



CYBERSAFE Guide for Workshop Facilitators

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

*Guidelines and support on how to facilitate workshops
by using the CYBERSAFE Online Tool*



Changing Attitudes among teenagers
on Cyber Violence against Women and Girls

CYBERSAFE

810264 – CYBERSAFE – REC-AG-2017/REC-RDAP-GBV-AG-2017

WP3 – Educational Intervention Guidelines

Document developed: January 2020 – March 2021

Date of publication: April 2021

Republished with updates: July 2021

Author: International Child Development Initiatives



In cooperation with:



University of Ljubljana
Faculty of Social Sciences



**Women's Support and
Information Center**
There is a way out of violence!



UNIVERSITY OF TARTU
Johan Skytte Institute of
Political Studies



With financial support from the
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Table of Contents

1. Introduction on the CYBERSAFE Toolkit	4
PART 1: GENERAL INFORMATION	
2. What is online violence against girls?	7
2.1 Four main types of online violence against girls	8
2.2 Causes and consequences of online violence against girls	9
2.3 Teaching safe, responsible online behaviour	11
3. How to use the CYBERSAFE Toolkit	13
3.1 Required resources	13
3.2 Workshop structure	13
3.3 CYBERSAFE Online Tool	14
3.4 Creating a safe environment	16
3.5 Protection and safeguarding	17
PART 2: WORKSHOP PLANS	
Workshop Plan 1. Non-consensual sharing of sexual images	20
Workshop Plan 2. Exploitation, coercion and threats	24
Workshop Plan 3. Sexualised Bullying	28
Workshop Plan 4. Unwanted Sexualisation	32
Appendix 1. Offline Workshops	36

1. Introduction on the 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 for 13–16 year old students, which addresses the issue of **online violence against girls**.

Content of the CYBERSAFE Toolkit

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

- **Part 1. General Information** provides background information on the issue of online violence against girls, instructions on how to use the Online Tool and practical guidelines on facilitating a workshop.
- **Part 2. Workshop Plans**, includes four different workshop plans. Each workshop focuses on one of the four main types of online violence against girls. Each plan includes a workshop structure, important messages to guide discussions and is used in conjunction with the Online Tool as set out below.

2. **CYBERSAFE Online Tool** is a game-based learning tool to be used during the workshop. It contains two scenarios per workshop that facilitate discussions through two activities; **dilemmas for participants 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 amongst young people (13–16 years old).
- To promote safe and responsible online behaviour.

After participating in the educational programme, students:

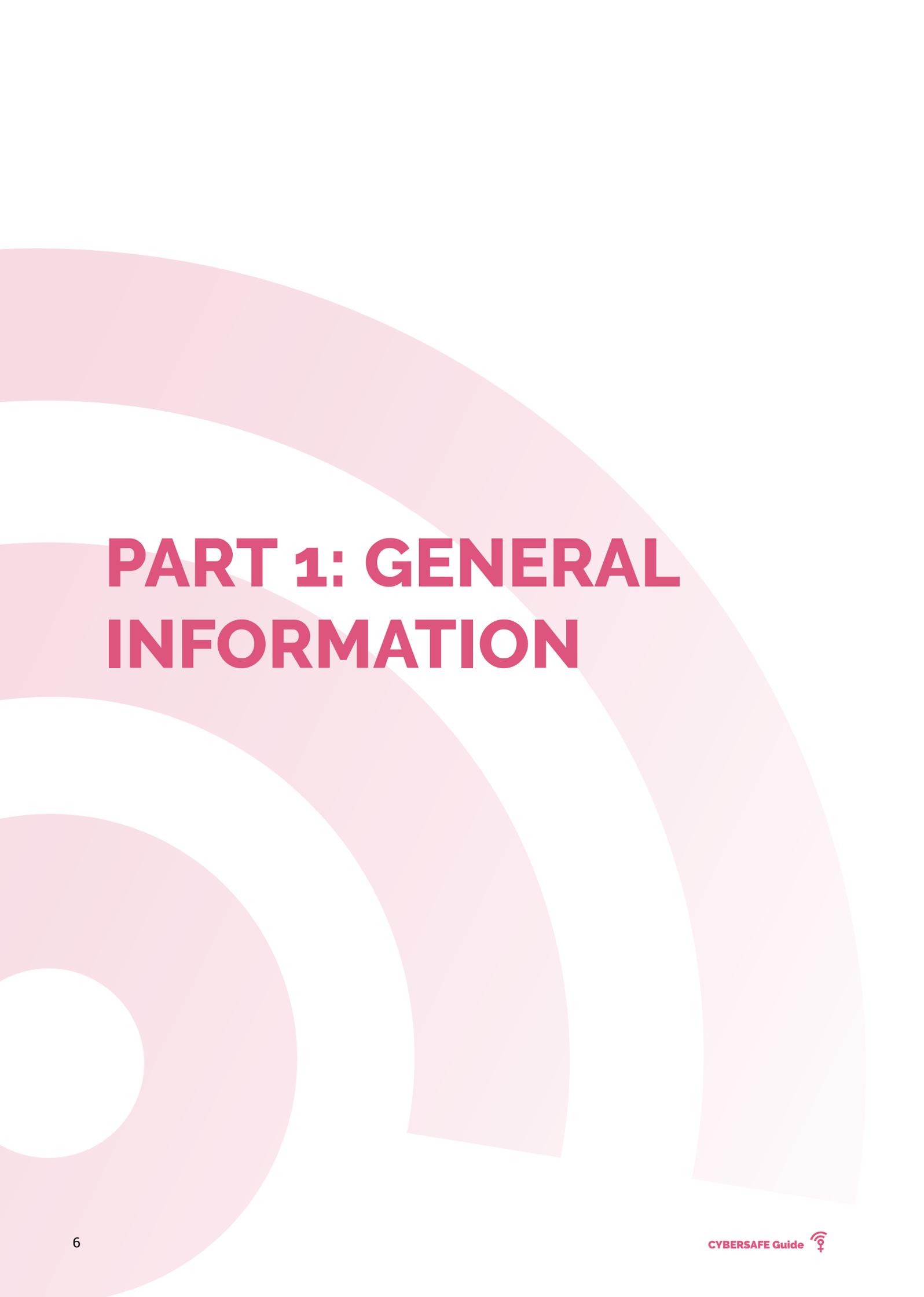
- can **recognise** (signs of) online violence against girls.
- understand the **emotional impact** and other **possible consequences** of online violence against girls for anyone involved.
- know how to **prevent** online violence against girls.
- know how to **act in an adequate, supportive and positive way** if they themselves or someone else experiences online violence.

