



# EDUCATION FOR GENDER EQUALITY

A pedagogical model for preventing stereotypes  
and gender-based violence online.

**HANDBOOK FOR  
TEACHERS AND  
EDUCATORS**

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AND EDUCATORS**





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# METHODOLOGICAL INTRODUCTION

**ON-OFF** is funded by the *EU's Rights, Equality and Citizenship program* and is aimed at teachers, educators and young people in five European countries: Italy, Bulgaria, Spain, Greece and Cyprus.

From an operational point of view, the project provides a digital platform from which teachers and educators can download and use 8 Workshops to be carried out with the young people of their class or informal group. In order to cope with the effects of the COVID-19 emergency, the Workshops can be realized, as well as in person, even in a completely online version. Compatibly with the working conditions of each country, teachers and educators can also schedule the Workshops in blended mode.



The workshops deal with specific and complex issues such as gender stereotypes management, combating online violence, fighting cyber-bullying, responsible use of new technologies and more. Complex themes, in fact, that within the Workshops are proposed with delicacy and professionalism, using the language preferred by young people: informal, videos, games, open dialogue.

The Workshops are designed following an innovative educational methodology that foresees the development of 4 steps in about 2 hours. The first step of each Workshop is the **"Reader phase"**: each topic is presented in a precise and detailed way, providing information and data that allow the young people to adequately understand the phenomenon. The second step is the **"User phase"**: the young people are called to live an experience on the theme through a game, a video, an activity that calls them directly into question. The third step is the **"Critic phase"**, it is the moment in which the young people compare their representations on the experience made and ask themselves about the probable differences and possible identifications. The fourth step, finally, is the **"Evaluator phase"**: the young people are called to sum up, to evaluate what they have heard during the workshop and to hypothesize paths of personal change.

The ON-OFF project aims to help prevent gender-based violence online and to counter gender stereotypes through the design and implementation of a non-formal Intervention Model based on innovative and digital educational methodologies. The project aims to provide teachers and educators with working tools to raise awareness of the problems and effects of gender-based violence online among young people (aged 12-17), while promoting the activation of personal growth and development paths of their gender competence system.

# METHODOLOGICAL INTRODUCTION

Each Workshop is designed in detail. Accurate and timely information is provided on the specific objectives, on the target audience, on the timing, on the digital tools or materials to be used and above all on the activities to be carried out, which are presented with the support of detailed operational indications and working guidelines.

The training phase carried out through the educational model of the 8 Workshops is followed in parallel by an evaluation phase of the intervention in order to evaluate the change produced. The project, in fact, foresees the development of an evaluation plan aimed at measuring in qualitative-quantitative terms the behavioral change occurred in young people and teachers/educators thanks to the training course carried out.

The measurement of behavioral change is carried out with a system of indicators aimed at detecting changes in the system of representations of the person regarding his or her own set of values, knowledge, habits and presumed objectivity.

The training Intervention Model and the behavioral change analysis model of the ON-OFF project are based on innovative tools and approaches such as *Media Education*, a methodology based on non-formal education methods (role-playing, collaborative learning, learning through practice) in which the media are both content and tool (cf. M. McLuhan); *Sociotherapy*, a discipline of sociological derivation that promotes personal and social intervention actions starting from the analysis of the system of representation of the person (cf. L. Benvenuti); *the Lundy Model*, a multi-stakeholder participatory action model in which processes of confrontation are promoted by stimulating dialogue and listening (cf. L. Lundy).

GENDER STEREOTYPES AND OBJECTIFICATION OF GIRLS	FROM GENDER STEREOTYPES TO CYBER GBV AND VICTIM-BLAMING	RESPECT AND CONDEMN	ONLINE GBV IN ITS DIFFERENT FORMS AND MISUSE OF NEW TECHNOLOGIES
<ul style="list-style-type: none"> <li>Let's talk about stereotypes and objectification</li> <li>What's does it feels?</li> <li>Where are we in this problem?</li> <li>What can we do?</li> </ul>	<ul style="list-style-type: none"> <li>I think, I speak and I act to break the mold!</li> <li>On Stage!</li> <li>But it's also her fault! If she...</li> <li>Did you understand well?</li> </ul>	<ul style="list-style-type: none"> <li>What is Cyberbullying?</li> <li>Social Media Safety tips.</li> <li>"Bully Prevention" OR "I say no to Cyberbullying"?</li> <li>Respect and Condemn</li> </ul>	<ul style="list-style-type: none"> <li>Social Media and I</li> <li>Trolls and Emotions</li> <li>It's just a comment</li> <li>Let's change together</li> </ul>
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# WORKSHOP I

## GENDER STEREOTYPES AND GIRLS OBJECTIFICATION



# WORKSHOP I

## Gender stereotypes and girls objectification

### 1.1 Introduction

One of the biggest problems we face as a society is, without a doubt, gender inequality. One of the great weapons we have to combat it is education and the visibility of certain behaviors that perpetuate it, especially at an early age. For this reason, it is very important to make young people aware of the current situation regarding gender inequality and make visible behaviors and actions, sometimes normalized, to make them aware of them and their consequences on the problem. In this way, approaching and exemplifying problems such as gender stereotypes or the objectification of women, we will help them detect, avoid and combat them. The workshop “Gender stereotypes and objectification of girls” includes four activities, for a total duration of 2 hours, divided in reader (15 minutes), user (40 minutes), critic (40 minutes) and evaluator phase (25 minutes). It targets young people from 12 to 17 years old and it can be realized face to face but also virtually. In the “face to face option” it’s recommended that the activities take place in a classroom with chairs and tables, but also with enough space for making the activities. Also, it’s necessary enough space for putting some things on the walls.



In the “virtual option” it’s essential having a PC, a good internet connection and an online platform for video calls in which the participants can moderate a discussion.

The workshops aims to promote knowledge of the problems of gender stereotypes and the objectification of women, exemplify these problems with everyday situations so that young people can identify them, promote thought on their behaviors and their role in these issues, reaching possible ways to reduce these problems in our environment and discuss some basic examples of gender stereotypes and objectivization of women online.

## 1.2 Let's talk about stereotypes and objectification



**Reader phase**



**15 minutes**

### **Tools**

- **Blackboard**
- **PC**
- **Projector**

**OFFLINE**



**Activity related to the  
"face to face option"**

The first activity of this workshop is going to be focused on knowing more about gender stereotypes and girls objectification. The purpose of this reader phase is for the participants to know the meaning of these two terms.

For this, instead of first explaining the meanings, the teacher/educator is going to work on what the participants know about stereotypes, objectification and gender.

First of all the teacher/educator is going to do an introductory round, in which each participant should say his/her name, age, and what is equality in his/her opinion. This is going to show the general knowledge about equality in the group, and make the teacher/educator able to redirect the workshop to this (the way of talking, the "level" of the discussions ....).

In order to start with the purpose of the activity, the teacher/educator is going to write at the blackboard the words "gender", "stereotype" and "objectification" on big size. The participants will have 5 minutes in order of getting up and write in the board, next to each concept, words that come to their minds when they think about these words.

At the end of the 5 minutes, all the contributions will be read and the participants will come together with the definitions. Feel free to talk about some topics that comes out when they are writing the words on the board.

For example, when they think about gender, they could confuse this with sexual orientation. This activity it's the time to clarify terms quickly.

After all the brainstorm, the teachers/educators will use a presentation in order to explain the correct definition of the terms. The objective of this activity is that the definition of gender stereotypes and objectification of girls is given by the participants themselves.

It is important that the teacher / educator does not hint or explain anything while the participants are writing their ideas on the board.

It does not matter that these ideas or concepts are incorrect, then the meaning will be well explained and reflected upon. It is very important that in this activity, once the participants have written their ideas about both concepts, reflection and talking about why they have put what they have put are promoted.



## DEFINITIONS



### STEREOTYPE:

- Generalized idea of a group of people.
- Assume that a group of "similar" people must have the same tastes or behaviors.
- For example: "all the blond girls are silly" or "all the politicians are a fraud"
- More examples?

### GIRLS OBJECTIFICATION:

- To cossify women means to make use of her or her image for purposes that do not dignify her neither as a woman nor as a human being
- Most of the time, the reification of the woman's body occurs based on an isolation or emphasis that is given to a specific area of the body, such as the mouth or breasts
- With examples of objectification, print, television and other advertisements in which women are seen exposed next to tools, cigarettes, liquors, tractors, automobiles, deodorants and of products that companies want to sell.



### GENDER:

- Group of behaviors, characteristics, and appearances that makes a person feeling "like a girl" or "like a boy".
- Is possible to born with male genitalia but to be a girl, because the person could identified herself as a girl despite of having male genitalia.
- The differentiation between male genitalia (penis) and female genitalia (vagina) is called biological sex.
- And sexual orientation generally refers to who is emotionally or sexually attracted to.

### GENDER STEREOTYPE:

- Generalized idea of the tastes, behaviors and life style of "girls" and "boys".
- Assume that girls/boys have certain lifestyle, tastes, behaviors, and personalities only because they're girls/boys.
- For example: "all women like the color pink" or "all men like sports"
- More examples?







Reader phase



15 minutes

### Tools

- Online tool for video calls in which we can share a presentation in the screen
- Paper
- Pens / pencils for each participant

ONLINE



Activity related to the  
"online option"



In the online option of this activity, the teacher/educator is going to do exactly the same but online. The approach is going to be also as the face-to-face version.

First of all, after a little introductory round (the same as in face-to-face version), the teacher/educator is going to put in the shared screen the words "gender", "stereotype" and "objectification".

The participants will have 5 minutes in order to write, in a paper, words that come to their mind when they read this concepts. After that time, they are all going to share their answers in a brainstorming way.

As the participants are saying their answers (not more than 6), the teacher/educator write them down in the document that has in the share screen.

In this way, everyone could see the contributions together. After that, there will be a little discussion about the words in order to get together to an appropriate definition of the concepts gender stereotypes and girls objectification. When the definitions are explained, the participants will see a youtube video on the subject.

## Link to the youtube videos:



### Option 1 - Gender stereotypes and education



- For participants from 15-17 years old
- Duration: 1:24 min

### Option 2 - Gender Roles and Stereotypes

- For participants from 12-15 years old
- Duration: 1:48 min



## 1.3 What does it feels?

**User phase**  **40 minutes**

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**Tools**

- Different objects
- PC and projector
- Internet connection

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In the second activity of the workshop the participants are going to actively experiment about the phenomenon of gender stereotypes and girls objectification, in two different activities. The collection of materials relating to this phase must therefore mainly concern games, group activities, quizzes and what allows the young person to actively experiment with the contents presented previously. The objective of this phase is to live an experience with respect to the gender stereotypes and girls objectification.

### First Activity:

The participants should stand up in a line. The teacher/ educator will be in front of the line, looking at the participants. Depending on the age of the participants, the teacher/educator should choose one kind of sentences or another.

At the beginning of the activity the teacher/educator explains that the place in which the participants' line is, is the "neutral zone", the right of the line is the "I agree zone" and the left of the line is the "I don't agree zone".

The teacher/educator is going to say some sentences and all the participants should move to one side or the other depending if they agree or not with the sentence.

Each participant should choose their own opinion.

If they don't know if they agree or not, they could only stay in the middle.

After each sentence, the teacher/educator should promote the talking on why they have chosen to agree or not on that sentence, and what is the "correct" answer.

Some of the topics to talk about could be:

- Why do you think that are some subjects or professions related more to one gender than to the other?
- Do you think that biologically speaking, girls are better than boys in some fields, or boys are better than girls in others?
- Do you think that it is more difficult for a woman to reach high positions at work? Why?
- What gender stereotypes do you find when we talk about love relationships?



## List of Sentences



### For participants from 12-15 years old

- People should go for the jobs they think they would be good at and are interested in.
- Maths is really difficult.
- Your gender should have no impact on your subject choices.
- Nursing is a profession best suited to women.
- Males and females are equal
- Boys are better than girls at Maths.
- Girls do better in school than boys.
- Design Technology is a "boys" subject.
- Girls are better at sports than boys.
- Boys should not cry

### For participants from 15-17 years old

- I would always encourage my peers to do whatever subjects they want.
- Being the only male/female in a class would put me off choosing that subject.
- The best job for you is one that matches your skills, abilities and personal qualities.
- Only girls use make up
- Women take better care of children than men
- Women and men, both can access to high management positions on business
- Boys should not be sensitive and cry
- In a heterosexual relationship, the girl must be sensitive and romantic

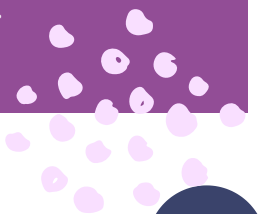
## Second Activity

In the second activity the participants are going to see examples about girls objectification. In order to do that, the teacher/educator is going to show to the participants some posters of ads, movies, and series, in which are some kind of girl objectification, and, with all of them, discuss the elements that makes this etc.

The objective of this activity is to promote the thought on how objectification of girls and gender stereotypes are something normalized in society, especially in ads, movies, or daily life.



In this add the woman is laying in the floor in a passive posture (it seems like she's even dead), while a crystal is above her. If we pay attention to the picture, the woman is holding a cloth and a glass cleaner (that is actually the perfume to promote). This picture shows both, an objectification of women (it shows woman in a passive posture) and a gender stereotype (a perfume for girls with the shape of a glass cleaner).







In this typical add of famous movies, we can observe the girl objectification of female characters. In all of them, women are shown with short clothes on and in different postures that make able for women to show their body. In the adds there are boys too, we can see them with more clothes on and in different postures than women (in one of them we can see that even only the face of the boys are shown). So, when it comes to women in adds, all the body has to be shown and with less clothes than boys.

This add shows one of the most used resources in this field related to girls objectification: playing with words. This add pretends to make a smile between football and the girls in the picture. In order to do this, they use the phrase: you will the best strikers in the world. Strikers in Spanish is also a word to call breasts, so they use the picture of two girls dressed as football fans and a plunging neckline.





User phase



40 minutes

### Tools

- Online tool for video calls in which a presentation could be shared in the screen
- Paper
- Pens / pencils for each participant

ONLINE



Activity related to the  
"online option"

The online version of these activities is going to be a modified version of each one, respecting their background and objectives.

