5 Protection and safeguarding*
➢ Give a short introduction of the topic. → use the information[10] below

We speak of online **exploitation, coercion and threats** when someone receives sexual threats online, is being coerced to participate in sexual (online) behaviour, or is blackmailed with sexual content online.

Someone can be tricked, manipulated or forced into doing sexual things that they do not want to do, in exchange for money, presents, status, affection or other things, or by making them feel guilty, ashamed or unsafe.

This type of online violence can include a range of behaviours, such as:

• Harassing or pressuring someone online to share sexual images or to engage in sexual behaviour (online or offline)
• Using the threat of publishing sexual content to coerce of blackmail someone ('**sextortion**')
• Online threats of a sexual nature (e.g. rape threats)
• Inciting others online to commit sexual violence
• Inciting someone to participate in sexual behaviour and then sharing the evidence of it

Online exploitation, coercion and threats are often part of a process of (sexual) violence in the real world (see also Online vs. Offline, page 9) and can lead to severe harm on the physical, emotional and social level.

A typical situation is: a girl gets to know a boy through an online chat programme. It starts off fun, he gives her compliments, and she starts to trust him (this is the 'grooming' process). Later, she shares sexual images of herself. Then he starts demanding her to perform sexual acts in front of the webcam. He threatens to publish her nude images online if she does not cooperate.

Both girls and boys can be a victim (or perpetrator) of this type of online violence, but girls are at higher risk. They are usually blackmailed for sexually explicit content or sexual favours. However, boys are at higher risk to be seduced online to perform sexual acts on webcam and to be

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[10]This paragraph is based on:
Project deSHAME (2017) *Young people's experiences of online sexual harassment. A cross-country report from Project deSHAME*', page 13. Retrieved from:
https://www.childnet.com/ufiles/Project_deSHAME_Dec_2017_Report.pdf
NSPCC Website – Child sexual exploitation. Retrieved from: https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-exploitation/
Europol (2017) *Online sexual coercion and extortion as a form of crime affecting children*. Retrieved from:file:///C:/Users/sarah/Downloads/online_sexual_coercion_and_extortion_as_a_form_of_crime_affecting_children.pdf

subsequently blackmailed with the recorded evidence for money. In both cases, the perpetrator can also be an <u>adult</u>.

<div style="border:1px solid purple; border-radius:20px; padding:10px; background:#e6e0f5;">

<p align="center">Manipulation</p>

A victim may not realise they are being exploited or coerced, as the perpetrator may manipulate them into thinking it's normal or that they are in a romantic relationship. If the victim has engaged in performing sexual acts, this may cause them to believe they were in control, that they chose to do these things, and they **may blame themselves**.

These are some things a perpetrator might say:

- *'If you really loved me, you would share your nude pics with me'*
- *'Don't wear that outfit: everyone will think you're a slut'*
- *'If you don't do what I want, I'll tell your parents you've been drinking'*
- *'If you tell the police, you'll be taken away from your family'*
- *'Everyone's doing it, it's normal'*
- *'If you block me, I will share your video with all your friends and family'*

As a facilitator, it is important to explain how manipulation works, so your students will be able to **recognise** it. Also, stress that regardless of the victim's actions, it was not his/her choice and they are **not to blame**.

</div>

2. Vote & Discuss

The purpose of Vote & Discuss is to discuss a real-life case of exploitation, coercion and threats. It allows students to share their opinions anonymously and to engage in a group discussion in a non-personal, safe way. Students will also receive practical information on how to recognise, understand, prevent and deal with this type of online violence.

Your role as a facilitator is to run the Online Tool and facilitate the voting process as well as the group discussions. You need to make sure a safe space is preserved, and check if the information received is well understood by asking follow-up questions.

→refer to 3.3 CYBERSAFE Online Tool for instructions on how to access the Online Tool. Then choose 'Vote & Discuss' and follow the guidance on the screen.

- Vote & Discuss starts with a <u>real-life case</u> of online violence. Read the text on the screen out loud.
- **Dilemma round 1**: Then the first <u>dilemma</u> is presented, read it out loud too. Your students will vote on these dilemma's anonymously with their phones. On the next page, voting results will be visible.

- Use the voting results to start a short group discussion. Do not ask your students how they voted! They are allowed to express their ideas anonymous and during the discussion, they may speak in general terms or in the third person.
- After the voting results, a page follows with practical advice on how to prevent or deal with online violence in this particular case. Read this out loud as well and check with your students if they understand it, and if they have things they would like to add.
- Several other dilemma rounds will follow. Try to finish each in 7 to 10 minutes.