Millions of women and girls around the world are subjected to deliberate violence because of their gender. 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

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** have experienced a form of violence in her lifetime.²
- The EU estimates that **1 in 10 women** (11%) have experienced a form of online violence from the age of 15 onwards. For young women, the prevalence is even higher, with **20%** of the 18–29 year old women.³
- In a UNICEF Poll, conducted in 30 countries, **1 in 3 young people** indicated they have been a victim of online bullying.⁴
- 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.⁵
- A survey from Plan International among 14,000 girls (15–25) across 22 countries revealed that **58% of the girls** had experienced online sexual harassment, mostly on Facebook and Instagram. For 19% of them, this led to stopping or significantly reducing their use of the platform.⁶
- Young people belonging to the LGBTI community are at particular risk of online violence, with **15% of LGBTI young people aged 15–17** having experienced some form of online harassment in the previous 12 months.⁷

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.

2 WHO 2017, "Factsheet: Violence against women", available at: <https://www.who.int/news-room/fact-sheets/detail/violence-against-women>

3 European Union Agency for Fundamental Rights (FRA), 2014, "Violence against women: an EU-wide survey", available at: <http://fra.europa.eu/en/publication/2014/violence-against-women-eu-wide-survey-main-results-report>

4 UNICEF 2019, press release 3 September 2019: <https://www.unicef.org/press-releases/unicef-poll-more-third-young-people-30-countries-report-being-victim-online-bullying>

5 Project deSHAME 2017, "Young people's experiences of online sexual harassment", available at: https://www.childnet.com/ufiles/Project_deSHAME_Dec_2017_Report.pdf

6 Plan International 2020, "Free to be online?": <https://plan-international.org/publications/freetobeonline>

7 FRA 2019, "A long way to go for LGBTI equality", available at: https://fra.europa.eu/sites/default/files/fra_uploads/fra-2020-lgbti-equality_en.pdf

2.1 Four main types of online violence against girls⁸

Girls are at risk, more than boys, 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. (It is important to note that the term 'revenge porn', although widely used, is in fact a flawed term, as it wrongly implies that the victim is to blame in some way)

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, 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 these four main types of online sexual violence are often overlapping or experienced simultaneously. Experiences online 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").

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

⁸ 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.

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 used in relation to online sexual violence. Sexting is the **sharing of a sexual text, image or video**. When occurring between two (young) people who trust each other, it is 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, 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 and consequences. In some countries, it is illegal to produce or possess sexual images of minors, also for teenagers themselves. Further 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 and long term, including:

- Diminished self-esteem
- Fear, anxiety, distress
- Feelings of guilt and shame
- Anti-social behaviour
- Trauma (and re-traumatisation), 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 via 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 young people should not end up with a lifelong criminal record for committing in the circumstances, more minor online sex offences. In most EU countries, young people are only cautioned, if they are both under 18 and voluntarily shared nude images. Police and prosecutors should have in place and follow specific guidelines on how to respond to cases of online violence that involve minors, but this is not the case in many EU-countries yet.

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 and a subsequent criminal conviction cannot be ruled out.

In **Northern Ireland** it is a criminal offence under Section 51 of the Justice Act (Northern Ireland) 2016 to disclose (without consent) a private and sexual photograph or film with the intention of causing distress.

Additionally Article 42 of the Sexual Offences (Northern Ireland) Order 2008, amends Article 3 of the Protection of Children (Northern Ireland) Order 1978. These provisions relate to indecent images of children and include criminal offences for taking, making, permitting to take, distributing, showing, possessing with intent to distribute and advertising indecent images or pseudo photographs of children up to the age of 18.

It is important to remember while the age of consent to sexual activity is 16, a child for the purposes of indecent images of children offences is 18 years old.

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 young people 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, or 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 young people off using technology, 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 they are participating 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 **do not report** it, or they **do not take positive actions** such as talking to a parent, a teacher or stepping up for the victim. It is important to make young people aware of reporting and support options as well as other ways in which they can be part of resolving 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 than boys to face a negative backlash from both male and female peers if their image is shared.,

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 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 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, as they think they will get in trouble for breaking the law by sharing their own nude image.

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

- Reinforce that even though the legislation outlines while creating sexual images of minors is illegal, if the person who took the image (of him- or herself) 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 interview with a specialised officer, followed by evidence gathering by the police. Police have the ability to retrieve images through using technology, and find out when and to whom images were sent.
- Advise them to go to the police with a trusted adult or friend.

3. How to use the CYBERSAFE Toolkit⁹

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, the protection and safeguarding of the participating students.

3.1 Required resources

CYBERSAFE Toolkit: 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**.

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 dilemmas
- Voting-results are used to start short group discussions
- Practical advice is given on how to prevent and deal with online violence



⁹ The content of this paragraph is based on: Project deSHAME (2017), "Step up, speak up. Online sexual harassment teaching guide", available at: https://www.childnet.com/ufiles/Teaching_Guide_Step_Up_Speak_Up.pdf

3. Online Tool: Role & Play

- Students do a role-play in small groups using mobile phones. This allows 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'.

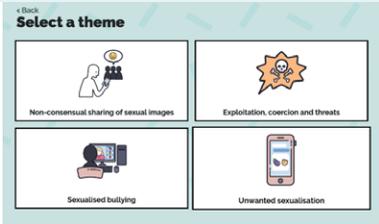
Anonymity

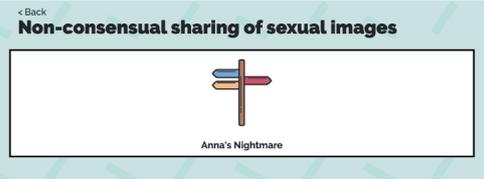
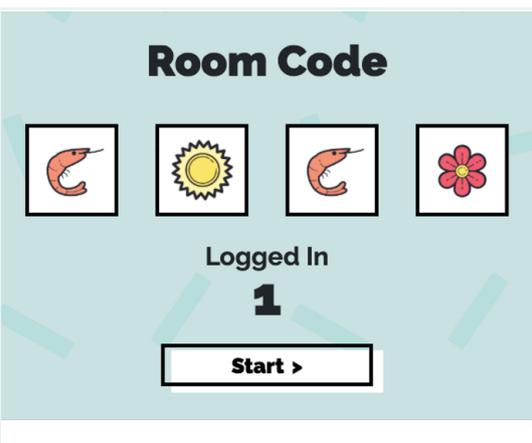
In 'Vote& Discuss', students can vote anonymously in the Online Tool via their mobile phones or laptops. To ensure their privacy, they do not need to fill in their name and it is not possible to track the answers of individuals through the tool. Anonymous voting gives students the opportunity to express their thoughts freely on sensitive issues related to online sexual violence and engages students who 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.