The **first activity** is going to be about making obvious some sentences about gender stereotypes, but instead of making it through movement (as in the face-to-face version), it's going to be through image. The teacher/educator will read some sentences and, on each one of them, each participant should thumbs up if he/she agree with the statement, thumbs down if he/she don't agree, or just don't do nothing if they don't know.

[The list of statements is the same as in the face-to-face version]

The **second activity** is going to be the same as in the face-to-face version.



## 1.4 Where are we in this problem?



Critic phase



40 minutes

### Tools

- Markers - Pencils - Pens
- Post it - Papers - Cardboards - Glue - Magazine and newspaper clippings
- Empty paperboard boxes



Activity related to the  
"face to face option"

In this activity the participants are going to work on the term of ***"gender lightbulb moment"***.

A "gender lightbulb moment" is a time you became aware of being treated differently because of your gender. For example, a girl not being allowed to play football, or a boy being told he shouldn't play with dolls.

It could encompass anything from the toys you were allowed to play with, being aware of different rules for boys and girls, to feeling uncomfortable because of your gender in a certain situation.

Each participant should represent in a paper (in a creative way) one gender lightbulb moment that they have lived (preferably the first one or the most relevant one that they remember). This representation could be as a drawing, as a collage, as a poem, as a story, etc.

The aim is that the participants feel free to tell their story in the way that they prefer. It's ok if they only want to tell the story without showing any artistic output, they can use the material in order to write down what they're going to tell to the group.

For doing this, they're going to have paper, pens, pencil, colours, markers, glue, magazine and newspaper clippings, paperboard... They'll have 10 minutes to do their representation of this situation in the paper or cardboard.

After that, all of the participants are going to use their "purple lenses" (metaphorically). With them, they see reality in the most equal way, avoiding any kind of gender stereotypes. So, once they have made their representation, each participant should apply the purple lenses and tell the same story but in a reality in which gender stereotypes and girls' objectification don't exist anymore.



The aim of this phase is the comparison between young people, young people and teachers / educators, young people and other points of view.

The teacher/educator could give some examples of gender lightbulb moments to the participants, to clarify the objective, and then make another example on how to change this with the purple lenses.



In order to help the participants think about a change for the situation, the teacher/educator can ask them different questions or stimulate some discussions:

- Why this situation happens?
- How the family environment affects this situation? How could this be improved in order to eradicate gender stereotypes?
- How the education affects this situation? How could this be improved in order to eradicate gender stereotypes?
- In which other fields of life this gender stereotypes could be perpetuated? (movies, books, adds, TV, relationships, work, sports, music...)

Some Examples	
 HYPOTHETICAL SITUATION	 PURPLE LENSES
A girl wants to play football with her peers, but they don't let them.	As there is complete equality and there aren't gender stereotypes, it isn't any problem on girls playing football. This happens because the girl have been free to choose which activity she likes most, without restrictions from their family, teachers and friends. She has the opportunity to try different activities independently of the gender stereotype, and also she has been encourage since little to practice sports and feeling free to try different options.
A boy wants to buy / wear a pink shirt, and some colleagues comment on it.	As there is complete equality and there aren't gender stereotypes, it isn't any problem on a boy wearing pink clothes. This happens because there has not been a conditioning environment in the family and close environment of the child. Also, because the child had the opportunity of having different preferences despite the "established ones".





Critic phase



40 minutes

### Tools

- Online tool to make compositions or drawings like Canva, PowerPoint, Photoshop, Gimp, Paint...

ONLINE



Activity related to the  
"online option"

The online version is going to be the same one, but instead of materials like paper, cardboards, magazine clippings... They are going to use some online tool as power point, canva, paint, photoshop...

The one that they choose in which they're good at it.

The other parts of the activity are the same.





## 1.5 What can we do?



Evaluator phase



25 minutes

### Tools

- Post it
- Papers - Paper with a dartboard drawn
- Pens

OFFLINE



Activity related to the  
"face to face option"

In this last activity the teacher/educator is going to evaluate the learning of the workshop as well as the possible solutions in their daily life for the problems that the participants have learnt.

It's going to be on one of the walls a paper with a dartboard drawn on it.

The participants are going to have little papers (post-its) of 3 different colors.

**Each color represent an aspect of the workshop:**

**Yellow: Learning on gender stereotypes and girls objectification**

**Green: Development of the activities and types of activities**

**Pink: How can we improve the situation of these problems.**

They have to write what they have learnt and how have they found the activities, and some proposals of improvements, on the yellow and green one, and also put the writing papers on the dartboard. If they put them close to the centre it means that they give a high score to the workshop and as they're putting them more far away from the centre, it means less score.

In this way they could make comments on the two topics at the time that they score each of the topics and comments. In the pink post-its, they're going to write at least 3 things that they can do in their daily life to improve the situation on gender stereotype and girls objectification.

After that they'll put all the post-its together, and the teacher/educator is going to keep it as a commitment for further workshops.

The aim of this phase is to allow young people to verify the possible change that has occurred on themselves with respect to the subject of the workshop, gender stereotypes and girls objectification.

In the evaluation is the moment to talk about how the participants have felt on the workshop and also their purposes in order to improve the situations about gender stereotypes and girls objectification in their reality.

Related to the purposes, the teacher/educator could suggest that these ones would be as real as possible, in order to make them more like a "commitment" of each participant to the topic.

It is very important that this activity has total anonymity and to make a review of the evaluations at the end of the activity.



Evaluator phase



25 minutes

ONLINE



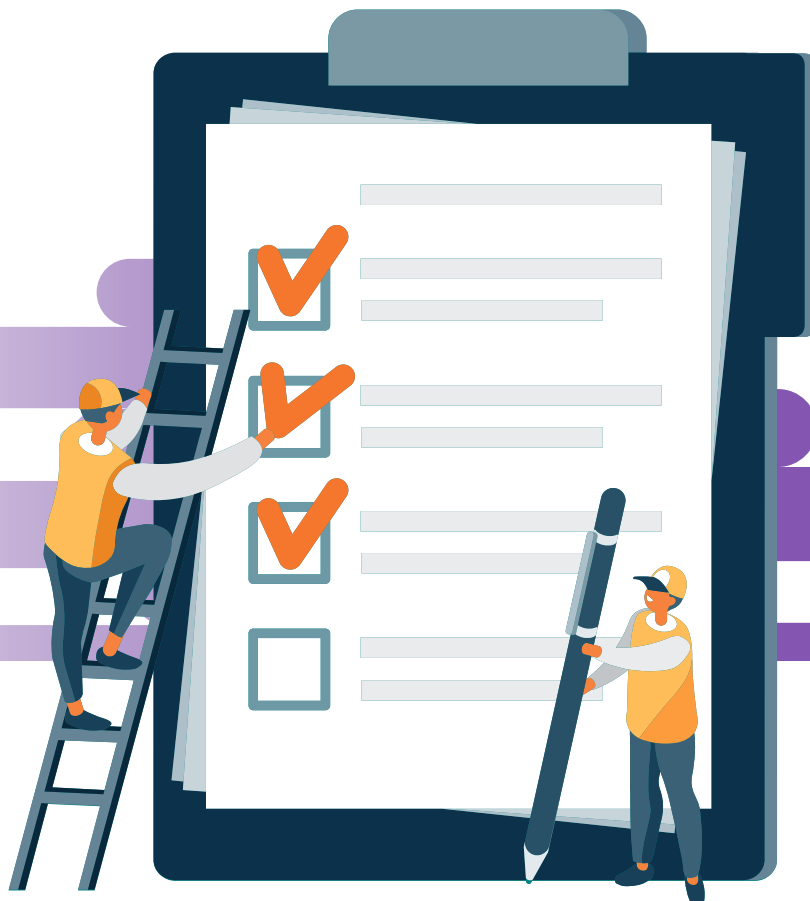
Activity related to the  
"online option"

The online version of this activity is going to be an online questionnaire of evaluation that all of the participants are going to full and, after that, the part of the commitments for changing the problems, that all are going to do by talking on the video call.

The form for the evaluation online activity could be found in this link:



<https://forms.gle/LstrwjYdNTBuC6rB6>



## WORKSHOP II

# FROM GENDER STEREOTYPES TO CYBER GBV AND VICTIM-BLAMING



# WORKSHOP II

## From gender stereotypes to cyber GBV and victim-blaming

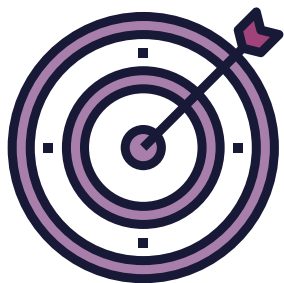
### 2.1 Introduction

In order to recognize gender-based discrimination and violence, this workshop will assist you to acquire strategies for the prevention of such behaviours and to gain awareness of the responsibilities of the guilty.

Our approach within this workshop is inspired by the techniques and methodology of the Theatre of the Oppressed where the staging becomes a tool for discussion and social reflection. Active reflections that aim to change the social scenario and produce a positive change in social actors: our young people. The power of education through theatrical language differs and is complementary to other teachings in that it puts the individual in a position to express himself with all of himself, giving voice and body to thoughts, emotions, feelings, to his own world of values and of being here and now. In a growth perspective, the aim of the theater is not the transmission of knowledge but the formation and global self-training of the subject in relation to others and the group of peers, under the careful direction of the teacher/educator.

We think that getting to know each other and increasing one's expressive and creative potential allows those in developmental age to develop personal and social skills oriented towards positivity and sharing, expanding their imaginative skills with a view to "well-being". The theatrical game allows an active involvement of the young people which makes them responsible for their own learning process and works on the motivation for change.

This workshop includes 2 activities for a total duration of 3 hours, divided in reader (45 minutes), user (45 minutes), critic (45 minutes) and evaluator phase (45 minutes). It targets students from 15 to 17 years old and can be carried out within the classroom.



#### Objectives:

- To learn the meaning of stereotypes, discrimination and gender-based violence.
- To learn to recognize the gender-based discrimination and gender-based violence with particular reference to the web.
- To experience simulated gender-based violence situations Awareness of oneself and one's own thought with respect to the theme of gender
- To acquire strategies for the prevention of discrimination and gender-based violence online and find strategies for change and resolution of the problems that entail them.
- To gain awareness of the responsibilities of the guilty and not of the victims in cases of discrimination and gender-based violence.



#### Tools:

Sheets of paper and pens PC and internet connection (only if the activity is done online).

## 2.2 I think, I speak, and I act to break the mold!



Reader phase



45 minutes

OFFLINE



Activity related to the  
"face to face option"

**This phase is structured in 4 actions:**

1. Word
2. Gesture
3. Sound
4. Reflection

Before starting the teacher/educator arranges the participants in a circle. If it is not possible, it is sufficient to give them a consequential order.

### Action 1: Word

The teacher/educator will say a keyword and all the participants, instinctively, without thinking, one by one, will have to say a word related to the keyword, without repeating themselves. Two laps will be done with the keywords "Male" and "Female" which must be clearly revealed only before each lap. Before proposing the keywords, it is advisable to take a test ride on an easy word such as: "School" or "Family".

### Action 2: Gesture

With the same methods of action 1, all participants will be asked to make a gesture linked to the word previously said, without emitting any type of sound. One lap will always be done.

### Action 3: Sound

In the same way as in the previous actions, all participants will be asked to make a sound (not a word or a phrase) linked to the gesture made previously. One lap will always be done.

### Action 4: Reflection

In this latest action, participants will be asked to say which gestures, words and sounds they found most embarrassing, offensive, disparaging and why

Through their responses it will be possible to reflect on what a gender stereotype is and how it can become a form of insult and violence. This phase, in addition to allowing participants to understand the topic under discussion, is useful for getting involved in the first person, expressing one's thoughts (Action 1) activating the body (Action 2), overcoming the embarrassment of having to expose yourself in front to the group (Action 3), externalizing and confronting their own feelings (Action 4), thus laying the foundations for proceeding to the next phase.

**Here is a list of questions that could stimulate dialogue and reflection:**

1. Was it easy to choose your word, gesture or sound?
2. Why did you choose that word, gesture or sound?
3. What words, gestures or sounds embarrassed you? Because?
4. In which words, gestures or sounds do you recognize yourself? Because?
5. What words, gestures or sounds bothered you? Because?
6. Do you think some of the words, gestures or sounds were more representative than others? Because?
7. Would you like to add any words, gestures or sounds that have not been made?
8. If you could change your word, gesture or sound, would you change it? And why?



**Reader phase**



**45 minutes**

**Tools**

- **PC/Laptop - Internet Connection**

Through the video-conferencing platforms it is possible to carry out the activity. It is necessary to organize the word shift.



**Activity related to the "online option"**

## 2.3 On Stage!



User phase



45 minutes

### Tools

- Script Printed



Activity related to the  
"face to face option"

In this phase the teacher/educator asks the participants to stage a situation that has the following script.

### SCENE

#### CHARACTERS:

1 Boy (Marc)  
1 Girl (Lucy)  
1 Narrator

*The characters Marc and Lucy will be interpreted by several participants, who will alternate in some moments of the dialogue marked as: "Change of roles"; before starting, the order of the pairs must already be decided, and the parts assigned, giving each one a copy of the text so that they can read it at least once. The characters will be seated on two chairs far from each other, they write on their mobile phones and, reading aloud, they communicate what they are writing. In front of each chair there will be a sign with the name of the two characters written: "Marc", "Lucy". The narrator will be played by the teacher / educator who will read in the background.*

*Narrator: Day 1*

Marc: (Like)

Lucy: But who is this Marc who started following me and liked me? ... Cute! (Follow)

*Narrator: After a few days*

Marc: ( Like). Top photos!

Lucy: Thanks.

*Narrator: After a few days*

Marc: Like! Wonderful photo!

Lucy: Thanks! ( Smile emoticon)

*Narrator: After a few days*

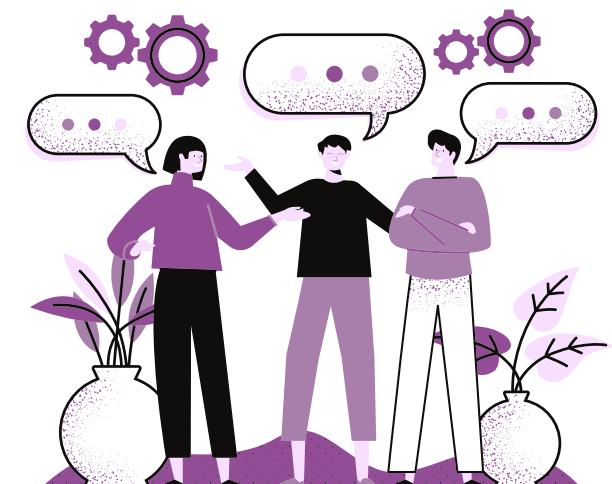
Marc: Like! Great photographer!