3. Role & Play

The purpose of 'Role&Play' is to allow young people to experience the role of a victim, a perpetrator or a bystander in a situation of exploitation, coercion and threats.

Your role as a facilitator is to explain and supervise the process and to facilitate the group discussion afterward. You need to make sure a safe space is preserved, and ask follow-up questions to find out how students experienced their role and if they understand what they could do to deal with a similar situation.

→refer to 3.3 CYBERSAFE Online Tool for instructions on how to access the Online Tool. Then choose 'Role & Play' and follow the guidance on the screen.

- Students do a role-play in small groups of three persons. They use one mobile phone, which is passed through. They will be assigned the role of victim, perpetrator or bystander and then they will take turn reading lines assigned to their role.
- Afterwards, students go back to their seats and experiences and observations are shared in a group discussion.

Facilitating the group discussions

The Online Tool provides a lot of information that you can use while guiding the discussions during 'Vote & Discuss' and 'Role & Play'. If you need more input, you can refer to Part 1 of this guide, in particular to the following paragraphs:

→ *2.2 Causes and consequences of online violence against girls,* to discuss **why young people participate** in exploitation, coercion and threats and what the **emotional impact** and **consequences** can be for anyone involved.
→ *2.3 Teaching safe, responsible online behaviour,* read the text box about **victim blaming** and address it when it happens during the workshop.

Below you find some possible follow-up questions:

Would your opinion be different if the victim was a boy? – to address and challenge stereotypes and victim-blaming
Why do you think online exploitation, coercion or threats are often not reported? – to discuss possible reporting barriers
How do you block a person on Instagram, WhatsApp or other platforms that you use? How do you prevent strangers from contacting you? –ask your students to look this up on their phones
How would you support a friend who is being exploited or coerced online? – to encourage stepping and speaking up
What could you do if you were a victim of this to end the situation? – answers can include: ending the contact with the person, talking to a trusted adult or friend, reporting to the police or a helpline

4. Wrap-up

➢ Time to debrief and summarize.
➢ Point out where students can go to for further advice and support. In the days and weeks after, give regular reminders of the support that is available to them.
➢ We recommend to allow time for students to process the issues discussed after the workshop, in order not to feel too overwhelmed.
Add reference to Online vs. Offline

Workshop Plan 3. Sexualised Bullying

In this workshop the focus is on sexualised bullying, one of the four main types of online violence addressed in CYBERSAFE. Students will learn how to recognise, understand and prevent it, and how to act when it happens. The focus is on the (potential) victim, perpetrator and bystander.

Prepare for the workshop
- Familiarize yourself with the topic, read through the Guide for Workshop Facilitators (**Part 1**) and through this **workshop plan**.
- Ensure you are familiar with the school's safeguarding, child protection and reporting policies, so you know how to take the appropriate action.
- Make sure you are well acquainted with other reporting options teenagers have. Go to the CYBERSAFE website (www.stoponlineviolence.eu) for information on national or local (anonymous) helplines or support organisations in your country.
- Before and after the workshop, point out to all students where they can go to for further advice and support. In the days and weeks after, give regular reminders of the support that is available to them. Display the CYBERSAFE poster that signposts to reporting options and support organisations in the classroom.

Resources
Digi- or smartboard, mobile phones (1 per student), CYBERSAFE Online Tool, Internet access through Wi-Fi

If there is no Internet connection or if students are not allowed to use their phones in the classroom, you cannot use the CYBERSAFE Online Tool. However, you can still facilitate an offline workshop. Please refer to Appendix 1. Offline Workshops for instructions.

Workshop Structure

Activity	What	Time
9. Introduction	Introduction topic Ground rules	15 min.
10. Vote & Discuss	Vote & Discuss with the group Group discussion on each dilemma	40 min.
11. Role & Play	Role & Play in small groups Groups discussion at the end	20 min.
12. Wrap up	Address help, support, reporting option	15 min.
	Total Time:	**90 min**

1. Introduction of the topic

➢ Establish a safe environment and set ground rules→Refer to *3.4 Creating a safe environment*
➢ Point out where your students can go for support, reporting and how possible disclosures during or after the workshop will be handled →Refer to *3.5 Protection and safeguarding*
➢ Give a short introduction of the topic. → use the information[11] below

We speak of online **sexualised bullying** when someone is being <u>targeted</u>, and systematically <u>excluded</u>, from a group <u>with the use of sexual content</u> that humiliates, upsets or discriminates against them.