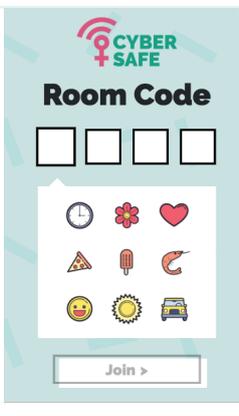
Access

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

1	Visit the URL to the online tool: https://www.stoponlineviolence.eu/online-tool/	
2	Choose the appropriate language and click 'Create Workshop'	
3	Select a workshop	

4	Choose a scenario	
5	Choose between 'Vote & Discuss' and 'Role & Play'	
6	<p>Then a 'Room Code' for the students will be generated, which they need to login.</p> <p>Here you can see how many have students have logged in. Once everyone is logged in, click 'Start'.</p>	

The required steps for **participants** are as follows

1	Visit the URL to gain access to the online tool: https://www.stoponlineviolence.eu/online-tool/	
2	Select ' Join Workshop '	
3	Insert the icons the facilitator provides from their screen.	

Video Tutorials

For video tutorials about how to access and join the Online Tool, please visit:

- Tutorial 'Vote & Discuss': <https://youtu.be/5-B5We1YnQ0>
- Tutorial 'Role & Play': <https://youtu.be/LWJrn3Voz84>

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 state the expectations for 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 if at any point they would prefer not to participate, it is okay to take a break 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.
- **Adopt 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 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 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 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** you can use, discuss and agree 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 will 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 will ask for a break or support if we feel overwhelmed or triggered’
- **Child Protection** – ‘If we want support, we know 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, so it is very likely 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 outline 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 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 about themselves or someone else which 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.
- Check if schools are aware of and provided with information 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 this, 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 available to them. Display the CYBERSAFE poster in the classroom, which signposts reporting options and support organisations.

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.

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 options	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 images¹⁰ means that **someone's sexual images (or videos) are taken or being shared without their consent**. This includes a range of behaviours, such as:

- Sexual images taken consensually, but shared without consent (for example in order to take 'revenge')
- Sexual images taken without consent ('creep shots' or 'up-skirting')
- 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 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 **without the consent** of the person in it. This is the behaviour you need to focus on during this workshop.

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.

For instructions on how to access the Online Tool → [refer to 3.3 CYBERSAFE 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: The first **dilemma** is presented, read it out loud too. Your students will vote on these dilemmas 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 anonymously 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 they understand it, and if they have anything they would like to add.
- Several other dilemma rounds will follow. Try to finish each round in 7 to 10 minutes.

¹⁰ This definition is based on Project deSHAME (2017), p. 13.



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 how they would 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 3 persons. They use one mobile phone, which is passed around. They will be assigned to the role of victim, perpetrator or bystander and take turns reading lines assigned to their role.
Role & Play is most effective if the group of 3 can leave the main teaching room to be alone and undisturbed, in order to act out their role. However, if you as the facilitator feel this does not provide the level of supervision your students need and/or if this conflicts with your policies, you can also let the groups stay in the room. In that case, make sure there is enough space for every group to act and allow some physical distance between the groups.
- Afterwards, students go back to their seats, and their experiences and observations are shared in a **group discussion**.

Facilitating the group discussions

The Online Tool provides a lot of information 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 those involved.

→ [2.3 Teaching safe, responsible online behaviour](#) read the text box about victim blaming and address it if and 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 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 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 this, 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 available to them. Display the CYBERSAFE poster in the classroom, which signposts reporting options and support organisations.

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.

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 options	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

¹¹ This paragraph is based on: Project deSHAME (2017); NSPCC Website, "Child sexual exploitation", available at: <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", available at: <https://www.europol.europa.eu/publications-documents/online-sexual-coercion-and-extortion-form-of-crime-affecting-children-law-enforcement-perspective>

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 or 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 physical, emotional and social harm.

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 subsequently blackmailed with the recorded evidence for money. In both cases, the perpetrator can also be an **adult**.

Manipulation

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.**



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 **real-life case** of online violence. Read the text on the screen out loud.
- Dilemma round 1: The first **dilemma** is presented, read it out loud too. Your students will vote on these dilemmas 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 anonymously 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 they understand it, and if they have anything 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 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 how they would 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 3 persons. They use one mobile phone, which is passed around. They will be assigned to the role of victim, perpetrator or bystander and take turns reading lines assigned to their role.
Role & Play is most effective if the group of 3 can leave the main teaching room to be alone and undisturbed, in order to act out their role. However, if you as the facilitator feel this does not provide the level of supervision your students need and/or if this conflicts with your policies, you can also let the groups stay in the room. In that case, make sure there is enough space for every group to act and allow some physical distance between the groups.
- Afterwards, students go back to their seats, and their experiences and observations are shared in a **group discussion**.

Facilitating the group discussions

The Online Tool provides a lot of information 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 if and 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 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 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 this, 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 available to them. Display the CYBERSAFE poster in the classroom, which signposts reporting options and support organisations.

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.

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 options	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

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

We speak of online **sexualised bullying** when someone is being **targeted**, and systematically **excluded**, from a group through the **use of sexual content** 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.

Slut shaming and stereotypes

Slut shaming can be defined as the act of **attacking or stigmatising a woman 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.**



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 **real-life case** of online violence. Read the text on the screen out loud.
- Dilemma round 1: The first **dilemma** is presented, read it out loud too. Your students will vote on these dilemmas 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 anonymously 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 they understand it, and if they have anything 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 **role-play** in small groups of 3 persons. They use one mobile phone, which is passed around. They will be assigned to the role of victim, perpetrator or bystander and take turns reading lines assigned to their role.
Role & Play is most effective if the group of 3 can leave the main teaching room to be alone and undisturbed, in order to act out their role. However, if you as the facilitator feel this does not provide the level of supervision your students need and/or if this conflicts with your policies, you can also let the groups stay in the room. In that case, make sure there is enough space for every group to act and allow some physical distance between the groups.
- Afterwards, students go back to their seats, and their experiences and observations are shared in a **group discussion**.

Facilitating the group discussions

The Online Tool provides a lot of information 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 if and 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 administrators, 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 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 available to them. Display the CYBERSAFE poster in the classroom, which signposts reporting options and support organisations.