Lucy: Thanks! ( Big Smile Face)

*Narrator: After a few days*

Marc: Like! How good! ( Wink emoticon)

Lucy: ( Double Big Smile Face)





## CHANGE OF ROLES

*Narrator: After a few days in chat*

Marc: Hi! Your photos are beautiful! You are very good!

Lucy: Thanks. Photography is my passion!

Marc: I seem to know you, what school do you do?

Lucy: The Dante High School.

Marc: A friend of mine goes to the same school.

Lucy: What class does she do?

Marc: The fifth.

Lucy: I'm in third.

Marc: You are such a child!

Lucy: How old are you?

Marc: I'm 17.

Lucy: What a fool! There is only one year of difference between us!

Marc: Don't get mad! (Teaser with tongue face)

Lucy: Imagine you're the old one! (Bigmouth face)

Marc: (Laughing face) Lucy: I have to go! (Hand that greets) Marc: It was nice to meet you! (Smiley face)



## CHANGE OF ROLES

*Narrator: After a few days in chat*

*Narrator: After a few days always in chat*

Marc: Hi Lucy! (Smiley face)

Lucy: Hi Marc! (Smiley face)

Marc: I saw that you posted a photo of the Moon Pub with your friends.

Lucy: Yes, I went on Saturday night.

Marc: I often go with my friends too! Maybe one evening we can meet!

Lucy: Why not... Marc: Top! (Happy smiley face)







## CHANGE OF ROLES

*Narrator: The next day*

Marc: So, I'll see you at Moon on Saturday, confirmed?

Lucy: I still don't know, I have to talk to my friends!

Marc: Ok! I confirm!

Lucy: Good.

*Narrator: The next day*

Marc: Did you talk to your friends?

*Narrator: After a few hours*

Marc: Lucy? Everything good?

*Narrator: After a few hours*

Marc: Lucy are you alive?

*Narrator: After an hour*

Marc: Planet earth calls

Lucy. (Smiley face laughing)

Lucy: Hi Marc, in the end with my friends we decided that on Saturday we will not go to the Moon Pub.

Marc: Ok, where are you going?

Lucy: We don't know yet.

*Narrator: After a while*

Marc: Did I say something wrong?

*Narrator: After a while*

Marc: Why don't you answer me?

*Narrator: After a while*

Marc: Lucy????

*Narrator: After a while*

Marc: You could at least answer!

Narrator: The next day

Marc: Do you think you are so beautiful? You're well ugly!

*Narrator: After a while*

Marc: I saw you together with your friends making selfies dressed up like bad news!

*Narrator: After a while*

Marc: You're like all the girls, first look nice, then ... You're gone! I hope I never see you again!

At this point the teacher/educator interrupts the scene and asks the participants how the story could have gone on, examining the different possibilities and possible consequences:

- Lucy should have answered Marc.
- Lucy would have to face Marc in person.
- Lucy was supposed to report Marc.
- Lucy was supposed to take a screenshot of the chat and then publish it and discredit Marc publicly.
- Lucy should have talked about it with her friends or with her parents or an adult contact person (e.g. school teacher/educator).
- Lucy could have blocked Marc on social media.
- Marc, however, could have created a new fake profile, he could have gone to Lucy 's school or looked for her in the club.

**In addition, the teacher/educator asks the participants:**

- What did Marc do wrong?
- What did Lucy do wrong?
- Which of the two was more wrong?



**User phase**



**45 minutes**

### Tools

- **PC/Laptop - Internet Connection**
- **Online tool for video calls in which a presentation could be shared in the screen**

**ONLINE**



**Activity related to the  
"online option"**

Through the video-conferencing platforms it is possible to carry out the activity. It is necessary to have the script in digital form (the script should be even shorter) that can be sent to young people who decide to participate in the staging. The teacher/educator may also think of having the chat of the scene written live.

## 2.4 But it's also her fault! If she...



Critic phase



45 minutes

### Tools

- Markers - Pencils - Pens
- Sheets of Paper



Activity related to the  
"face to face option"

The teacher/educator divides the participants into two groups, the classroom will be transformed into a court, one group will be the prosecution and the other the defense. To each group the teacher/educator reads (and also delivers on paper) the following case:

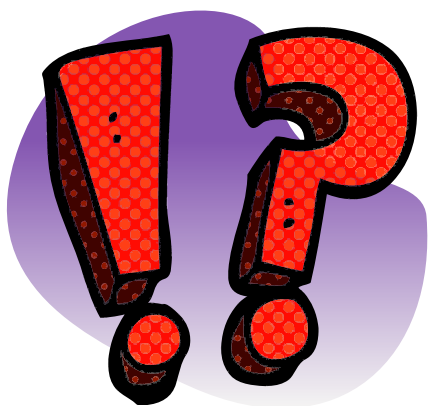
*Jennifer lives in a small town, she is a beautiful girl, from a good family, she loves her body and she likes to show it to others, dressing up with designer clothes. She loves being the center of attention, going to parties, having fun and getting to know boys. Just at one of these parties, Jennifer knows James a handsome boy who manages to conquer her with his ways. The two get together and are very happy. After a few months of dating, James offers Jennifer a game to "light up" their couple and asks her to send him some "intimate" photos. Jennifer accepts, because this game amuses her a lot.*

*After 2 years of engagement, Jennifer realizes that she no longer loves James and decides to leave him. James cannot accept it, for this reason he is very angry and decides to take revenge by publishing her photos online.*

*In a short time, the whole country gets to know about their photos. Jennifer is very ashamed and decides to move away from everyone. But the photos go viral and, for Jennifer, life has become impossible. To put an end to this hell Jennifer decides to bring James to court and to denounce all the web sites that have published the photos.*

The teacher/educator interrupts the story and asks the participants to write, even as a list, all the reasons why Jennifer is right (defense) and all the mistakes that Jennifer made (accusation) giving 15/20 minutes of maximum time at the end of which each group, starting from the accusation, will have to read aloud what they wrote and confront the other group.

Only at this point the teacher/educator reveals that Jennifer's story is inspired by a true Italian news story that ended in tragedy, because the protagonist, in addition to not having won the case, decided to commit suicide.



Here are some questions that the teacher / educator can use to stimulate debate and reflection:

- Have you ever thought that simple actions can have huge consequences?
- Do you think Jennifer's reaction is exaggerated?
- Do you think James just did a "stunt"? Don't you think that such actions can seriously harm the victims?
- Have you ever heard of cyberstalking?
- Do you know any friends who have been victims of cyberstalking?
- Have you ever heard of doxing (searching and publishing personal information online)?



**Critic phase**



**45 minutes**

#### Tools

- PC/Laptop
- Good Internet connection
- Video-conferencing platform



**Activity related to the  
"online option"**

Through the video-conferencing platforms it is possible to carry out the activity. Some platforms also give the possibility to divide the groups and make them stay in separate "rooms".



## 2.5 Did you understand well?!



Evaluator phase



45 minutes

### Tools

- Sheets of Paper
- Pens

OFFLINE



Activity related to the  
"face to face option"

The teacher/educator delivers tickets, prepared previously, on which there will be written ambiguous phrases and situations of discrimination and / or gender violence, in particular related to the online world. Participants will be divided in pairs and in front of the others they will have to do and say what is written on the ticket, the rest of the class will have to say if there is discrimination and / or gender-based violence.

This game could raise doubts but above all it should bring out a new awareness.

### AMBIGUOUS PHRASES

*F: Female*

*M: Male*

F/M

F: How do I look?

M: Great! For once you are dressed as a girl.

**REFLECT! Thinking that there is a way to dress "as a girl"**

M/M

M1: (crying) This movie is so moving.

M2: Don't be pansy!

**REFLECT! Sensitivity and crying belong to the female sphere.**

F/F

F1: Have you seen Francesca with the miniskirt?

F2: Yes! She is too fat, she can't afford it.

**REFLECT! Not having the freedom to dress however you like without being judged.**

F/M

F: (angry) Stop it!

M: How sour you are! Do you have to have your period?

**REFLECT! If a woman gets nervous it is the fault of the menstrual cycle as if she could not have the right to be angry.**



## AMBIGUOUS PHRASES

F/F

F1: Did you see last night's goal?

F2: Forget football, it's a boy thing.

**REFLECT! Thinking that football is "for boys".**

M/M

M1: What do you think of Maria?

M2: I give an 8 to the butt, but a poor 6 to the breasts!

**REFLECT! The woman is evaluated by numbers. This is also true in reverse.**

F/M

F: I've decided! I will enroll in law because I want to become a judge.

M: But do you know how many years it takes? You will get too old and you will not be able to have children.

**REFLECT! The woman must necessarily wish to be a mother.**

M/M

M1: Did you hear about Luca? He kissed 5 different girls on the same night. He is great!

M2: And Giulia kissed 6, she's really a bi\*\*\*c!

**REFLECT! Having multiple relationships for a man is a boast, while for a woman it is defamatory.**

F/F

F1: My father is at home with my little brother.

F2: That's good! He does the househusband!

**REFLECT! Care is only a female issue.**

F/M

F: Leave me alone!

M: You're so ugly that nobody wants you.

**REFLECT! A woman's worth is measured by her being desirable to men.**

**At the end of the meeting, in the light of the educational activity in which they participated, the teacher/educator delivers white cards and asks participants to write if they have ever observed or heard of situations of discrimination or gender-based violence.**



Evaluator phase



25 minutes

TOOLS:

PC/Laptop

Internet Connection



Activity related to the  
"online option"

Through the video-conferencing platforms it is possible to carry out the activity.



# WORKSHOP III

## RESPECT AND CONDEMN



1

# WORKSHOP III

## Respect and Condemn

### 3.1 Introduction

From a very early age, parents teach their children to respect their elders, have proper manners and to play nicely with others. Yet far too often these important life lessons are not applied in today's digital age. With more and more children and teenagers across the world connecting to the Internet whether on their laptops, smartphones or tablets, it has become increasingly important for parents and teachers/educators to ensure that they are practicing the same level of respect online as they do in person.

One of the most important things we can teach our children is that actions online have real world implications. The fact is that words hurt just as much when posted to someone's Facebook wall or sent via text message. In fact, they can hurt more because the record of them lives on and others can often magnify petty comments even further. Unfortunately, digital harassment of this kind may go unnoticed by parents and unreported by youth. Unlike bullying or abuse in the schoolyard, digital abuse or cyber bullying is far too often a hidden offence. By talking to the children about respecting others online, parents and teachers/educators can help build a positive digital environment that embraces learning and discovery, while minimizing negativity and inappropriate content. The parents and the teachers/educators should sit down with children and clearly discuss what behavior is appropriate online.

They should stress the importance of thinking critically about the information they encounter and how to maintain their privacy. Fostering open channels of communications with children about the digital world will help them feel more comfortable talking to adults if they encounter offensive content or if someone is harassing. The most important thing is to teach the children how to **RESPECT** the other online and **CONDEMN** when someone is bullying them online.

The workshop "Respect and condemn" includes 4 activities, for a total duration of 2 hours, divided in a reader (30 minutes), user (40 minutes), critic (40 minutes) and evaluator phase (10 minutes). It targets young people from 12 to 17 years old and it can be realized face to face, but also online. For the "face to face option" the activities can take place in a classroom or in some place with enough space with chairs and tables so the participants can feel comfortable. For the "online option" it's enough the participants to have a good internet connection and to download specific online platform for video calls. The activities are presented in an interactive way, explaining the problem which will stimulate young people's interest who will spread further the information among their friends. Workshops will be facilitated in a group work format, in a safe and protective environment where they will be encouraged to learn, share their experiences and learn from each other.

#### Objectives:

- to teach the children that actions online have real world implications: by talking to our children about respecting others online, we can help build a positive digital environment that embraces learning and discovery, while minimizing negativity and inappropriate content;
- to familiarize young people about what is Cyberbullying and Cyberharassment which are also known as online bullying;
- to provide examples so the children get more familiar with the different forms of Cyberbullying;
- to encourage youths to treat online friends with as much respect as those they meet face to face;
- to promote behavioural change.

## 3.2 What is Cyberbullying?



Reader phase



30 minutes

### Tools

- PC/Laptop - Good Internet Connection
- Projector
- PowerPoint Presentation

OFFLINE



Activity related to the  
"face to face option"

The first activity of this workshop is focused on knowing more about the Cyberbullying and Cyberharassment.

To keep the interest of the group it is better for the teacher/educator to prepare a PowerPoint presentation with pictures and information about the topic.





Reader phase



30 minutes

### Tools

- Online tool for video calls in which we can share a presentation in the screen
- Good Internet Connection
- Projector

ONLINE



Activity related to the  
"online option"

In the online option of this activity the teacher/educator can do the same.

\* The teacher/educator can use a platform or programme which allows her/him to share her/his desktop so the participants can see the PowerPoint presentation and the video about the story (For example Microsoft Teams).

\*\* If the teacher/educator is not able to use similar platform or programme she/he can always retell all the information.