This type of online violence can include a range of behaviours, such as:

- Gossip, rumours or lies about sexual behaviour of a person posted online
- Offensive or discriminatory sexual language and name calling online
- Impersonating someone and damaging their reputation by sharing sexual content or sexually harassing others (e.g. through fake profiles)
- Personal information, such as contact details, shared non-consensually online to encourage sexual harassment ('doxing')
- Being bullied because of actual or perceived gender and/or sexual orientation
- Body shaming
- 'Outing' someone where the individual's sexuality or gender identity is publicly announced online without their consent

Online (sexualised) bullying often overlaps with bullying in the offline world (see also Online vs. Offline, page 9). Anonymity on the Internet may lower inhibitions and subsequently lead to meaner comments and harsher bullying techniques.

A typical situation is: a boy posts an altered image of a girl on social media, adding the comment 'if you want sex, call me' and her telephone number. The girl receives several phone calls from strangers. Many classmates like and share the image, and some make degrading comments, calling her a 'slut' or a 'whore'. At school they start to bully the girl as well.

Both girls and boys can be a victim (or perpetrator) of this type of online violence. However, it seems to happen more often to girls and when it happens, girls seem to be judged more harshly than boys

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[11]This paragraph is based on:
Project deSHAME (2017) *Young people's experiences of online sexual harassment. A cross-country report from Project deSHAME*', page 13. Retrieved from:
https://www.childnet.com/ufiles/Project_deSHAME_Dec_2017_Report.pdf

Slut shaming and stereotypes

Slut shaming can be defined as the act of **attacking or stigmatising a women or girl for engaging in behaviour judged to be promiscuous or sexually provocative**. It is a form of victim blaming (see also Victim Blaming, page 12) and often happens in cases of sexualised bullying.

Slut shaming is underpinned by sexist attitudes and **stereotypical views of gender roles**, deeply rooted in structural relationships of inequality between women and men. For example, boys are usually admired and praised when they are sexually active and have multiple partners, whereas girls are judged and bullied for the same behaviour.

Other examples of slut-shaming' or sexual double standards are:
- *'If a girl puts her photo online, she can expect to be judged'*
- *'She deserved that'*
- *'She took that picture, it's her own fault'*
- *'That girl should have been smarter'*
- *'She looks so hot, I give her 10 points'*

Both boys and girls seem to judge girls harsher when they experience online sexual violence.

➔ *Students may hold (unconscious) biases or make stereotypical assumptions, particularly in regard to the female examples. It is important to <u>recognize and address</u> these. Support your students in <u>questioning</u> these views.*

2. Vote & Discuss

The purpose of Vote & Discuss is to discuss a real-life case of sexualised bullying. It allows students to share their opinions anonymously and to engage in a group discussion in a non-personal, safe way. Students will also receive practical information on how to recognise, understand, prevent and deal with this type of online violence.

Your role as a facilitator is to run the Online Tool and facilitate the voting process as well as the group discussions. You need to make sure a safe space is preserved, and check if the information received is well understood by asking follow-up questions.

→refer to 3.3 CYBERSAFE Online Tool for instructions on how to access the Online Tool. Then choose 'Vote & Discuss' and follow the guidance on the screen.

- Vote & Discuss starts with a <u>real-life case</u> of online violence. Read the text on the screen out loud.

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- **Dilemma round 1**: Then the first <u>dilemma</u> is presented, read it out loud too. Your students will vote on these dilemma's anonymously with their phones. On the next page, voting results will be visible.
- Use the voting results to start a short <u>group discussion</u>. Do not ask your students how they voted! They are allowed to express their ideas anonymous and during the discussion, they may speak in general terms or in the third person.
- After the voting results, a page follows with <u>practical advice</u> on how to prevent or deal with online violence in this particular case. Read this out loud as well and check with your students if they understand it, and if they have things they would like to add.
- Several other dilemma rounds will follow. Try to finish each round in 7 to 10 minutes.

3. Role & Play

The purpose of 'Role&Play' is to allow young people to experience the role of a victim, a perpetrator or a bystander in a situation of sexualised bullying.

Your role as a facilitator is to explain and supervise the process and to facilitate the group discussion afterward. You need to make sure a safe space is preserved, and ask follow-up questions to find out how students experienced their role and if they understand what they could do to deal with a similar situation.

→refer to 3.3 CYBERSAFE Online Tool for instructions on how to access the Online Tool. Then choose 'Role & Play' and follow the guidance on the screen.