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.

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 options	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](#)¹³ below

13 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

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 an 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.

Slut shaming and stereotypes

Slut shaming can be defined as the act of **attacking or stigmatising a woman 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.



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 **real-life case** of online violence. Read the text on the screen out loud.
- Dilemma round 1: The first **dilemma** is presented, read it out loud too. Your students will vote on these dilemmas 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 anonymously 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 they understand it, and if they have anything 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 unwanted sexualisation.

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 3 persons. They use one mobile phone, which is passed around. They will be assigned to the role of victim, perpetrator or bystander and take turns reading lines assigned to their role.
Role & Play is most effective if the group of 3 can leave the main teaching room to be alone and undisturbed, in order to act out their role. However, if you as the facilitator feel this does not provide the level of supervision your students need and/or if this conflicts with your policies, you can also let the groups stay in the room. In that case, make sure there is enough space for every group to act and allow some physical distance between the groups.
- Afterwards, students go back to their seats, and their experiences and observations are shared in a **group discussion**.

Facilitating the group discussions

The Online Tool provides a lot of information 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 if and 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 you feel pressured to join in when someone is 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? – you could 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

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 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.

Appendix 1. Offline Workshops

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 out loud the stories of the Online Tool as well as the Dilemma's, which can be found in Appendix 1a, 1b, 1c, 1d at the end of this document (these appendices correspond to Workshop 1–4). Students can vote on each dilemma by raising hands. Try to initiate a short discussion after each voting session. → [refer to Appendix 1a, 1b, 1c, 1d](#)
- **'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 image reach?

*Recommended for Workshop **1**, **3** and **4***

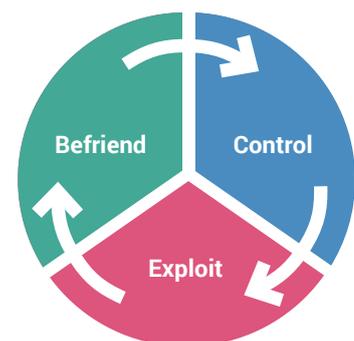
Ask your students to each calculate how many people a nude or degrading image posted on social media can reach, based on the number of 'friends' they have on one of their accounts. For example, if they have 300 friends, and we assume that all those friends each have another 300 friends, this might lead 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 could see their nude image, or if they could 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, guiltig 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 'help-seeker' and one represents the 'helper'.
- Ask students to give their answers/examples of barriers. With each answer, the speaker/student 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'*

Appendix 1 a. – content for offline use

Workshop 1: Non-consensual sharing of sexual images

Anna's Nightmare

Introduction

You will now go through a story about the sharing of a sexual image of a girl without her permission. What would you do and feel if you were the people involved?

You answer using your phone and discuss it as you go. Your answers will be **anonymous**. Feel free to share your opinion, there are no good or bad answers.

How it began

Anna and Jim (14 years old) have known each other from school since they were 12. They like each other and start having a relationship. After dating for a few weeks, Anna shares a nude picture of herself with Jim. She likes him and she trusts him.

Anna breaks up

However, after a few months, Anna decides to end the relationship, and she starts dating someone else. Jim is very angry. To get back at her, he shares the image with some of his friends.

They laugh and make fun of Anna. One of the friends posts the image on social media, where it is spread and now the entire school knows about it.

Anna's life turns into a nightmare

All her classmates have seen the image. Anna is being bullied at school, they make fun behind her back and call her a 'slut'. Every morning she is afraid to go to school. It feels like walking around without her clothes on.

Even when she is at home, the bullying continues. Anna gets nasty messages from people, who call her names and make her feel terrible about herself. It feels like everyone knows what Jim did, and they are all blaming her for it.

Dilemma 1: What do you think about Anna?

1. It is stupid of her to share nude images with someone, it is her own fault that she is being bullied now.
2. It is ok to share images with someone you trust. I feel sorry for her, Jim and his friends had no right to share her image without her permission.
3. Anna should not have shared the image, but it is also not ok that the boys shared the image without her consent.
4. She should not have broken up with Jim, to avoid this situation.
5. She should not care about the reactions, she has nothing to be ashamed of.

Never blame the victim!

Sexting (sharing sexually explicit messages/images) in itself is not a bad thing, if both people do it consensually. It can be fun and exciting, many teenagers do it.

So should Anna really be blamed for the harassment she experiences now? Saying it is her fault could make her feel even worse.

Think carefully before you share your nude image!

Sexting is also **risky**, because once you sent an image, you have no control over it. So think carefully if you really want to do it.

Do I really want to do this?

When you share your own sexual image with someone, like Anna did, ask yourself:

- **Do I really want to do this?**
 - Realize that you give another person control over your image, so there is always a risk that they do something with it that you don't want.
 - Never share your image if you are not sure about it or feel pressure.
 - Realize that sharing a sexual image of a minor, even if it is your own image, can be **illegal**.
- **How can I protect myself?**
 - Do it only with a person you **trust**.
 - Agree with the other person not to spread the images or to delete them after the conversation.
 - Make sure you are not on the image in a way that others could recognize you.

Dilemma 2: What do you think about Jim?

1. He is a weak, selfish guy. He does not consider the consequences for Anna at all.
2. He is hurt because Anna broke up with him, I understand why he shared the image. He did not think of the consequences.
3. I understand that he is angry because Anna broke up with him, but he should have never shared the image, because he promised Anna.
4. He did nothing wrong, Anna is overreacting.

When someone shares a nude image with you, like what happened to Jim...

- **Always keep it to yourself!**
This image is private, it is meant to be seen only by you.
- **Think of the consequences before you share someone's image!**
Sharing a nude image without the permission of the person in it (through Whatsapp, messages or social media) can have very negative consequences, both for that person and for yourself.
 - As in Anna's case, this person can be bullied, feel humiliated and hopeless. The image may stay online forever and she could experience harassment for a long time. In some cases this even leads to depression and suicide.
 - Also think of the consequences for yourself: sharing a nude image of a person under 18 can be **illegal**. You can end up with a criminal record.

Dilemma 3: What do you think about Jim's friends that shared the image and posted it on social media?

1. It is not their fault, they don't know Anna very well and are not responsible.
2. They are cowards and they should help Anna.
3. They should have told Jim off directly when they received the image.
4. Jim is their friend, so it is normal they share these images with each other.
5. They should not have shared or posted the image, but they could not have known Anna would be bullied for it.

Say no!