## Content Examples

NEARLY  
**43% OF KIDS**  
HAVE BEEN BULLIED ONLINE

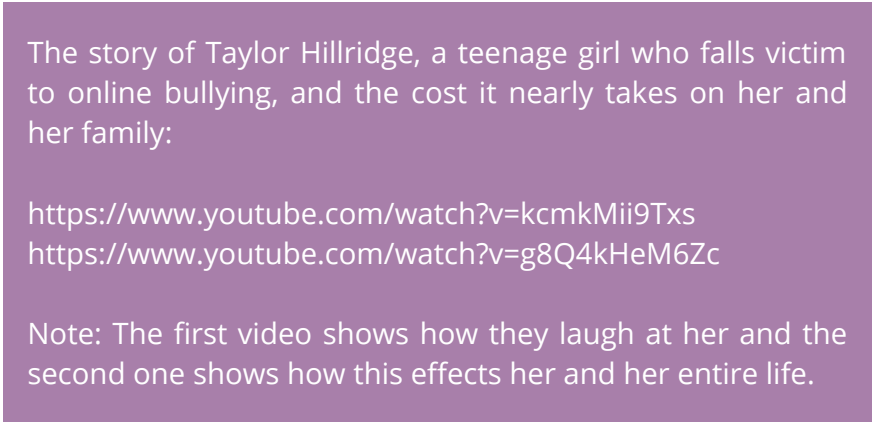
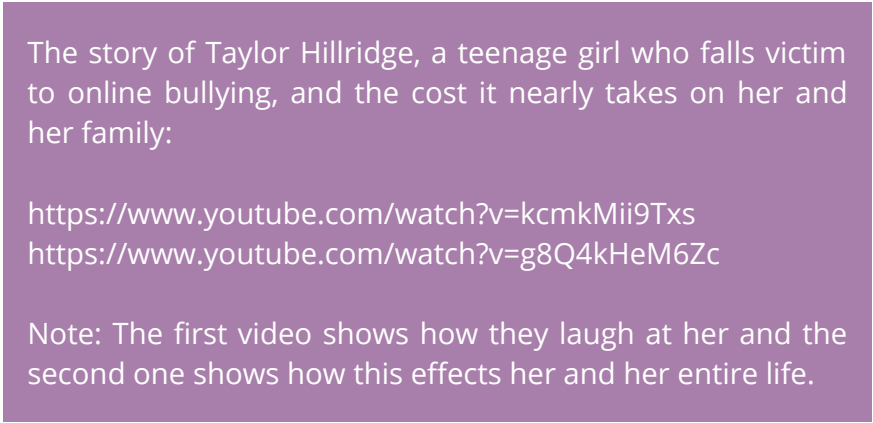
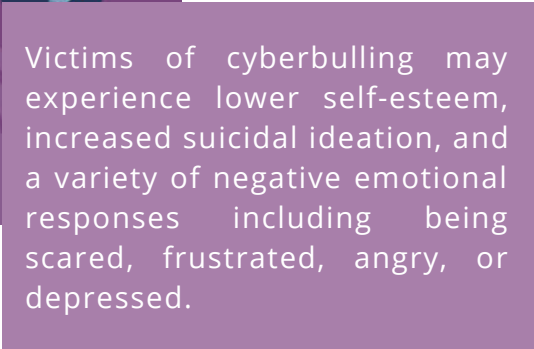
**1 IN 4**  
HAS HAD IT HAPPEN MORE THAN ONCE

Cyberbullying or cyberharassment is a form of bullying or harassment using electronic means. It is also known as online bullying. It has become increasingly common, especially among teenagers, as the digital sphere has expanded and technology has advanced.

Cyberbullying is when someone, typically a teenager, bullies or harasses others on the internet and in other digital spaces, particularly on social media sites. Harmful bullying behavior can include posting rumors, threats, sexual remarks, a victims' personal information, or pejorative labels (i.e. hate speech). Bullying or harassment can be identified by repeated behavior and an intent to harm.



## Content Examples



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## Content Examples



It could be a sign that you're being harassed online when somebody does any of the following:

- Sends you messages even after you told them to stop
- Creates a fake profile and pretends to be you
- Spreads rumours or gossip about you online
- Sends you hurtful or scary messages or photos
- Deletes or edits your online accounts or posts
- Logs into your online accounts when you don't want them to

- Sometimes it's tricky to see how our behaviour affects somebody else, especially if you can't see the other person.
- Sometimes you might want to lash out at someone online because you're feeling down or upset. While this might make you feel good in the moment, it's probably not going to help the situation.
- It can be hard to know how to act online in a way that is respectful and caring of others, especially if you're used to seeing cyberbullying online.

Here's a few tips for recognising when you might be cyberbullying someone:


- Are you using language that might hurt somebody's feelings?
- Are you swearing at somebody? Or yelling (using CAPS) at them?
- What would your mum say if she saw it?
- How would you feel if someone sent that message to you?
- Would you say it to someone's face?
- Are you being kind and caring toward that person?
- Do you feel upset or angry?


- Here are our tips on how to have good interactions online and avoid falling into the cyberbullying trap:
- If it doesn't feel right, don't send it.
- Remember that things can be misunderstood very easily online.
- If you're upset or angry wait until you feel calm before posting/sending anything.
- Be kind toward people and try posting/sending positive messages instead of negative ones.
- Treat people online as you would want to be treated.
- Get the person's permission before posting/sending photos or videos of them.
- Understand that everybody is different and be respectful toward people even if you don't like or agree with them.





### 3.3 Social Media Safety Tips



User phase  40 minutes

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Tools

- Pencils - pens
- Markers
- Flipchart

---



While the internet can be a great resource to help students prepare for tests and do research for assignments, as well as stay in touch with their friends, it's still important for them to be safe when using technology — especially social media sites.

For this activity the teacher/educator will need a Flipchart and markers for each participant. After the teacher/educator discuss the definitions on the previous phase now she/he can give the group an exercise.

Divide the group in two:

- Let the first group write on the Flipchart all the disRESPECTful things that could happen to them online.
- The second group are going to write on another **Flipchart** paper all the possible ways to avoid this harmful behaviour or to CONDEMN it. (block the person, delete messages, report the comments, etc.)

After the two groups are ready, read all the statements and if there are more suggestions add them to the Flipcharts. This will help the children to start thinking more critical on the content they see surfing on the Internet.





User phase



40 minutes

### Tools

- Online tool for video calls in which a presentation could be shared in the screen
- Good Internet Connection
- Pens / pencils for each participant

**ONLINE**



**Activity related to the  
"online option"**

The online version is going to be the same one, but instead of materials like paper, flipcharts, markers, the students can use some online tool to write the statements or each participant can share as much as she/he wants. After that the teacher/educator can make a discussion with the group and point out the conclusions.



**The following are some tips to help teens stay safe when using social media!**

- Never give other people password information.
- Don't post address, telephone number or school location online.
- Use strong privacy settings, so only friends and family can see posts.
- Be careful when clicking on links, and don't click links from unknown people.
- Don't accept friend requests from strangers.
- Use strong passwords and change them regularly.
- Don't respond to abusive posts.
- Never open attachments from unknown people.
- Set up security questions on social media sites.
- Don't allow programs to track location.



### 3.4 I say NO to Cyberbullying



Critic phase



40 minutes

#### Tools

- Markers - Pencils - Pens
- Paint Brushes
- Sheets of paper

OFFLINE



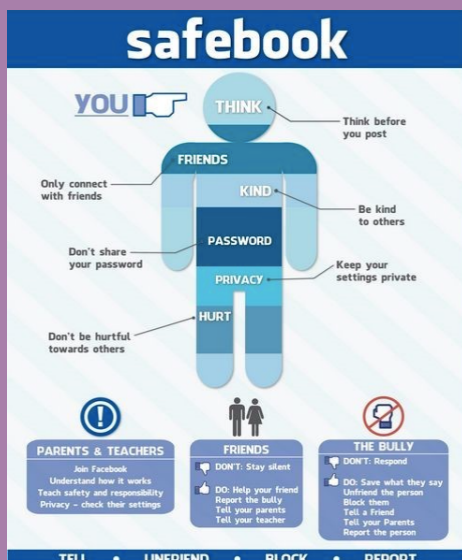
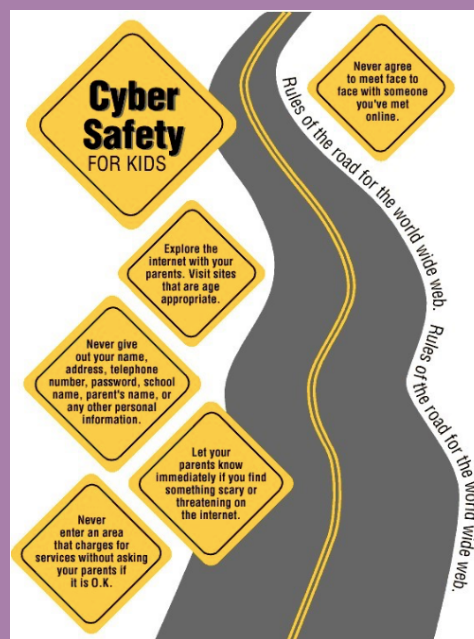
Activity related to the  
"face to face option"

This activity includes creating a poster for school by the participants.

The learning objective of this activity is young people to get involved in the process of preventing cyberbullying.

Ask first the participants if they have or seen something likewise these posters below and try to find similar once at your national language (you can show them with PowerPoint presentation):





Before the participants get involved in creating the poster ask them to work in groups of 3 or 4 people.

Each group is pulling a single sheet.

Explain to them that they are "volunteers" who need to raise public sensitivity about the problem cyberbullying - one of the most important things to change negative attitudes.

To this end, they must create a poster that calls for public mobilization to manage the problem.

Ask the participants to think about an appropriate message. Then the participants get to work (25 - 30 min). Each group should present their work to others and analyse it (10 min).

The expected result is to raise young people's awareness of how they can take part in various social initiatives and also to achieve understanding on issues of cyberbullying and raise awareness on this topic.

Alternatively, the participants can create a social campaign with appropriate statements instead of drawing a poster.



Critic phase



40 minutes

### Tools

- Online tool to make compositions or drawings like Canva, PowerPoint, Photoshop, Gimp, Paint...

ONLINE

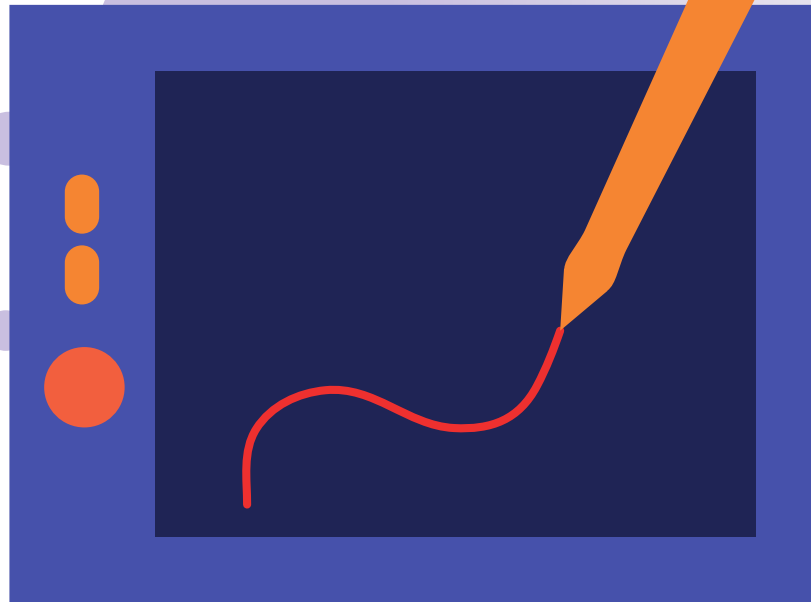


Activity related to the  
"online option"

They are going to use some online tool as power point, canva, paint, photoshop. They can choose the one they are good at. The other parts of the activity are the same.



Canva



### 3.5 Respect and Condemn



Evaluator phase



25 minutes

#### Tools

- Printed Questionnaires
- Pens

OFFLINE



Activity related to the  
"face to face option"

In this last activity the teacher/educator is going to evaluate the learning of the workshop. In order to evaluate the impact and the effectiveness of the workshop, the peer group should complete a questionnaire at the end of the workshop. The aim is to measure the attitude and to see the behaviour change in the target group. At the end they have to write what they have learnt and how have they found the activities, and also some proposals of improvements.





Evaluator phase



25 minutes

### Tools

- Online Questionnaires

ONLINE



Activity related to the  
"online option"

The online version of this activity is going to be online questionnaires of evaluation for every participant.

### Suggested questions

- What is cyberbullying ?
- What is cyberharassment ?
- What are the signs of online harassment ?
- How you can recognize when you harass someone online ?
- How you can protect yourself from online harassment ?
- What is a good interaction online ?
- Was the workshop useful for you ?
- Did you like the activities in the workshop ?
- Do you have any suggestions for improvement ?





## A stylized illustration of a man and a woman. The man on the left has brown hair and is wearing a yellow long-sleeved shirt under a green cape, holding a black smartphone. The woman on the right has brown hair in two buns, wearing a pink shirt and purple overalls, holding a pink smartphone. They are both looking at their phones against a light purple background.

# WORKSHOP IV

## Online GBV in its different forms and misuse of new technologies

### 4.1 Introduction

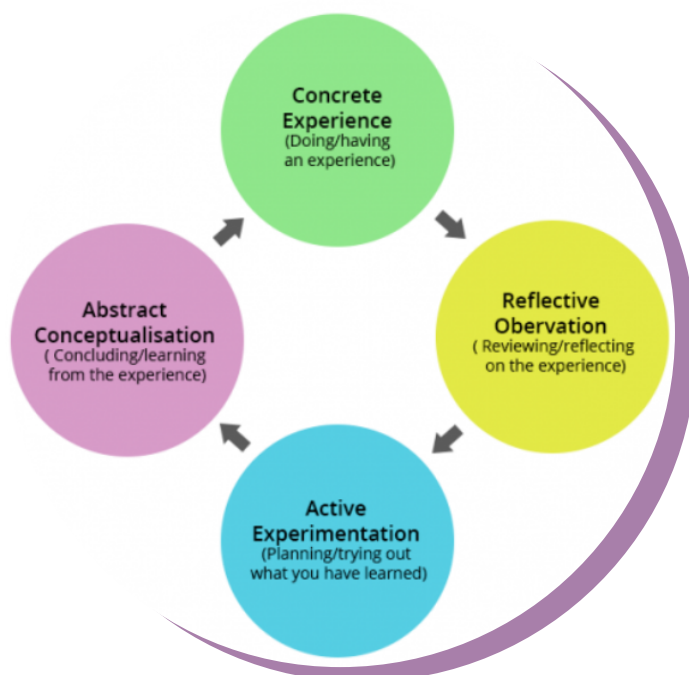
Gender-based violence (GBV) is one of the most widespread violations of human rights and an obvious expression of unequal gender relations in a society. According to Swedish International Development Agency (SIDA) "women and girls are statistically by far the most targeted", global estimates indicate that one in three women experience physical and/or sexual violence during her life.