- Students do a <u>role-play</u> in small groups of three persons. They use one mobile phone, which is passed through. They will be assigned the role of victim, perpetrator or bystander and then they will take turn reading lines assigned to their role.
- Afterwards, students go back to their seats and experiences and observations are shared in a <u>group discussion.</u>

Facilitating the group discussions

The Online Tool provides a lot of information that you can use while guiding the discussions during 'Vote & Discuss' and 'Role & Play'. If you need more input, you can refer to Part 1 of this guide, in particular to the following paragraphs:

→*2.2 Causes and consequences of online violence against girls,* to discuss **why young people participate** in sexualised bullying and what the **emotional impact** and **consequences** can be for anyone involved.
→*2.3 Teaching safe, responsible online behaviour,* read the text box about **victim blaming** and address it when it happens during the workshop.

Below you find some possible follow-up questions:

Would your opinion be different if the victim was a boy? – to address and challenge stereotypes and victim-blaming
Why do you think online sexualised bullying is often not reported? – to discuss possible reporting barriers
How do you block and report a person that insults you on Instagram, WhatsApp or other platforms that you use? –ask your students to look this up on their phones
How would you support a friend who is experiencing sexualised bullying? – to encourage stepping and speaking up
What can you do if you experience sexualised bullying online? – answers can include: reporting the bully and/or images to social media, collecting evidence, talking to a trusted adult or friend, reporting to the police or a helpline

4. Wrap-up

➢ Time to debrief and summarize.
➢ Point out where students can go to for further advice and support. In the days and weeks after, give regular reminders of the support that is available to them.
➢ We recommend to allow time for students to process the issues discussed after the workshop, in order not to feel too overwhelmed.

Workshop Plan 4. Unwanted Sexualisation

In this workshop the focus is on unwanted sexualisation, one of the four main types of online violence addressed in CYBERSAFE. Students will learn how to recognise, understand and prevent it, and how to act when it happens. The focused is on the (potential) victim, perpetrator and bystander.

Prepare for the workshop

- Familiarize yourself with the topic, read through the Guide for Workshop Facilitators (*Part 1*) and through this *workshop plan*.
- Ensure you are familiar with the school's safeguarding, child protection and reporting policies, so you know how to take the appropriate action.
- Make sure you are well acquainted with other reporting options teenagers have. Go to the CYBERSAFE website (www.stoponlineviolence.eu) for information on national or local (anonymous) helplines or support organisations in your country.
- Before and after the workshop, point out to all students where they can go to for further advice and support. In the days and weeks after, give regular reminders of the support that is available to them. Display the CYBERSAFE poster that signposts to reporting options and support organisations in the classroom.

Resources

Digi- or smartboard, mobile phones (1 per student), CYBERSAFE Online Tool, Internet access through Wi-Fi

If there is no Internet connection or if students are not allowed to use their phones in the classroom, you cannot use the CYBERSAFE Online Tool. However, you can still facilitate an offline workshop. Please refer to Appendix 1. Offline Workshops for instructions.

Workshop Structure

Activity	What	Time
13. Introduction	Introduction topic Ground rules	15 min.
14. Vote & Discuss	Vote & Discuss with the group Group discussion on each dilemma	40 min.
15. Role & Play	Role & Play in small groups Groups discussion at the end	20 min.
16. Wrap up	Address help, support, reporting option	15 min.
	Total Time:	**90 min**

1. Introduction of the topic

➢ Establish a safe environment and set ground rules→Refer to *3.4 Creating a safe environment*
➢ Point out where your students can go for support, reporting and how possible disclosures during or after the workshop will be handled →Refer to *3.5 Protection and safeguarding*
➢ Give a short introduction of the topic. → use the information[12] below

Unwanted sexualisation online means that a person receives unwelcome sexual requests, comments and content on the Internet.

This type of online violence can include a range of behaviours, such as:

- Sexualised online comments (e.g. on photos)
- Sexualised viral campaigns that pressurise people to participate
- Sending someone sexual content (images, emoji's, messages) without them consenting
- Unwelcome sexual advances or requests for sexual favours
- 'Jokes' of a sexual nature
- Rating peers on attractiveness or (alleged) sexual activity
- Altering images of a person to make them sexual

A typical situation is: a girl posts a (normal) image of herself on social media. Other people anonymously post sexual and offensive comments on the image. It also happens that images are 'doctored' to make them more sexual and shared online.