If a nude image from someone else is shared in a message or app, without the consent of the person in the image, keep in mind:

Don't like it, don't share it

- Like in Anna's case, it may have a very serious emotional impact on that person. This matters, even if you do not know him or her. No one deserves this!
- Sharing, passing on or posting a nude image of a person under 18 is illegal. If you participate in this in any way, it can have serious legal consequences for you as well. You can end up with a criminal record.

Speak up!

Speak out against the people in your group who share the image. Make clear that it is wrong, illegal and that you do not want to get involved. This might inspire others to do the same.

Say no to online violence against girls!

Young people, and especially boys, may feel pressure from their peers to share nude images of girls. This may seem innocent or perhaps even fun at first. Be aware that this is online violence and that it has serious consequences. Say no!

Dilemma 4: If you were Anna, what would you do in this situation?

1. Nothing, I would be too ashamed.
2. I would be angry at Jim, I would try to get back at him by sharing some of his secrets.
3. I would not go to school anymore.
4. I would report it to the police and/or at school.
5. I would talk to my parents, they would help me.
6. I would ask a friend or a person I trust to help me

When your sexual image or video has been shared online, it may seem like the end of the world. But try not to panic, there are several things you can do to minimize the effect of the image.

Don't feel guilty or ashamed. The other person or people had no right to share your intimate image without your permission.

The image can spread rapidly over the Internet, so **act as quickly as possible**. Take the following steps:

Talk to someone you trust

Preferably your parents or another adult, like a teacher at school. But you can also talk to a friend or someone else you trust. Together you can look for the best solution.

Collect evidence

Save (a screenshot of) the image online. When you go to the police, you can use this as evidence.

Removing the image from the Internet

If your image is posted on a website or social media, inform the site administrators as soon as possible. Tell them you are a minor and that the image was posted without your permission.

Report it!

- To a **hotline or helpline** – you can report anonymously. They listen to you and they can give you advice on what to do next. If you are a minor, the image may legally be qualified as 'child pornography' and the hotline or helpline will help you get the image removed from the Internet.
- To the **police** – sharing a nude image of a minor without consent is a crime, which you can report to the police.

Dilemma 5: If you were a classmate of Anna's, what could you do to help her?

1. I would talk to her in private and listen to her to see if I could help her.
2. I would confront Jim and his friends.
3. I would not do anything, it is not my problem.
4. I would be afraid to do something, because they could start bullying me too.
5. I would report the incident to school, police or a helpline.

Reporting online sexual harassment

If someone's nude image is being shared, without this person's consent, try to help. It is your responsibility to do what you can to end the situation.

Support the victim

Make sure the person on the receiving end is okay. Offer your help, advise him/her to talk to a trusted adult.

Report it, don't ignore it

Encourage and support the victim in making a report to the police or to a helpline or other organisation, or make a report yourself.

And again...

Never participate in sharing someone's image. Be part of the solution, not the problem!

Reporting options

Northern Ireland/UK

Childline – 0800 1111 / [childline.org](https://www.childline.org)

CEOP – [ceop.police.uk](https://www.ceop.police.uk)

ThinkUKnow – [thinkuknow.co.uk](https://www.thinkuknow.co.uk)

Internet Watch Foundation – [iwf.org.uk](https://www.iwf.org.uk)

24 hour DSA Helpline – 0808 802 1414

Workshop 2: Exploitation, coercion and threats

Tricky friendships and threats

Introduction

You will now go through a story about a young person experiencing online exploitation.

You answer using your phone and discuss it as you go. Your answers will be **anonymous**. Feel free to share your opinion, there are no good or bad answers.

How it began

Jessica is at her friend's 15th birthday party. A boy approaches Jessica. His name is Adam. He asks for her number. Jessica is flattered and gives it to him. They have a few drinks and dance together.

Jessica has never drunk alcohol before, and she gets **tipsy** quickly. Her parents would be very mad if they knew this...

Then Adam gets angry when another boy smiles at Jessica. She leaves the party and tells her friends she will not talk to Adam again, because he is **jealous and controlling**.

But then Adam messages her to apologize.

Things start to feel wrong

Over the course of the next weeks, Adam sends Jessica lots of messages.

He always pays for her at dates, and buys her presents, like a new bracelet and earphones.

Jessica's friends think he is amazing and tell her she is lucky to have such a caring boyfriend. Jessica is flattered, but worries that Adam is moving too quickly.

Everything's falling apart...

Adam starts asking Jessica for naked pictures. When Jessica refuses, he starts threatening her.

She feels like she **has no choice**. So she sends him a picture of herself in her underwear. "No harm in that, right?" she thinks. At least he will not tell her parents she was drunk.

But it gets worse

Adam is not satisfied, he wants more...

He asks Jessica to film herself, **doing sexual things to herself**. She has never done anything like that before and feels really uncomfortable.

But Adam continues pushing. He sends her porn videos to watch, to show her that it is normal. He pesters her, and **threatens to share her pictures and videos with everyone**. In the end, she does what he asks.

Dilemma 1: What do you think of Jessica?

1. She shouldn't have gotten drunk at the party or shared naked pictures with Adam. It's her own fault, she could have known this would happen.
2. I feel sorry for her. She should be allowed to have fun at parties, and feel safe in her relationship. Adam shouldn't be pressuring or threatening her.
3. If she had stopped talking to Adam the first time he was rude to her, then none of this would have happened.
4. What Adam is doing to her isn't right, but she should break up with him before things get worse.
5. Jessica should have said no to Adam's requests. She's gotten herself into this situation by not standing up for herself.

Do not blame the victim

Jessica is being coerced and exploited by Adam. This is not her fault!

Exploitation may have a very serious emotional impact.

How can I protect myself against exploitation?

- If someone gives you gifts and attention, it is their own choice. It does not mean you are obligated to give something in return.
- Think carefully before you share your nude image with someone. Realize that you give another person control over your image, so there is always a risk that they do something with it that you do not want. A person that threatens you badly or puts pressure on you can never be trusted.

Dilemma 2: What do you think of Adam?

1. He's obviously a troubled guy. I feel sorry for him, that he wants to hurt himself.
2. He pays for all the dates and gives Jessica presents. He has a right to ask for something in return.
3. Even if he has his own problems, it's not fair to threaten Jessica just to get what he wants.
4. He's just a guy very much in love. He's telling her how much he cares about her, and showering her with presents.
5. He might be going about it the wrong way, but Jessica's overreacting. If she really didn't want to do the things he asked, she could have said no.

Adam is 'grooming' Jessica

Grooming is when someone builds a relationship with a young person (online or offline) and tricks or pressures them into doing something sexual. The grooming process can take a long or a short time. The exploiter, who can be a peer or an adult, will make you feel like it's your fault, or that it's normal, or that you deserve this.