As technology and the internet have entered all spheres of our lives, they have the potential of amplifying the reach of information in any field. This can have positive and negative consequences, as happens with every tool. Particularly, concerning online GBV, the misuse of the internet and new technologies can penetrate in the lives of victims, even offline.

Global researcher shows that online violence can cause emotional, psychological or mental distress to the victims, with long lasting effects in their well being and social integration.

This workshop will be based on Kolb's learning cycle which includes different learning styles and builds on theory and practice together. Kolb's cycle divides learning into four different stages which includes experiencing a situation, reflecting upon it, conceptualizing on results and testing it on diverse similar situations. A learner can enter any phase of learning, but they need to go through all of them to achieve concrete learning.

The graphic below illustrates the different stages and their interconnection.



The aim of this workshop is to realize and understand the power and use of new technologies, both positively and negatively. It also focuses on cyberbullying and its connectivity with online GBV.

This workshop includes 4 activities for a total duration of 2 hours, divided in reader (30 minutes), user (30 minutes), critic (30 minutes) and evaluator phase (30 minutes). It targets young people from 12 to 17 years old and can be carried out, either within the classroom, either online.

The workshop is designed to take place physically (i.e. in a school classroom, a youth centre, even a courtyard). Facilitators should take care to have enough space with worktables and chairs, which could move around easily. Also, teachers/educators might use specially designed classrooms, i.e. laboratories with PCs.

If the weather conditions allow it, the teachers/educators will be encouraged to take the activities outdoors, in the school backyard or in a park if possible.

For the online version, the teachers/educators would need to take care of communicating the logistics to their learners/ students (i.e. time and link of the tool for the workshop).

Together with the facilitators, they can conduct a small preparatory meeting to check the connectivity and the level of digital understanding of their students. At least one test of the tool to be used is recommended prior to the execution of the workshop.

If necessary, they could even implement a small training (15-20 mins) of the tools to be used, to ensure that all stakeholders (educators & learners) are familiar with different functionalities. For optimal results of the online version, it is recommended that two adult facilitators are present in the workshop; one of them should be responsible for the execution of the educational workshop and the other is in charge of offering technical support to people who may face difficulties.



### Objectives

- Understand the power of new technologies in forming relationships and mentalities
- Realise how new technologies can be used positively or negatively
- Promote knowledge on online GBV and its different forms Understand cyberbullying and its manifestations offline and online
- Realise the connectivity between cyberbullying and online gender-based violence
- Realise the dangers of online GBV on the physical psychological and mental well-being of adolescents
- Co-create dialogue and conclusions with the participants.



## 4.2 Social media and I



### Reader phase



30 minutes

#### Tools

- Video projector
- Chairs or pillows for participants to sit on
- A3 papers or a blackboard

OFFLINE



Activity related to the  
"face to face option"

#### 1st phase (10 min)

As the students are already familiar with terminology and various aspects of GBV, the first activity start with this video made by UNICEF "These children face the reality of growing up online". After viewing this video, teachers/ educators should facilitate a discussion about it. Questions asked should be:

- How do you think the kids felt while doing the interviews? Here the teachers/educators could draw conclusions and make clusters of recurrent feelings, like shame, embarrassment, shock, disturbance, puzzlement, confusion etc.
- How do you feel about this video?
- Do you see yourself in any of these scenarios?

#### 2nd phase (20 min)

The participants should be divided into 2 different random groups. The teachers/ educators should make sure the groups are diverse enough. The groups will be given an open question. They have 10 mins to prepare a presentation/ defence of a statement/ question.

The statements are:

- Social media is important for me because...
- Social media can be harmful for me because...

The teachers/educators can go around and provide assisting/ guiding questions to the group. For instance, they could help the students by giving them stimulating questions like:

- What kind of information should we provide on our social media accounts, according to your opinion?
- How providing personal or sensitive information on social media accounts could pose dangers to us or our beloved ones (family, friends)?
- How do you use social media for your school/ extracurricular activities?
- Have you ever experienced a situation where you used social media to help you with a task/ homework?
- Have you ever seen any classmates/ friends being harassed/ bullied through social media?

Then the students will be given 10 mins to participate in a small facilitated "debate" where each group will present their arguments. The facilitators summarize together with the students the conclusions. In the face to face version two students elected by each group, would write the conclusions on a dashboard or a poster.



## Reader phase



30 minutes

### Tools

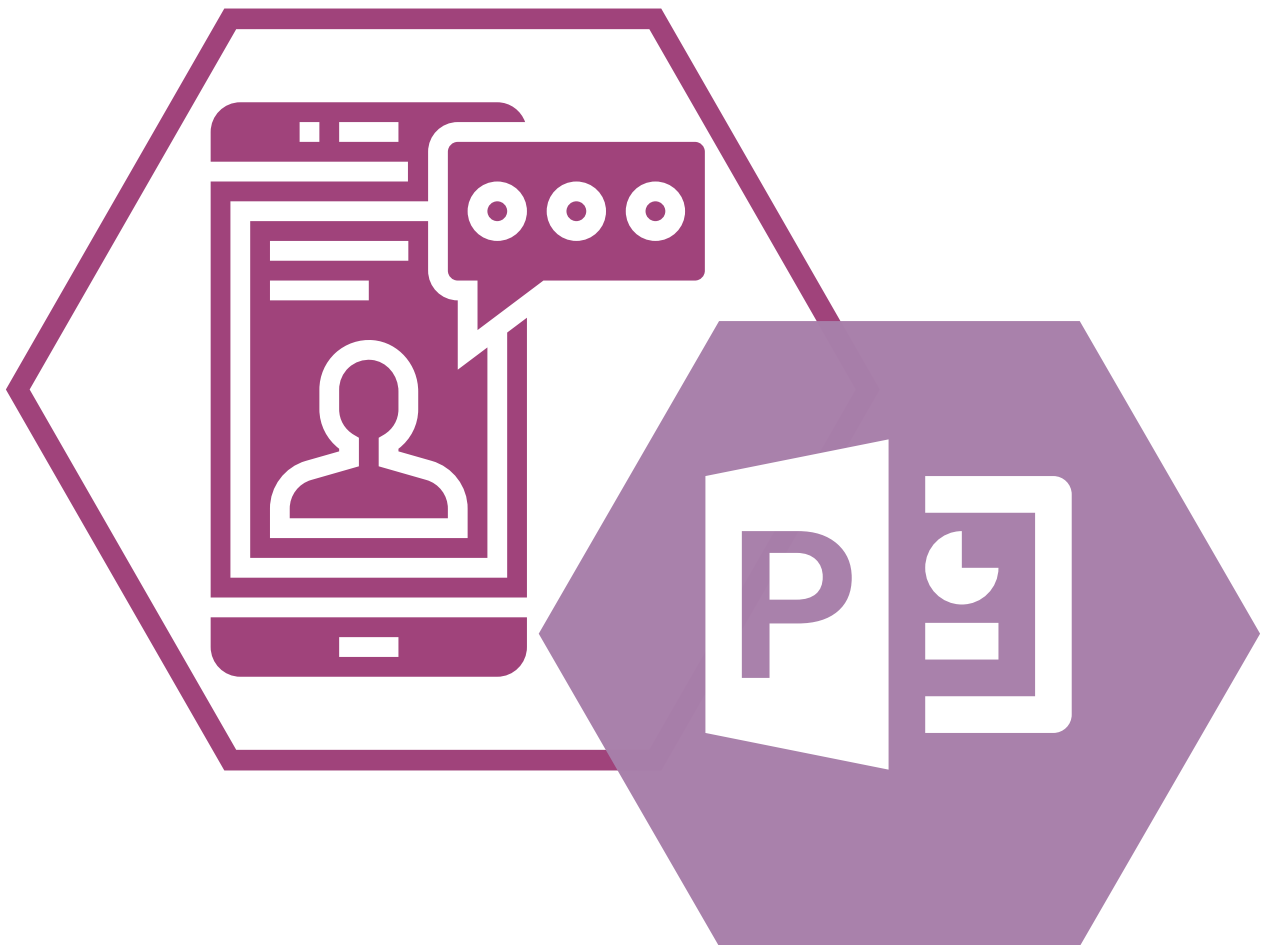
- Laptops or desktop devices
- Subscription to an online video call or web-conference tool (Zoom, Webex, Skype etc.)
- Online interactive digital tools (i.e. Jamboard, Kahoot, G. Drive, shared docs etc.)
- A private online group (preferably Facebook)

ONLINE



Activity related to the  
"online option"

In the online version they could use except for a web conference tool which has an integrated feature to create smaller groups, breakout rooms etc. (i.e zoom). The groups and/or facilitators can optionally use a shared tool with an interactive board (i.e. a shared google doc, a shared PowerPoint presentation, a jamboard etc.).



## 4.3 Trolls and emotions



User phase



30 minutes

### Tools

- Video projector
- Printed posters of the trolls
- Colorful pens, pencils, and markers

OFFLINE



Activity related to the  
"face to face option"



The teachers/educators show this video which explain briefly 10 forms of cyberbullying and online violence.

<https://youtu.be/0Xo8N9qJtk>

Following this the educators/ teachers facilitate a discussion, explaining the video better (even in the native language if necessary) on the different forms of cyberbullying shown on the video. In this phase, educators/ teachers should be ready to answer questions and clarify situations.

The teachers/educators explain the iceberg model. The iceberg model is normally used on intercultural interpretations. In this case, the iceberg model will be modified for the needs of the workshop, explaining gender based and online violence. In the iceberg model the submerged part of the iceberg shows the inherent problems of a situations. The tip of the iceberg shows the manifestations of this problem. In our case we will replace the iceberg with the image of a troll (this it to make a wordplay with the type of cyberbullying which is called trolling).

The hair on the head of the troll is the tip of the iceberg. The body of the troll is the submerged part of the iceberg.

The students will be divided into 10 groups. Each group will be given randomly one form of cyberbullying (based on the video or presentation shown above) and they will be asked to fill in the trolls. On the head they should place the manifestation of the form of violence, i.e. hate speech, derogatory comments, misuse of personal data, impersonation, sexual harassment, etc. On the body of the troll they should fill in the consequences of these acts, i.e. anxiety, depression, low self-esteem, tendency for self-harm, marginalization etc.

**In the face to face version, the students receive printed A3 posters of the trolls.**





User phase



30 minutes

### Tools

- Video conference tool
- Jamboard

ONLINE



Activity related to the  
"online option"

In the online version, this could be done on **jamboard**, where the teachers have already set the image of the troll on the background.



## 4.4 It's just a comment



Critic phase



30 minutes

### Tools

- Video projector
- Laptops or mobile phones
- Internet connection
- Papers and pens



Activity related to the  
"face to face option"

Following the previous activity, the teachers/ educators show this statement (taken from SIDA) to the students "Women and girls are statistically by far the most targeted [by online violence; global estimates indicate that one in three women experience physical and/or sexual violence during her life. Depending on the age and level of understanding of the students, they can choose this statement instead "Women and girls are usually targeted by online violence way more. 1 in 3 women will face violence in her life". In any case, the main question/ theme to be explored here is the connection of gender and diversity (in identity, sexual orientation, even ethnicity or religion sometimes) in online gender-based violence. They can even choose to offer different statistical data or facts, if they believe it would be more useful for the group.

Then the students will be divided into groups of 3 to 4 people and will be asked to find a real social media post which corresponds to the criteria of online violence.

Continuing they will be asked to explore how many times are girls and boys attacked or if they see a pattern in girls being mostly attacked because of some characteristics of their gender, directly or indirectly (i.e. stop acting like a girls, all women are mean, etc.).

Some questions which could be used to stimulate discussion (if there is a need)

- Why do you think this post/ comment is a form of online violence?
- What do you understand from this comment/ post?
- Who is the target of this post/ comment?
- Who do you think this post is harming? And why?
- Do you believe the people who wrote those posts/ comments would have done the same in the offline world?

The students can use their notebooks or pieces of papers to make notes. In case the students are not able to find these comments, the teachers/ educators will have a list of backup comments found online to provide them with. Teachers/ educators can choose either some of the options below or they could use examples of their daily professional reality (maybe if there is an existing example from the schools, or maybe they know better the social media sites and groups that they students are more active on).



Here are a few examples found on the internet

██████████ Tellingly, she forgot about equal brains.

Like · Reply · 20w · Edited

██████████ I'm sure your brains is not half as good as hers

Like · Reply · 17w

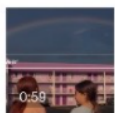
██████████ Not sure about the brains, but her breasts are miles better! 😊

European Parliament, I

Follow

Imagine being born a stupid cunt and thinking you're oppressed when you have every major corporation and politician on your side.

Thanks to feminism for turning me into a misogynist, and hope all of you women get treated like the crybaby trash that you are.



**Google** @Google  
For International Women's Day, we celebrate those working toward a more equal future. Explore top searched trends around women at [g.co/womensday](https://g.co/womensday). #IWD2018

Show this thread

12:28 PM - 8 Mar 2018



**Caitlin Roper** @Caitlin\_Roperr

Trannies, your families will never love you. You are living a lie & you know it. End your miserable existence. Commit suicide now.

**Caitlin Roper**

Promoted



**Tanmay Mgtow**

July 25, 2016 ·

Women are programmed by nature to be disloyal...marrying any woman is like shooting yourself in the foot with a shot gun....any man who wants to get married is a moron in my book #MGTOW

22

2 Comments 2 Shares

Like

Share



**Kapil** Exactly! So true.

Like · 1y



**Matt Kinsfather**

Follow

We need massive voter restrictions. POC, women, and teenagers should not be allowed to vote.

**Matthew Kinsfather** @Mattkinsfather

Replying to @ericosby1 @Education4Libs

She's got a point man. I loved everything you posted till this point. Tried as an adult in court and able to enlist. You should vote if you can fight for the freedom to vote.

12:21 PM - 8 Mar 2018





Critic phase



30 minutes

### Tools

- Video conferencing tool
- A blank shared word or presentation document to share ideas directly upon it (could be google slides, a google doc, jamboard etc.)



Activity related to the  
"online option"


In the online version, the teachers/ educators can choose how to divide it between discussion and searching of online posts.