Social media accounts of young people are often accessible to everyone, making it very easy for others to view, comment on and share the images they posted. This can easily be done in a anonymous way, which may lower inhibitions and subsequently lead to meaner and more degrading comments.

Both girls and boys can be a victim (or perpetrator) of this type of online violence. However, it seems to happen more often to girls and when it happens, girls seem to be judged more harshly than boys. It also has a more lasting effect on (the reputation of) girls than boys.

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[12]This paragraph is based on:
Project deSHAME (2017) *Young people's experiences of online sexual harassment. A cross-country report from Project deSHAME*', page 13. Retrieved from:
https://www.childnet.com/ufiles/Project_deSHAME_Dec_2017_Report.pdf

Slut shaming and stereotypes

Slut shaming can be defined as the act of **attacking or stigmatising a women or girl for engaging in behaviour judged to be promiscuous or sexually provocative**. It is a form of victim blaming (see also Victim Blaming, page 12) and often happens in cases of sexualised bullying.

Slut shaming is underpinned by sexist attitudes and **stereotypical views of gender roles**, deeply rooted in structural relationships of inequality between women and men. For example, boys are usually admired and praised when they are sexually active and have multiple partners, whereas girls are judged and bullied for the same behaviour.

Other examples of slut-shaming' or sexual double standards are:
- *'If a girl puts her photo online, she can expect to be judged'*
- *'She deserved that'*
- *'She took that picture, it's her own fault'*
- *'That girl should have been smarter'*
- *'She looks so hot, I give her 10 points'*

Both boys and girls seem to judge girls harsher when they experience online sexual violence.

➔ *Students may hold (unconscious) biases or make stereotypical assumptions, particularly in regard to the female examples. It is important to recognize and address these. Support your students in questioning these views.*

2. Vote & Discuss

The purpose of Vote & Discuss is to discuss a real-life case of unwanted sexualisation. It allows students to share their opinions anonymously and to engage in a group discussion in a non-personal, safe way. Students will also receive practical information on how to recognise, understand, prevent a deal with cases of unwanted sexualisation.

Your role as a facilitator is to run the Online Tool and facilitate the voting process as well as the group discussions. You need to make sure a safe space is preserved, and check if the information received is well understood by asking follow-up questions.

➔refer to 3.3 CYBERSAFE Online Tool for instructions on how to access the Online Tool. Then choose 'Vote & Discuss' and follow the guidance on the screen.

- Vote & Discuss starts with a <u>real-life case</u> of online violence. Read the text on the screen out loud.
- Then the first <u>dilemma</u>is presented, read it out loud too. Your students will vote on these dilemma's anonymously with their phones. On the next page, voting results will be visible.
- Use Voting-results are used to start short <u>group discussions.</u> Do not ask your students how they voted! They are allowed to express their ideas anonymous. And during the discussion they may speak in general terms or in the third person.
- After the voting results, a page follows with <u>practical advice</u> on how to prevent or deal with online violence in this particular case. Read this out loud as well and check with your students if they understand it, and if they have things they would like to add.
- Several other dillemmas and similar voting and discussion rounds will follow.

3. Role & Play

The purpose of 'Role&Play' is to allow young people to experience the role of a victim, a perpetrator or a bystander in a situation of non-consensual sharing of sexual images.

Your role as a facilitator is to explain and supervise the process and to facilitate the group discussion afterward. You need to make sure a safe space is preserved, and ask follow-up questions to find out how students experienced their role and if they understand what they could do to deal with a similar situation.

→refer to 3.3 CYBERSAFE Online Tool for instructions on how to access the Online Tool. Then choose 'Role & Play' and follow the guidance on the screen.

- Students do a <u>role play</u> in small groups of three persons. They use one mobile phone, which is passed through. They will be assigned the role of victim, perpetrator or bystander and then they will take turn reading lines assigned to their role
- Afterwards, students go back to their seats and experiences and observations are shared in a <u>group discussion.</u>

Facilitating the group discussions

The Online Tool provides a lot of information that you can use while guiding the discussions during the 'Vote & Discuss' and 'Role & Play'. If you need more input, you can refer Part 1 of this guide, in particular to the following paragraphs:

→*2.2 Causes and consequences of online violence against girls,* to discuss **why young people participate** in unwanted sexualisation and what the **emotional impact** and **consequences** can be for anyone involved.
→*2.3 Teaching safe, responsible online behaviour,* read the text box about **victim blaming** and address it when it happens during the workshop.