Grooming is a form of exploitation and is illegal!

Look out for early signs of grooming:

- Being very complimentary or flattering.
- Moving very fast – talking about love, spending all your time together.
- Asking you about your sexual experiences or other very personal things.
- Offering you money or presents, especially in exchange for secrets or sexual information, pictures or videos.
- Controlling how you dress, or who you talk to, or how you spend your time, or how you speak/act/think.

- Constantly wanting to be in contact with you, becoming angry or threatening if you do not answer quickly.
- Making you feel guilty, ashamed or afraid.
- Threatening you, themselves or your friends/family.
- Making you do sexual things you do not want to do.

Five months later

Jessica and Adam are still going out. Jessica has sent Adam five videos of herself, and she has lost count of how many pictures.

They meet regularly and Adam now sometimes **gets her drunk and then has sex with her**.

Jessica is scared and feels like it is her own fault, because she keeps going back to him. She feels worthless, and has stopped taking care of herself.

She has thought about leaving Adam, but she is **terrified that he will share her nude videos and pictures with everyone**. And even though he is horrible to her sometimes, she still feels like she loves him.

Dilemma 3: If you were Jessica, what would you do in this situation?

1. I would stay with Adam, because I'd be too frightened to leave him.
2. I would stop seeing Adam, and not care about his threats.
3. I would report it to the police and/or at school.
4. I would talk to my parents, they would help me.
5. I would ask a friend or a person I trust to help me.

Take the following steps

If you are being sexually exploited, it can be very difficult and scary to ask for help. But there are lots of places to go to for help and things will feel better when you talk to someone.

Nobody asks, or deserves, to be exploited, it was not your fault.

To end the situation, you can take the following steps:

End contact with the exploiter

If you can, remove yourself from the exploitative situation. Block the person on your phone and on social media, to make sure he/she cannot blackmail or threaten you anymore. Do not give in to any demands (financial, sexual favors or other), because it will only encourage the person to continue blackmailing you.

Talk to someone you trust

Preferably your parents or another adult, like a teacher at school. But you can also talk to a friend or someone else. Together you can look for the best solution.

Collect evidence

Save (a screenshot of) the chats or texts you exchanged with the exploiter, in which he/she threatens you or asks for with the online. When you go to the police, you can use this as evidence.

Report it!

- To the police – exploitation, threatening and blackmailing, as well as possessing nude images of a minor, are serious crimes. The police is there to help you, you will not get in trouble.
- To a helpline or support organisation - you can often report anonymously. They listen to you and they can give you advice on what to do next. If there are nude images of you online, they can help you to get them removed from the internet.

Jessica loses her friends

Jessica's friends stopped spending time with her, because she is always with Adam.

Adam is rude to Jessica's friends. When they call Jessica, he picks up and tells them to leave her alone. Jessica never replies to their messages.

One day, they see Jessica in town. They are shocked by how she looks. Jessica **looks pale, has lost a lot of weight, and she looks nervous and scared**. They ask her if she is okay, but she does not want to talk to them and runs away.

Dilemma 4: If you were Jessica's friends, what would you do?

1. Nothing. It's not my place to interfere in their relationship.
2. I would tell her I'm worried about her and ask her if she needs help.
3. I would confront Adam and tell him to leave Jessica alone.
4. Report it to the police or another agency.
5. Talk to my parents or a teacher at school.
6. I would be scared to do something, because Adam could hurt me.

Your friend needs your understanding

Victims may not see themselves as victims (for example when they participated in sexual acts) and, like Jessica, they might feel like it is their own fault. But exploiters often make victims do things they do not want to. It was not their own choice and they are not to blame.

- It is often difficult for victims to leave their exploiter, because they might love them or be frightened of them.
- Threats and blackmail can be very scary, and keep the victim in the exploitative relationship, because they fear the consequences.
- Sometimes exploiters encourage their victims to take alcohol or drugs, or to participate in criminal activity.

The emotional impact of exploitation

Like in Jessica's case, a person who is exploited can feel scared, dependent, guilty and ashamed. Exploitation can be traumatizing and the victim can suffer mental health issues, such as hyper-vigilance, memory loss, difficulty with trust and relationships and depression. Exploitation can even lead to self-harm and suicide.

Helping a friend

- Watch the video about worrying about a friend being in an exploitative relationship.
- If your friend is being exploited, he or she needs your support. Try to help, for example by:
 - **Show your support**
Try to talk to your friend. Let him/her know you are there for them, even if they refuse to talk to you at first. Offer your help.
 - **Don't take it all on yourself**
You do not have to fix the situation on your own. Always seek support from an adult you trust, if you think your friend is unsafe. And make sure you get the support you need yourself.
 - **Report it, don't ignore it**
Encourage and support your friend in making a report to the police or to a helpline or other organisation. You can also make a report yourself.

Reporting options

Northern Ireland/UK

Childline – 0800 1111 / [childline.org](https://www.childline.org)

CEOP – [ceop.police.uk](https://www.ceop.police.uk)

ThinkUKnow – [thinkuknow.co.uk](https://www.thinkuknow.co.uk)

Internet Watch Foundation – [iwf.org.uk](https://www.iwf.org.uk)

24 hour DSA Helpline – 0808 802 1414

Workshop 3: Sexualised Bullying

Stella's Reputation

Introduction

You will now go through a story of a 14-year-old girl who experiences sexualised bullying. What would you do and feel if you were the people involved?

You answer using your phone and discuss it as you go. Your answers will be **anonymous**. Feel free to share your opinion, there are no good or bad answers.

How it began

Stella (14) is bullied by her classmate John. He is always mean to her at school.

During a break, Stella goes to the toilet and leaves her laptop unattended for a few moments. Then **John hacks into Stella's laptop**. He obtains her passwords and installs spying software. This allows him to access Stella's laptop from his own computer. Now he has unlimited access to Stella's personal files and photos all the time.

When Stella comes back, she has no idea what has happened...

John ruins Stella's reputation

John takes full control of Stella's social media account for 6 days. He starts to **impersonate** her online.

John pretends to be Stella online and makes weird comments on other people's posts.

Stella: 'You should really lose some weight'

Stella: 'Look at her slutty dress!'

Stella: 'Did you already tell everyone that you're gay?'

He thinks it is very funny - nobody knows it is him.

Then he starts to attack other classmates through Stella's account with nasty and degrading comments. Everyone thinks Stella is the one saying those bad things. Her friends are angry and they do not want to talk to her anymore.