**It's just a comment....**






## 4.5 Let's change together



### Evaluator phase

30 minutes

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#### Tools

- Video conferencing tool
- Internet connection

---



**Activity related both to the "face to face option" and to "Online option"**

Having seen all the above, the teachers/ educators should now draw some conclusions together with the students:

The students are divided into two groups. Each group should pick one harmful comment seen in the previous posts. Then the students form two lines, each group facing the other. One by one, each student directly facing the person in front of them, say out loud the comment they chose to their classmates, by looking them in the eyes. Once one student has completed this action with every person standing in the line, the next one follows. This action is repeated by both groups.

By completing this, teachers/educators ask all of them how did it feel to have to face such a comment "in your face"?

They allow space for discussion.

Questions to stimulate discussion:

- How do you feel?
- Why do you think you feel this way?
- What is the difference between seeing these comments written versus saying them out loud?
- How do you think the people to whom these questions are directed at, feel when they read them?

By completing this discussion, the teachers/ educators explain how the students are now ready to understand gender-based violence and misuse of new technologies. As a final round, all students go into the same lines and replace the previous comments with positive ones. For example, if one of the comments was "you are ugly", it now could be "you are pretty and you have a beautiful soul". This introduction could end up in a hug if social distancing measures allow.

This activity can be used as an introduction for the chapter "What can I do".

\* In this activity, the teachers/educators can choose to make a poster or a presentation or a video with the final statements of the student participants (optional).

## Alternative scenario

### Part A

Students are separated into 3-4 groups and they give one or some derogatory/ hateful comments posts. Then they are asked to create a story; they can create any kind of story they like; there is just one rule the person who is being harassed is a good friend of theirs. Each group has one minute to present their story to their peers. This should last 10 minutes.

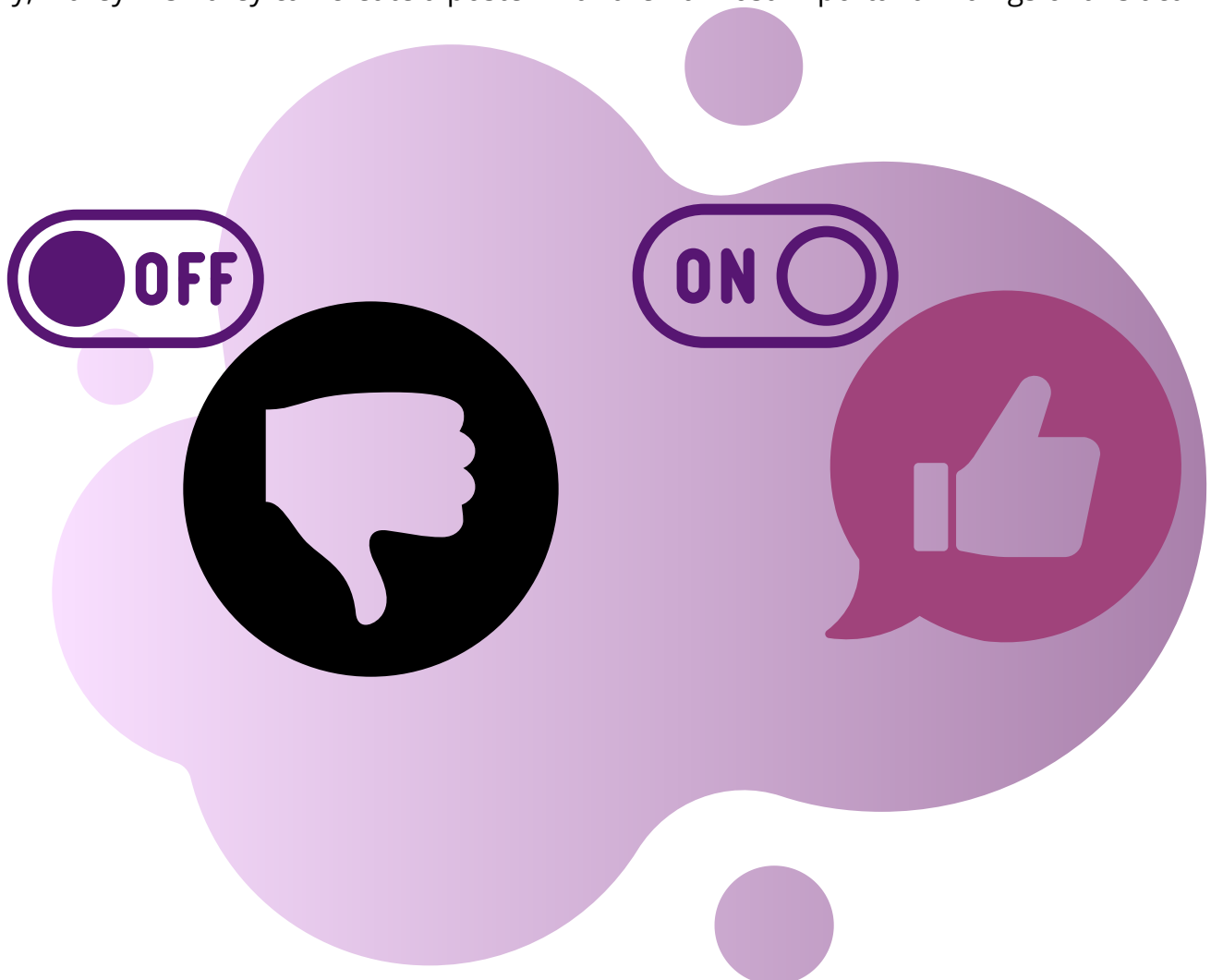
### Part B

The groups are now called to give solutions to the protagonist of the story they created (i.e talk to a parent/ teacher/ specialist). Each group has one minute to present their findings to their peers. This should last 10 minutes.

### Part C

Each group should find good practices of how they as children, students and friends should react. They have 5 minutes to discuss this in their groups and another 5 to exchange opinions with the other groups.

Finally, if they wish they can create a poster with the 10 most important findings of this activity.



# WORKSHOP V

## ONLINE AND OFFLINE RELATIONS



# WORKSHOP V

## Online and offline relations

### 5.1 Introduction

Gender-based violence has emerged as a rising global issue, with potentially significant economic and societal implications, due to the increasing scope of the internet, the rapid dissemination of mobile knowledge, and its widespread usage of social media, along with the current violent pandemic against women and girls.

Researches reveal that in one in every three women - an incident of violence has taken place in their lives, and while the Internet access is fairly new and increasing, one in ten women is reported to have experienced cyber violence. The gravity and prevalence of the phenomenon becomes more obvious when considering that incidents of GBV occur from ages as young as 11 years old.

Internet connectivity is quickly becoming a requirement for economic well-being, and is increasingly seen as a basic human right; thus, ensuring that this digital public space is a secure and empowering place for all, including women and girls, is essential.

**This workshop includes:**

**4**

**Activities**

**2**

**Hours**

- Reader phase (35 minutes)
- User phase (30 minutes)
- Critic phase (25 minutes)
- Evaluator phase (30 minutes)



It targets young people from 12 to 17 years old and can be carried out within the classroom.

#### OBJECTIVES:

- To encourage participants to consider the basic implications of cyber bullying or sexual assault, primarily by addressing the implications for girls victims in various ways (social, mental, emotional, etc.) following guiding questions - whilst helping participants understand the severity and unethical character of such actions.
- At first, we will seek to make clear to everyone engaged
  - The unregulated aspect of social media sites and other online spaces, which are at the root of their advancement, increases the risks of victimizing women.
  - The systemic gender disparity and other overlapping identity variables and perceptions provide the offenders with a hospitable environment online for harassing and abusing girls.
- Through the different phases of the envisioned workshops and their assorted activities the teachers/educators will expand the perception of the different participants on the phenomenon by introducing to them crucial information on the matter – which most definitely have not come across before.
- Moreover, the teachers/educators will work towards gaining their attention and engagement in practical types of exercises with the sole purpose of altering their behavior when needed (primarily their online attitude) and thus reduce, at least within the space young people 12 - 17 socialize and connect, a continuum of aggressions ranging from unwanted sexual advances, gender and/or racist insults, to frequent, harmful, frightening, and sometimes life-threatening abuse which girls, and especially ones with other vulnerabilities, experience on the Internet.

## 5.2 Life before and after the Internet



**Reader phase**



**35 minutes**

### **Tools**

- **Blackboard**
- **Paper**
- **Pencils/pens**

**OFFLINE**



**Activity related to the  
"face to face option"**

The purpose during this initial and introductory activity would be to essentially provide a first understanding of the phenomenon's nature in the context in which students tend to socialize and interact with each other – taking also under heavy consideration the shift, which occurs in our participants' relationships and attitude towards their peers when been online in contrast to the what occurs when interacting in the real world outside the "Social Media" bubble.

In exploring the issues above the teacher/educator involved will let everyone introduce themselves and then deliver a small talk on the transformative nature of Social Media and the various forms of Online GBV, citing selected references and focusing mostly on the pre-social media world and today's environment where the prevailing nature of the Internet affects almost everything – including their relationships. The teachers/educators should read document 1.1 Frequent forms of GBV and document 1.2 Life before the internet.

Whilst delivering these brief presentation(s) she/he will encourage everyone to politely interrupt with questions and even remarks and thoughts if they feel are needed. The purpose of this introduction is to provide an idea to the target group with a glimpse of what the school life and the general interactive environment have been prior to the Internet.

The logic behind this is that the participants' age groups reveals that most probably the majority of them was raised with the Internet being around and have not experienced a world without this revolutionary technology – therefore it is much more difficult to imagine a world where their behavior is not dictated by the norms of Social Media.

The pre-references will have a relatively playful tone in relation to popular culture and will be sorted out in different points with some relative photos whilst the different types of online harassment, which will follow, will be on a more thoughtful tone.

In order to reinforce this notion the teacher/educator will also screen a short video with the title "Life without Smart phones – how was it". The clip also has a playful – innocent tone in its approach to the subject and it doesn't require any translation when played.

Even that the video is a bit long (7 min) with different examples/sections – educators/teachers could beforehand choose to show the parts that are more relatable to their age group and not all of them.

Following, all students will be called on the blackboard to write a few short sentences or even single words in order to describe/conceptualize these two chronological situations as they perceive them – under two thematic categories: the one including students' interaction and relationships prior to the Internet and the other one after the Internet.

With this exercise ending, the teacher will initiate a discussion among the students and encourage them to give a brief explanation of what they wrote whilst highlighting their perceived integral differences of online and offline relationships with their peers – focusing on types and forms of negative interactions among them and especially ones that could in their own perspective represent and violence that could evoke negative feelings and emotions to the receiving end.



<https://www.youtube.com/watch?v=MiH1D2wsEx8>



## Reader phase



35 minutes

### Tools

- PC/tablet/android phone
- Internet connectivity

ONLINE



Activity related to the  
"online option"

Although the main thematic subject of this particular part of the trainings is to give the participants the ability to acknowledge the transformative nature of the internet in various aspects of life – it is crucial to instill in their perception the fact that despite the space (physical or online) in which an offence - harassment takes place, the long-term consequences on the victim's mental state are equally severe and crucial on the impact that they can have.



During this particular section of the training, the teacher/educator will seek to encourage a brief debate among the participants by providing a set of guiding questions that can be adjusted according to the different setting/age group, etc. – and which will revolve around the transformations that takes place when it comes to issues relating to online gender-based violence.

An example of such a sequence of questions that could – as was indicated above, be adjusted accordingly is the one provided below:

1. Does the experience of buying something in an online shop (e.g. clothes) feels like the one of shopping in a physical shop? If not what are the main differences in your opinion?
2. When reading a book/graphic novel, etc. on a tablet or a computer, does that feel the same as reading a paper version of it? If not what are the main differences in your opinion?
3. When discussing-hanging out with a friend you already know online does it have the same feeling as when you do it outside in the physical world? If not what are the main differences in your opinion?
4. If someone posts a negative comment on your social media, when you read it does it feel – disturb you as negatively as if he/she was saying that to you face-to-face? Please expand a bit on the reasons behind your answer.
5. What do you believe can be the consequences of gender – based – violence on the behavior/attitude/psychology of the victim, when this violence is directed towards her online? Please expand a bit on the reasons behind your answer.
6. Do you believe that there are any crucial differences between online gender-based-violence and the one in the real world? Please expand a bit on the reasons behind your answer.



## 5.3 Understanding the unseen consequences of GBV

**User phase**  **30 minutes**

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**Tools**

- Different objects
- PC and projector
- Internet connection

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This second activity into the thematic subject explores how relationships between different individuals form and how they can manage or not to co-exist and be as meaningful and harmless as the ones in the physical world.

Following a guiding sequence, they will delve into the effects for girls' victims from different points of view (social, psychical, emotional, etc.) which will allow them to enhance their perspective on the gravity and illegality of these behaviors.

In achieving the above, participants will be administered two different questionnaires during the duration of the workshop that will include situational questions – seeking from them to detail their response in two different manners and contexts – one being their behavioral reaction within the physical world and the other one being their response online through the available mediums of communication (primarily their social media).

The activity will start with a short explanation of how the participants should answer the questionnaire (a mixture of very straightforward and simple closed and open – ended situational type of questions). The scenarios briefly presented to them, seeking their response will have a relatively innocent tone so that the teacher/educator might highlight at a later stage the gravity of personal consequences for the victims of online harassment in contrast to what a lot might consider "playful" or even "funny" behavior.

After completing the questionnaires n.1 anonymously – the teacher/educator will ask participants to randomly read loud responses in two different questions. After doing so, the rest of the participants will write down three words that can best characterize the response they just heard, e.g. positive, incorrect, friendly, etc. and the teacher/educator will collect all of the responses.

Before beginning the second part of this workshop and administering our questionnaire n.2, the participants will be asked to respond in the same manner as before although in this case the questions will be slightly more related to the phenomenon's response and consequences from an online presence stance.







- PC/tablet/android phone
- Internet connectivity

A graphic featuring a purple rectangular button with the word "ONLINE" in white, bold, sans-serif capital letters. A white hand with a black outline is pointing its index finger at the button. The background is white with purple geometric shapes.

Due to the practical nature of this particular part of our workshop – it can actually be delivered both in online and offline environment in the same way.