Below you find some possible follow-up questions:

Would your opinion be different if the victim was a boy? – to address and challenge stereotypes
Would a feel pressured to join in when someone is a being targeted by your friends – to address and discuss peer pressure
Why do you think online violence is often not reported? – to address and discuss possible reporting barriers
Do you know how to report an image or comment on Instagram, WhatsApp or other platform? – youcould ask your students to look up how to report unwanted comments or people that harass you online.
How would you support a friend who is being sexually harassed online? – to encourage stepping and speaking up
How would you feel as a victim, perpetrator or bystander if this happened? – to create understanding and empathy for anyone involved

Appendix 1. Offline workshop

If there is no Internet connection or if students are not allowed to use phones or laptops in the classroom, you cannot use the CYBERSAFE Online Tool. However, you can still facilitate an offline workshop.

➢ Choose a workshop plan (1, 2, 3 or 4) and follow the directions in the plan for the **Introduction**.

➢ Instead of using the Online Tool for **'Vote & Discuss'**, you do it verbally, by reading Appendix 1a, 1b, 1c or 1d (these appendices correspond to Workshop 1-4).

➢ **'Role & Play'** can be replaced by any of the exercises below.
  NB: These exercises can also be used if you facilitate a workshop using the Online Tool, when you have time left.

Exercise 1: how many people can my pic reach?
Recommended for Workshop 1, 3 and 4
Ask your students to each calculate how many people a nude or degrading image posted on social media can reach, based on the number of 'friends' they have on one of their accounts. For example, if they have 300 friends, and we assume that all those friends each have another 300 friends, this might lead up to 90.000 shares of their picture.

Compare this number to the population of the place they live and ask them how it would make them feel if their entire village would see their nude image, or if they would see them walking around without clothes in in real life.

Exercise 2: Understanding the grooming process
Recommended for Workshop 2
- Using the 'grooming cycle' below, have your students work in groups to create a list of groomer tactics to look out for, such as:
  - *Moving very fast:* talking about love, or spending your lives together very quickly, keeping you to themselves.
  - *Controlling how you speak, act or think:* isolating you from your friends and family, telling you to change your clothes or appearance.
  - *Always wanting to be in contact with you:* buying you a phone just for talking to them, being angry or threatening you if you don't answer quickly, calling constantly.
  - *Making you feel guilty, ashamed or afraid:* threatening to harm themselves or you if you don't do what they ask, guilting you into having sex or doing sexual things for them, making you feel ugly, worthless or ashamed of your body.
  - *Making you do sexual things you don't want to do:* pushing your boundaries, asking you to send sexual videos or pictures, or livestream yourself doing sexual things, expecting sex in return for attention, presents or money, make you feel guilty for saying no.

- Help them understand that grooming is an ongoing process, never 'all good' or 'all bad'. This is what makes it so difficult to recognise it as a form of exploitation, and to escape from it once a victim is in the exploitative relationship.
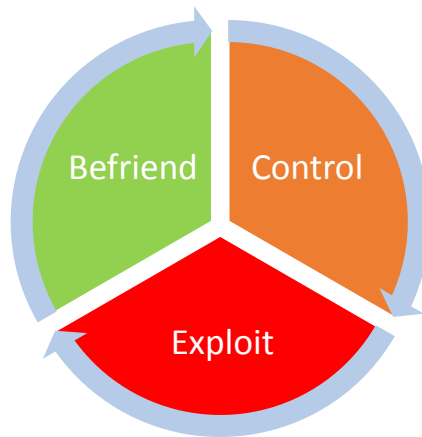
Exercise 3: Coming Forward

Recommended for Workshop 1, 3 and 4

In groups, young people come up with barriers to reporting online violence and seeking help.

- Have two volunteers facing each other at the front. One represents the 'helpseeker' and one represents the 'helper'.
- Ask students to give their answers. With each answer, the speaker takes their place between the 'seeker' and 'helper', representing each barrier visually. Make the line of barriers as long as you like.
- One by one, talk about the barriers and how we can overcome them. With each resolution, ask a student to sit down, showing the removal of each barrier with help and support.

Examples of barriers are:
- *'I'm too ashamed to tell someone'*
- *'I want help, but I don't know where to go'*
- *'The police will tell my parents'*
- *'If I tell someone, he/she will post my nude image online'*
- *'My parents will be angry'*
- *'If the teacher/school finds out, I will get in trouble'*
- *'I don't want my classmates to know, they will bully me'*
- *'I send my nude image in the first place, it is my fault'*