But it doesn't stop there

John also starts sharing Stella's pictures, which he has stolen from her laptop, on her social media account. Even the **sexy selfies she sent to her boyfriend**.

Other classmates think Stella posted the pictures herself. They start to call her a 'slut'. Some boys make dirty comments on her picture. Nobody believes her when she tells them she didn't do this.

Dilemma 1: What do you think about Stella?

1. Nobody deserves this, she did nothing wrong. She needs help.
2. She was stupid to leave a sexy picture on her laptop. It is her own fault that she got into this.
3. She is a real drama queen, she is taking it too seriously, it was just a joke.
4. She should not have left her laptop unattended.
5. I feel bad for her because she is bullied, but her reaction is too extreme.

Never blame the victim

Stella did nothing to provoke this. It is always wrong to bully or shame someone or to steal someone's personal (online) information.

So should she really be blamed for the harassment she experiences now? Saying it is her fault could make her feel even worse.

Banter or hurtful?

Online jokes can easily go too far. If someone gets hurt, feels humiliated or insulted, it is not fun anymore.

How can I protect myself?**Protect your privacy online**

- Never forget to log out of your laptop, email or other accounts, especially if you leave your laptop, PC or phone unattended.
- Keep your passwords secure, and install anti-virus protection and firewalls.
- Be careful what you share online. Any personal information can be altered or used by someone to impersonate you.
- Use privacy settings on social media to make sure strangers cannot befriend you or access your accounts.
- If you participated in sexting, delete all images or videos from your devices, to avoid others from seeing or sharing them.

Remember. If you wouldn't want your grandma to see it, then don't post it!

Dilemma 2: If you were Stella, what could you do to end the bullying?

1. Nothing, she just has to wait until people forget about it.
2. She can try to hack John and spread rumours about him, to make him stop.
3. It is best if she asks for support from someone she trusts, like her parents, a teacher, or a friend.
4. She should convince her friends that it was not her who posted these things.
5. She should make an anonymous report to a helpline.

Reflection

When you experience sexualised bullying, like Stella, **do not feel guilty or ashamed**. The other person or people had no right to hack your device, to impersonate you or to share your personal image.

Don't feed the trolls

The bully wants a reaction from you. Do not respond if you are angry or upset. This may only encourage the bully and make him/her feel powerful.

Revenge is not a good idea

Although you are right to be angry, do not try to take revenge. This can make the situation worse and it may have serious (legal) consequences for you too.

Reflection 2

The situation may not stop on its own. You need to act! Take the following steps:

Talk to someone you trust

Preferably your parents or another adult, like a teacher at school. But you can also talk to a friend or someone else you trust. Together you can look for the best solution.

Collect evidence

Save (a screenshot of) the posts and images online, in which you are impersonated or humiliated. When you go to the police, you can use this as evidence.

Contact the website

If your image is posted on a website or social media, inform the site administrators and tell them you are a minor and that the image was posted without your permission. Also inform them that your account is hacked, so they can block it to prevent further abuse. Ask them to remove all the comments made in your name, that were not written by you.

Report it!

- To a **hotline or helpline** - you can report anonymously. They listen to you and they can give you advice on what to do next.
- To the **police** – sharing a nude image of a minor without consent is a crime, which you can report to the police.

The story continues

Stella is desperate. Her boyfriend breaks up with her. None of her friends want to sit with her anymore at school. People point and laugh when she comes into the classroom. Some boys are bullying her and making horrible comments when she walks by. Stella feels very lonely.

After some weeks she starts having anxiety attacks. She loses her appetite and she feels nervous all the time. Finally, she even starts cutting herself.

Dilemma 3: What do you think about John?

1. He is very insecure, that's why he bullies others. I feel sorry for him.
2. He is just fooling around, he did not mean to hurt anyone. Stella is overreacting.
3. Even if he did not realize the consequences, he ruined Stella's life. He should be punished.
4. He is a horrible person, he wanted to hurt Stella and it is all his fault.
5. He should not bully Stella, but he could not have foreseen the consequences for her

Your actions have consequences

Although bullying may seem funny and innocent, it can have very serious consequences, both for the bullied person and for yourself.

- The victim of your bullying can feel humiliated and hopeless. This may even lead to severe mental health problems, like in Stella's story.
- The images may stay online forever. The victim may experience bullying and harassment for a long time.
- Also think of the consequences for yourself: hacking into someone's laptop, sharing nude images of a minor and ruining someone's reputation, can all be illegal. You can end up with a criminal record.

Dilemma 4: If you were a classmate of Stella's, what would you do?

1. Nothing, John started this and it is not my problem.
2. I feel sorry for Stella, so I would not "like" the post on Instagram.
3. I would write a comment too. It is fun and Stella deserves this.
4. I would tell John and the other bullies to stop.
6. I don't know. I feel bad for Stella, but I wouldn't want to be bullied myself.

Reflection

If you witness someone being bullied, never participate. Imagine it was someone you care about.

Bullying can have a very big emotional impact, as you have seen in Stella's story. Nobody deserves this.

Don't like it, don't share it

Liking, sharing or passing on humiliating posts or (nude) images of a person under 18 is emotionally damaging for that person.

It can also be illegal. If you participate in this in any way, it can have serious legal consequences for you as well. You can end up with a criminal record.

Say no to online violence against girls!

Young people may feel pressure from their peers to participate in sexualised bullying. The bullying may seem innocent and funny at first. And perhaps you are afraid that you will be bullied too, if you do not participate.

Be aware that sexualised bullying is a form of online violence and that it has serious consequences. Say no!

Dilemma 5: As a classmate of Stella's, how could you help her?

1. I would go to a teacher or the police.
2. I feel for her, but there is nothing I could do.
3. I don't want to help Stella, she is not my friend and I don't want to get involved.
4. I would report it anonymously to a helpline and to Instagram.
5. I would talk to Stella, to see if she is okay.

Reflection

If someone is bullied, he or she needs your help, regardless of whether you are friends or not. You do not have to fix the situation on your own, but try to do what you can.

Support the victim

Make sure the person on the receiving end is okay. Offer your help, advise him/her to talk to a trusted adult. You can also talk to an adult yourself.

Report it, don't ignore it

Encourage and support the victim in making a report to the police or to a helpline or other organisation, or make a report yourself.

Speak up!

Speak out against the bully and other people in your group who participate. Make clear that it is wrong, illegal and that you do not want to get involved. This might inspire others to do the same. And it will show the victim that he/she is not alone.