## 5.4 How does GBV feels?

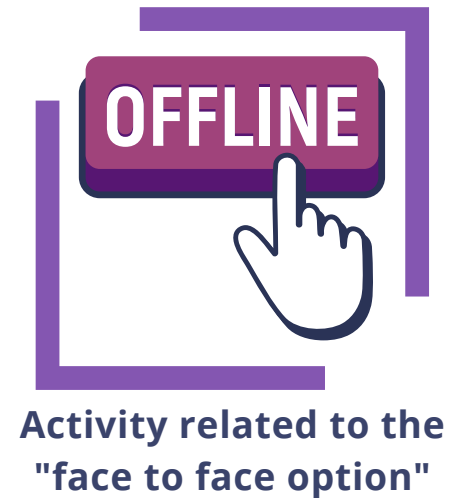
**Critic phase**  **25 minutes**

---

**Tools**

- **Blackboard**
- **Paper**
- **Pencils/pens**

---



Entering into the Critic phase – the purpose is to gradually instill into the participants the notion that their online behavior can alter the mood and in time the overall psychological state of those that are in the receiving end of different types of harassment due to some internal or external characteristics that might portrait them as weak and vulnerable to the rest of the group. In doing that the teacher/educator hopes to increase the conscientiousness of the students in regards to the damning effects of online violence in its various types and expressions within the school environment and non formal education.

Following the logic laid out in the introductory section the teacher/educator aims to enhance the critical reaction and thinking of the participants mainly by elevating their conscientiousness and emotional intelligence levels concerning the phenomenon of online gender-based related harassment and subsequent violence.

In order to do so the teacher/educator needs to have the participants be in the position and state of the victim even for a brief time so that they in their own right gain a glimpse of what it means to be on the receiving end of deprecatory comments.

Before executing this type of exercise the participants will be handed out a random example of a posting taken out from the internet. The teachers/educators can prepare these by selecting random postings that were created in the local language prior to the training – been careful not to reveal any personal information of the original creator.

Each one of these postings will be circulated in a printed or digital form among each individual participant

The participants will then need to write down some remarks which themselves would consider negative and unkind and which already probably have seen floating around in social media chats or comments sections.

These papers will then be collected by the teacher/educator who will hand them out randomly again back to the students – paying attention not to hand out a completed paper to the one who wrote the comments on it.

The students will then – all one by one stand up and read the description of the posting and the negative comments out loud - thus gaining a brief idea of how these negative words feel when they are spoken out loud.



Critic phase



25 minutes

### Tools

- PC/tablet/android phone
- Internet connectivity

ONLINE




Activity related to the  
"online option"


The logic and sequence of the online activity will follow the one of the face-to face activity although implemented online. The postings presented to the students will be in front a device with an Internet access so that the overall feeling will be familiar.

In the same fashion as previously the participants will write down their comments and remarks and their collective answers will be distributed among all participants and read out loud. At the end of both activities the teacher/educator will encourage a discussion among the participants so that everyone can express in their own words the feelings they perceive can be caused by online harassment of this sort to an individual that has done nothing to deserve this.



## 5.5 How do we move forward?



**Evaluator phase**  **30 minutes**

---

**Tools**

- Blackboard
- Paper
- Pencils/pens

---



**Activity related to the "face to face option"**

The primary purpose of the ending session will be to reflect and essentially assess what was taught during the first three parts of the workshop whilst giving the chance to all participants to imprint in their mind the full spectrum of a disturbing phenomenon such that of online GBV and at the same time gain a valuable perspective on the impact it can have on the relationships with their peers.

During the initial part of this ending activity the teacher/educator will seek to retrieve from all participants the practices that they will – after following the course of the first three activities – apply in their every day online interactions with their peers.

In doing so, after a brief explanation for the need of this reflective exercise, the teacher/educator will request from the students to think and write in a piece of paper, i. what they will from now on alter during their online interactions and behavior, ii. what they will avoid doing, and iii. the reason behind this.

After doing so, the teacher/educator will encourage everyone to read out loud their responses – in an effort to instil confidence in their thoughts and opinion in such a delicate matter – and will welcome the rest of the participants to share their own remarks in regards to what expressed out loud.





Evaluator phase



30 minutes

### Tools

- PC/tablet/android phone
- Internet connectivity

ONLINE



Activity related to the  
"online option"

During this last part of the workshop the teacher/educator has a dual choice.

She/he can either implement online an activity similar to the one proposed in the face-to-face session, with the appropriate adjustments or they can circulate and guide the participants in playing a video game with the name **"Chuka, Break the silence"** that was developed for the age range of the target groups with the aim of helping the users:

- **Recognizing different types of aggression**
- **Understanding their rights in the face of aggression and abuse**
- **Dealing with aggression personally or through trusted adults**
- **Developing values of fairness and respect**
- **Building skills for critical thinking, decision making and empathy**

The scope of the game is to help young girls develop ways to respond to psychological, physical and sexual violence, while raising boys' awareness and helping them recognize such situations. By playing as the character Chuka, a 13-year old female YouTuber and gamer who encounters haters and monsters in a nightmare, children learn to be assertive and to take actions which help them defeat various forms of gender-based violence.

The link for the game is:

<http://www.chukagame.com/>



The teacher/educator will dedicate a few minutes to help the students register and explain to them the controls for the game (different for keyboard and touch devices) – and then let them play with approximately 10 -15 minutes.

Similarly to a face-to face activity the participants will be encouraged to express their reflections on the exercise/video game out loud expressing what are the major lessons they will leave this series of workshops with.

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## **WORKSHOP VI**

## **THE GREY ZONE**



# WORKSHOP VI

## The grey zone

### 6.1 Introduction

The “grey zone/area” is frequently used as a metaphor to denote very different situations but which share an ambiguity, behavior and / or state of the phenomenon, and consequently the difficulty of analysis and evaluation.

There may be many gray points in a GBV context: on language, on stereotypes, on cultural models, on mental patterns, on communication.

Avoiding sex and gender-based discrimination starts with language, as the systematic use of gender-biased terminology influences attitudes and expectations and could, in the mind of the people, relegate women to the background or help perpetuate a stereotyped view of women's and men's roles.

The ways in which we use language say a great deal about ourselves and our attitudes toward others.

Biased language makes unnecessary distinctions about gender, race, age, economic class, sexual orientation, religion, politics, or any other personal information that's not necessary to a text's argument or intent. Sometimes we take biased language for granted, like when we use the masculine pronoun "he" to refer to both men and women.

Language is important because it is a tool through which socialization is developed and a correct use of language favors gender socialization (NLP Neuro Linguistic Programming - is based on the use of language to encourage socialization).

There are number of different strategies that can be used to express gender relationships with accuracy, such as avoiding, to the greatest possible extent, the use of language that refers explicitly or implicitly to only one gender, and ensuring, through inclusionary alternatives and according to each language's characteristics, the use of gender-sensitive and inclusive language.

The workshop "The Grey Zone" includes four activities, for a total duration of 2 hours, divided in reader, user, critic and evaluator phase (each of them 30 minutes long). It targets young people from 12 to 17 years old and it can be realised face to face but also online.

#### Objectives:



- Raise awareness and ability to evaluate the importance of gender-sensitive language.
- Make young people aware of how language is the main tool of socialization and how stereotypes and cultural models are grey points that depend on the language that is used.
- Help participants gain insight into the mechanisms and agents of gender socialization, their personal history of gender socialization.
- Encourage young people to develop their own critical intelligence with regard to culturally inherited stereotypes.



## 6.2 Pink or Blue?



Reader phase



30 minutes

### Tools

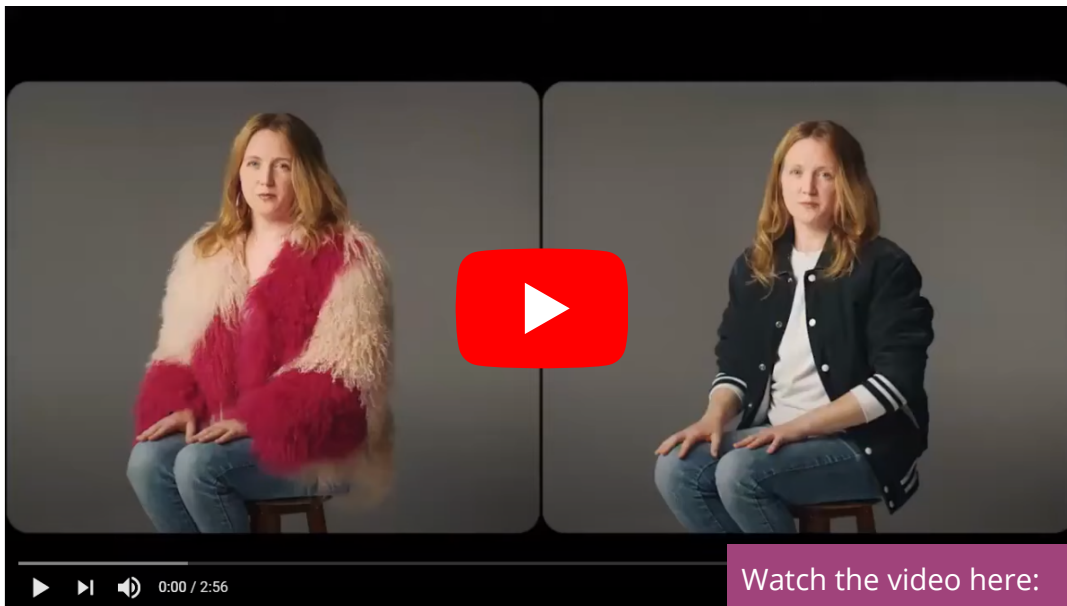
- Blackboard
- PC
- Projector

OFFLINE



Activity related to the  
"face to face option"

This activity aims to build a participatory and shared definition between teachers/educators and young people on the gender difference starting from knowledge, intuitions and personal experiences. To introduce the subject, the teacher/educator proposes to watch the video:



Watch the video here:

<https://www.youtube.com/watch?v=zX52ni4Ftcl>

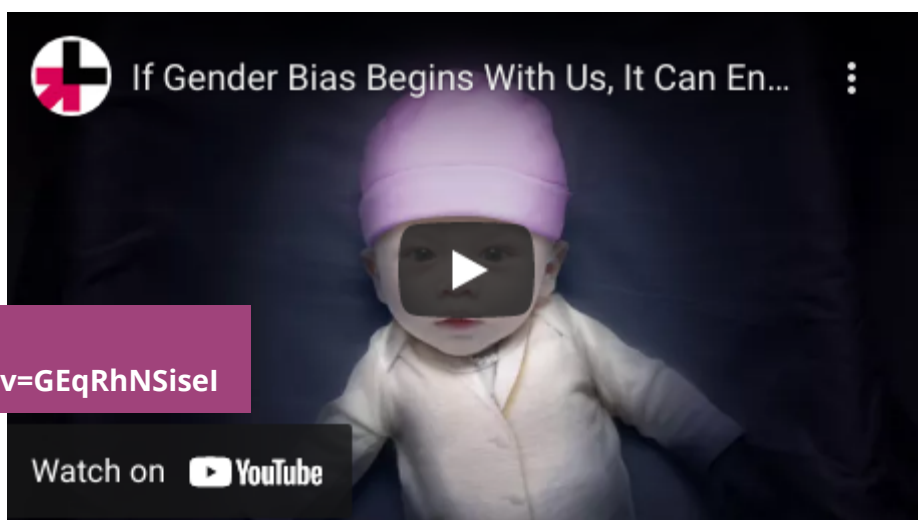
**Pink** or **Blue** is a project based around the theme of gender. Commissioned to open the Saatchi showcase in Cannes, the film uses 3D technology to allow the viewer to switch between the two different versions of the film depending which set of glasses they view it through.

This video tells about the gender differences and stereotypes about the male and female that we find ourselves embodying every day.

### **WARNING!**

***The content and language of this video is very direct and there are explicit sexual references that can annoy very young and / or very sensitive participants.***

The teacher/educator must evaluate, after viewing, if the participants are ready and prepared to watch it. As alternative the teacher/educator proposes to watch this video:



Watch the video here:

<https://www.youtube.com/watch?v=GEqRhNSiseI>

### #HeForShe. If Gender Bias Begins With Us, It Can End With Us

HeForShe is UN Women's solidarity movement for gender equality.

HeForShe invites men and boys to build on the work of the women's movement as equal partners, crafting and implementing a shared vision of gender equality that will benefit all of humanity.

After the vision of the video, the teacher/educator give the young people a sheet of paper and a pen and invites them to answer the question:

- **"How are girls and boys different?" and to write the answer on the sheet, anonymously.**

The answer can be of any kind: a sentence, a single word, the evocation of an image, a memory or a personal experience, etc. which allows them to define the differences between male and female. Once they have finished writing, the participants are invited to put the sheet in a box.

When everyone has finished, the teacher/educator extracts the sheets and reads them aloud, one by one, marking them on the blackboard and, in the case of similar answers, bundles them into one definition. On the blackboard there will be a sort of conceptual map on gender differences built on the knowledge of young people.

At this point it is necessary to reorder the ideas and divide the answers into some macro-categories that make the articulation of this concept clearer.

It would be better to divide the responses that emerged according to three conceptual nodes:

- the body (the physical difference between males and females)
- affectivity and emotions (what is considered male and female in the context of feelings)
- social roles (what is considered male and female in society).

### ITEMS FOR DISCUSSION:

1. What relationship is there between the physical differences between men and women and the social differences between men and women?
2. What are the differences that in your opinion have turned into inequalities?
3. How does being men and women change the experience with the outside world?
4. Which of the definitions written on the blackboard can we define as stereotypes and why?



Reader phase



30 minutes

### Tools

- Online tool for video calls in which we can share a presentation in the screen
- Paper
- Pens / pencils for each participant

ONLINE



Activity related to the  
"online option"

In the online version they could use any video conferencing platform in which it's possible to share a presentation in the screen, **LiveBoard interactive and collaborative online whiteboard**.

The activity will be the same as the "face to face option": instead of writing on an anonymous sheet, the teacher/educator encourages the young people to write the answers on the chat of the video conferencing.



## 6.3 It's a man's, man's, man's world



User phase



30 minutes

### Tools

- Photocopy: "List of professions" worksheet
- Pens

OFFLINE



Activity related to the  
"face to face option"

In this phase, young people become sensitized to gender stereotypes in professional choices. The young people will reflect on the professions considered by men and professions considered by women and on the factors that can influence the choice of work, any conditioning, the consequences that this choice can have in life.

The teacher/educator distributes copies of the **"List of professions"** to each student. Reads the listed professions and describes those that the students do not know.