Reporting options

Northern Ireland/UK

Childline – 0800 1111 / [childline.org](https://www.childline.org)

CEOP – [ceop.police.uk](https://www.ceop.police.uk)

ThinkUKnow – [thinkuknow.co.uk](https://www.thinkuknow.co.uk)

Internet Watch Foundation – [iwf.org.uk](https://www.iwf.org.uk)

24 hour DSA Helpline – 0808 802 1414

Workshop 3: Unwanted Sexualisation

Receiving unwanted sexual images and comments

Introduction

You will read experience a story about a girl receiving unwanted sexual comments on social media. What would you do and feel if you were the people involved?

You answer using your phone and discuss it as you go. Your answers will be **anonymous**. Feel free to share your opinion, there are no good or bad answers.

How it began

Diana (14 years old) dresses up for a Halloween party. She posts a picture of herself in her outfit on Instagram. She gets a lot of 'likes' on her post from friends and also from some people she does not know.

Something unexpected happens...

But then a person starts making nasty comments on the picture... This person calls himself 'XYZ'*, Diana has no idea who it is.

XYZ calls Diana a '**slut**' and says that she looks like a **pornstar**.

*Off course, XYZ can be a boy or a girl!

It's out of control

Things get worse: XYZ also shares an **altered picture of Diana**. Now it looks like she is naked, in a sexual pose!

Many of her friends and followers **like** the comments or even **share** the altered picture.

Diana feels **humiliated**. She does not want to go online anymore. And she is afraid to go to school after the weekend, because most of her classmates have seen the picture.

Dilemma 1: What do you think about Diana?

1. If you post something online, you have to accept the consequences.
2. I feel sorry for her, she should be able to post a picture without people putting her down.
3. Maria should not post 'sexy' pictures online in the first place
4. It probably had to do with her behaviour in daily life. The comments might be justified.
5. She should not care about the reactions, she has nothing to be ashamed of.

Never blame the victim:

Diana is allowed to post pictures, like everyone else. The behaviour of the people who try to shame or hurt her is unacceptable.

Girls often face double sexual standards. They are often judged in a harsher way than boys. Do you think that is fair?

Protect yourself from unwanted sexualisation

Before you share pictures of yourself on social media:

- Realize that by posting a picture online, you lose control over this image and how it is being used.
- If you are not sure about it or feel pressure to do it, do not post the picture.
- Adjust your privacy settings on social media: for example, make sure strangers cannot see or comment on your posts.

Realize that what happened to Diana can happen to everyone. You can never totally prevent it. If it happens, know that you are not to blame for receiving unwanted comments!

Dilemma 2: If you were Diana, what would you do in this situation?

1. Nothing, I wouldn't care.
2. I would be angry, and try to take revenge.
3. I would not go to school anymore.
4. I would report it to school and Instagram.
5. I would ask a friend or a person I trust to help me.

If you experience receiving unwanted sexual advances or comments directed at or about you:

If you receive unwanted sexual advances or comments, don't blame yourself. This is a form of online violence. The other person or people had no right to shame or humiliate you.

Talk to someone you trust

Preferably your parents or another adult, like a teacher at school. But you can also talk to a friend or someone else you trust. Together you can look for the best solution to end this situation.

Collect evidence

Save (a screenshot of) the posts and comments online, in which you are shamed or humiliated. When you go to the police, you can use this as evidence.

Report it!

- To the website or platform - inform the site administrators and tell them you are a minor and that you feel harassed by the picture and comments, so they can warn or block the people who participate in the harassment.
- To a hotline or helpline - you can report anonymously. They listen to you and they can give you advice on what to do next.
- To the police – slander and harming someone's reputation, as well as making sexual comments or advances to a minor, can be illegal.

Dilemma 3: What do you think about XYZ?

1. XYZ can post any comment he wants, social media is a free space.
2. It's just a joke, he does not realize how this affects Diana.
3. He just wants attention, Diana should ignore him.
4. He seems to be a weak and insecure person, he needs help.
5. He is hurting people, he should be punished.

Be part of the solution, not the problem

If you make comments on social media to other people's posts, or use their own picture to make fun of them, always realize that:

- Making sexual or degrading comments can hurt and humiliate people and damage their reputation. It can have a **long-lasting impact**.
- Harming someone's reputation, altering someone's picture, and making sexual advances to a minor can be illegal. You could end up with a criminal record.

Dilemma 4: What do you think of the people who liked and shared the altered picture of Diana?

1. It is not nice that they did that, but they are not responsible.
2. They could not have known that Diana would not like it.
3. They are cowards, they should have confronted XYZ and told him off.
4. This is normal behaviour. It was only a picture, they are allowed to take part in making jokes.
5. They should have ignored the posts to show their support to Diana.

If you witness someone being sexualized online

If you witness someone or someone's image being sexualised online, without the consent of that person, keep in mind:

Don't like it, don't share it

- It is not just a joke. Like in Diana's case, it may have a serious emotional impact on that person.
- Harming someone's reputation and making degrading or sexual comments or advances can be illegal. If you participate in this in any way, it can have legal consequences for you as well, like blocking your online accounts or even a criminal record.

Speak up!

Speak out against the people in your group who comment on or share the image. Make clear that it is wrong and harmful. This might inspire others to do the same.

Dilemma 5: If you were a classmate of Diana's, what could you do to help her?

1. I would talk to her in private and listen to her, to see if I could help her.
2. I would try to confront XYZ and those who joined in.
3. Nothing, it is not my problem.
4. I would be afraid to do something, because they could start bullying me too.
5. I would report the incident anonymously on Instagram.

If your friend is experiencing unwanted sexualisation online

If your friend is experiencing unwanted sexualisation online, he or she needs your support.

Show your support

Make sure the person on the receiving end is okay. Offer your help, advise him/her to talk to a trusted adult.

Talk to a trusted adult

You don't have to fix the situation on your own. Always seek support from an adult you trust, for example a parent or teacher. Together, you can look for a solution. Many schools have protocols to handle this type of bullying.

Report it, don't ignore it

Encourage and support your friend in making a report to the police or to a helpline or other organisation. You can also make a report yourself.

Reporting options

Northern Ireland/UK

Childline – 0800 1111 / [childline.org](https://www.childline.org)

CEOP – [ceop.police.uk](https://www.ceop.police.uk)

ThinkUKnow – [thinkuknow.co.uk](https://www.thinkuknow.co.uk)

Internet Watch Foundation – [iwf.org.uk](https://www.iwf.org.uk)

24 hour DSA Helpline – 0808 802 1414





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