The student(s) fill in the list, associating the profession with "male \*", "female \*", and "both".

The teacher/educator asks how and why they replied that way and then writes the results on the board and then asks the students why they made that choice.

The teacher/educator asks the participant(s) to discuss and share:

- Which is the largest group - "male", "female", or "both"
- Why are some professions by convention assigned to a specific gender?

After a brief debate, only if there is the time, the teacher/educator proposes to watch the video:



YouTube video link:

<https://www.youtube.com/watch?v=qE-vJO67xqg>

## "List of professions"

LIST OF PROFESSIONS			
JOB	GENDER		
	M	F	BOTH
Construction worker			
Flight attendant			
Social worker			
Secretary / Secretary clerk			
Primary school teacher			
Hairdresser / Hair stylist			
Top model			
Sales Assistant / Shop Assistant			
Physical education teacher			
Photographer			
Nurse			
Dental hygienist			
Artist			
Reporter / TV reporter			
Aerospace technician			
Pharmacist			
Baby sitter			
Newspaper publisher			
Cashier			
Mechanical engineer			
Investigator			
Plumber			
Chef / cook			
Veterinary surgeon			
Librarian			
Nutritionist			
Graduated nurse			
Security guard			
Assistant / teacher in kindergarten			
Accountant			
Lawyer			
Forestry agent			
Physiotherapist			
Occupational therapist (rehabilitation)			
Housewife			
Business consultant			
Musician			
Professional athlete			
English teachers			
Gardener			
Fashion designer			
Doctor			
Architect			
Car mechanic			
Pilot			
Computer programmer			
Truck driver			
Cow breeder			
Bartender			
Carpenter			
Police officer			



User phase



30 minutes

### Tools

- Online tool for video calls in which a presentation could be shared in the screen
- "List of professions"
- Pens / pencils for each participant

ONLINE



Activity related to the  
"online option"

The same activity by using LiveBoard interactive and collaborative online whiteboard.







## 6.4 All is not what it seems



Critic phase



40 minutes

### Tools

- Two sets of cards with the different adjectives from the list below on them
- A work and instruction sheet for each group

**OFFLINE**



Activity related to the  
"face to face option"

This activity illustrates gender stereotypes and the way society considers 'feminine' and 'masculine' characteristics desirable or undesirable. Some of the tools for this activity will be two sets of cards showing different adjectives.

### SET OF CARDS

<b>dependent</b>	<b>independent</b>
<b>emotional</b>	<b>rational</b>
<b>objective</b>	<b>subjective</b>
<b>submissive</b>	<b>dominant</b>
<b>passive</b>	<b>active</b>
<b>skilled in business</b>	<b>not skilled in business</b>
<b>competent</b>	<b>incompetent</b>
<b>hesitates a lot</b>	<b>makes decisions quickly</b>
<b>ambitious</b>	<b>not ambitious</b>
<b>diplomatic</b>	<b>direct</b>

Each card has one part of a pair of adjectives written on it.

Although these pairs of adjectives form opposites, the stacks of cards should be sufficiently mixed so that it is not immediately very obvious.

## Worksheet for Group A:

Prepare a blank sheet of paper divided into two columns. Each column should have a heading: one should read 'Feminine' and the other 'Masculine'.

Prepare a separate sheet with the following instructions to add to the worksheet:

***"Some characteristics are considered more feminine, while others are thought to be more masculine. Place the cards in the column where you think they belong. Work as quickly as you can, without thinking about it too much."***

## Worksheet for Group B:

Prepare a blank sheet of paper divided into two columns. Each column should have a heading.

One should read 'Positive / Desirable' and the other 'Negative / Undesirable'.

Prepare a separate sheet with the following instructions to add to the worksheet:

***"Some characteristics are considered more positive or desirable, while others are thought to be negative or not desirable. Place the cards in the column where you think they belong. Work as quickly as you can, without thinking about it too much."***

Explain that this exercise is about finding out how gender stereotypes work in society.

Form two groups with equal numbers of participants.

Ask them to sit in two corners of the room.

Hand out the envelopes with the cards and the worksheets with the instructions. Tell participants that they should follow the instructions on their worksheet and work as quickly as they can. Tell participants they have approximately 10 to 15 minutes to complete the task according to the instructions on the worksheet.

When ready, gather the whole group again.

Write on the flipchart two headings: 'Feminine' and 'Masculine' and ask Group A to dictate the characteristics they put under the 'Feminine' heading.

After each adjective, ask Group B if they placed that adjective in the Positive/ Desirable or the Negative/Undesirable column. Note this information beside the adjective by putting a **plus (+)** or a **minus (-)** sign beside it.

Ask for a round of first impressions about the exercise and its results.

You can ask participants some of the following questions:

- How did you find the exercise?
- What did you like or dislike about it? Why?
- How do you feel about the results, now that you see the summary?
- Does anything about the results surprise you? What?
- Why is it surprising?



Critic phase



30 minutes

### Tools

- Any video conferencing platform in which it's possible to share a presentation in the screen, LiveBoard interactive and collaborative online whiteboard

ONLINE




Activity related to the  
"online option"


In the online version they could use any video conferencing platform in which it's possible to share a presentation in the screen, LiveBoard interactive and collaborative online whiteboard. The activity will be the same as the "face to face option":

Instead of writing on sheets, the teacher/educator suggest to create separate virtual room and encourages the young people to write on the chat of the video conferencing system used (Meet, Google Hangout, Zoom, etc.).



## 6.5 Test your unconscious stereotypes!



**Evaluator phase**  **30 minutes**

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**Tools**

- Post it
- Papers - Paper with a dartboard drawn
- Pens

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In this exercise, the teacher/educator invites the students to do a questionnaire with the aim to investigate attitudes towards gender stereotypes.

Before this activity students are asked to download for free the App for mobile phone "Poll Everywhere": is a simple web-based application that can be used in and outside the classroom to create multiple-choice or open-ended polls or in distance learning classrooms or fully online courses.

If the teacher/educator encounters difficulties about the downloading of the App can print the Questionnaire.

Once the students have completed the questionnaire (approx. 15 mins), the teacher/educator reviews the overall statistics displayed at the end of the test compiled.

The teacher/educator asks to share their results with the class and compare those results with the overall findings.

They can then discuss the following questions:

- Were you surprised by the results? Why, or why not?
- What did you learn from the results?
- Did you feel challenged by having your implicit bias questioned?





## QUESTIONNAIRE

		<u>Strongly disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly agree</u>
1	Swearing is worse for a girl than for a boy	1	2	3	4
2	On a date, the boy should pay all the expenses	1	2	3	4
3	On average, girls are as smart as boys	1	2	3	4
4	In a family, sons should be encouraged more than daughters to continue their studies	1	2	3	4
5	It is right for a girl to want to play hard sports like football	1	2	3	4
6	In general, the father should have more authority than the mother in making family decisions	1	2	3	4
7	It is permissible for a girl to ask a boy for a date?	1	2	3	4
8	It is more important for boys than girls to do well in school	1	2	3	4
9	The husband should share with his wife <u>houseworks</u> such as washing dishes and washing	1	2	3	4
10	Girls should be more interested in becoming good wives and mothers than wanting a professional career	1	2	3	4
11	Girls should have the same freedom as boys	1	2	3	4
12	Most girls like to show off their bodies	1	2	3	4
13	Most boys want to go out with girls just to have sex	1	2	3	4
14	Most girls cannot be trusted	1	2	3	4
15	It is more acceptable for a boy, and not a girl, to have several sexual partners	1	2	3	4
16	Boys are better leaders than girls	1	2	3	4

# WORKSHOP VII

## GOOD PRACTICES IN COMMUNICATIONS



# WORKSHOP VII

## Good Practices in Communication

### 7.1 Introduction

With the help of positive and negative examples and communication campaigns, participants will have the opportunity to understand different dynamics at the basis of gender stereotypes in communication. The workshop will propose campaigns from different periods, developed for different communication means (newspapers, TV, social media), in order to provide a wide overview.

Participants will be invited to reflect on possible use of gender stereotypes and on how they can influence people's perception. They will examine products commercials, advertisements and social campaigns: some of them have been awarded for their sensitiveness, while other have been perceived negatively by consumers. Through the activities proposed, they will have different keys to interpretation and food for thought and will increase their awareness concerning gender stereotypes and their dynamics in the communication field.

This workshop includes 4 activities for a total duration of 2 hours, divided in reader (30 minutes), user (30 minutes), critic (30 minutes) and evaluator phase (30 minutes). It targets young people from 12 to 17 years old and can be carried out, either within the classroom, either online.



#### Objectives:

- To capture synthetic key notions related to the gender issue in communication
- To learn to recognise gender stereotypes
- To refine the ability to recognise and deconstruct stereotypes / gender biases active in communication
- To reflect about the social impact of gender stereotypes in mass communication.



## 7.2 Icons and Stereotypes



Reader phase



30 minutes

### Tools

- PC
- Projector
- Internet Connection

OFFLINE



Activity related to the  
"face to face option"

The teacher/educator shows the image concerning the "Wo/MaN" campaign by Lycia, cosmetic and personal care products (2016), focused on gender stereotypes.



In the Lycia communication campaign, you can see a man and a woman with different backgrounds. The icons represent the gender stereotypes that are normally associated with women and men respectively.

## THE TEACHER/EDUCATOR ASKS PARTICIPANTS TO DESCRIBE WHAT THEY SEE:



### TRACK FOR TEACHER / EDUCATOR:

- What kind of background do we have for the woman? And for the man?
- Why these specific objects and colors are related to women and men respectively?
- Do you agree with these associations?
- Do you think that some objects could be shared by the two genders (e.g. many hairdressers are men)
- Isn't it limiting to identify a woman or a man just with some specific jobs or interests?
- Why does our society tend to make these associations? The teacher/educator leads participants to the concept of stereotype.

## THEN SHE/HE OFFERS A BRIEF INTRODUCTION ON WHAT GENDER STEREOTYPES ARE.

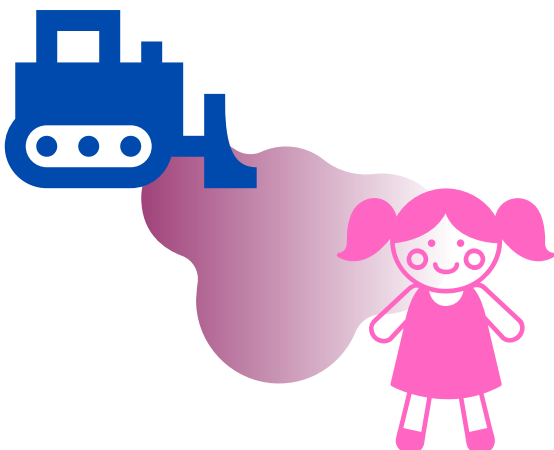
### TRACK FOR TEACHER / EDUCATOR:

To understand what good communication practices are on this issue, we must start from the concept of **stereotype**.

The stereotype is a preconceived, recurrent and conventional idea, a rigid whole of beliefs transmitted socially within a culture of reference, on what are and must be behaviors, roles, occupations, traits, physical appearance of a person, in relation to his/her gender membership. Stereotypes risk to limit the opportunities of people concerning what their social and individual aspirations and opportunities are and can contribute to the creation of gender-based discrimination. For ex.: women doing housework and men watching sport on TV, women taking care of children and men going to work, etc.



## THE TEACHER/EDUCATOR MAKES PARTICIPANTS REFLECT ON STEREOTYPES.



### TRACK FOR TEACHER / EDUCATOR:

Probably ever since you were a child, you have experienced gender stereotypes. For example:

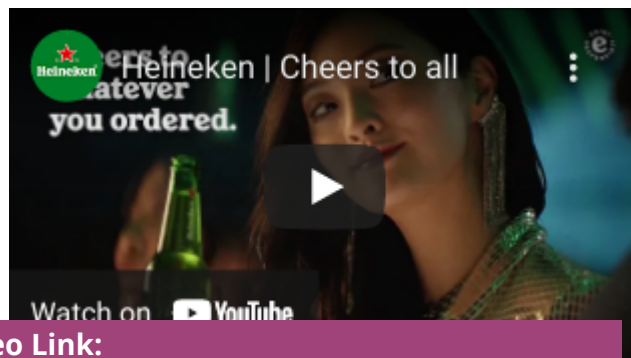
- blue color for males and pink for females
- boys play with bulldozers and girls with dolls
- mom cleans the house and dad uses the drill

The teacher/educator asks participants to make some further examples.

## MEMO FOR TEACHER / EDUCATOR

Lycia, accused to have proposed a sexist advertisement, apologized saying "It was not our intention to offend anyone, indeed we wanted to have the opposite effect: to be lightly ironic about clichés and gender stereotypes, just to exorcise them".

If there is still time, the teacher/educator shows the following video:



**Video Link:**

<https://www.youtube.com/watch?v=dD6r53DWxwk>

**SHE/HE ENCOURAGES DEBATE AMONG PARTICIPANTS WITH THE FOLLOWING QUESTION.**

### TRACK FOR TEACHER / EDUCATOR:



- What strikes you most in this commercial?
- What kind of message does it aim to convey?
- Do you think this kind of communication is effective?

In this commercial the discrimination lies in the fact that the waiters take it for granted that beer (male stereotype) is for men and that the cocktail (especially if it is pink) is for women (as well as salad is for women and burger is for men), when actually it is absolutely not true.

The aim is to make participants understand that this advertisement is an example of how we can reverse stereotypes, in order to mock them and spread new concepts.



**Reader phase**



**15 minutes**

#### Tools

- PC
- Internet Connection
- Online tool for video calls in which we can share a presentation in the screen

**ONLINE**



**Activity related to the "online option"**

The teacher/educator shares her/his own screen with participants and shows the image concerning the "Wo/MaN" campaign by Lycia, cosmetic and personal care products (2016), focused on gender stereotypes. Then she/he follows the instructions of the face-to-face activity. In order to facilitate an effective implementation, participants can mute their microphone and open it only when they want to say something.

Also in order to show the video, the teacher/educator shares her/his own screen with participants and then follows the instructions of the face-to-face activity.

## 7.3 Good practices and common mistakes



User phase



30 minutes

### Tools

- PC and projector
- Internet connection

OFFLINE



Activity related to the  
"face to face option"

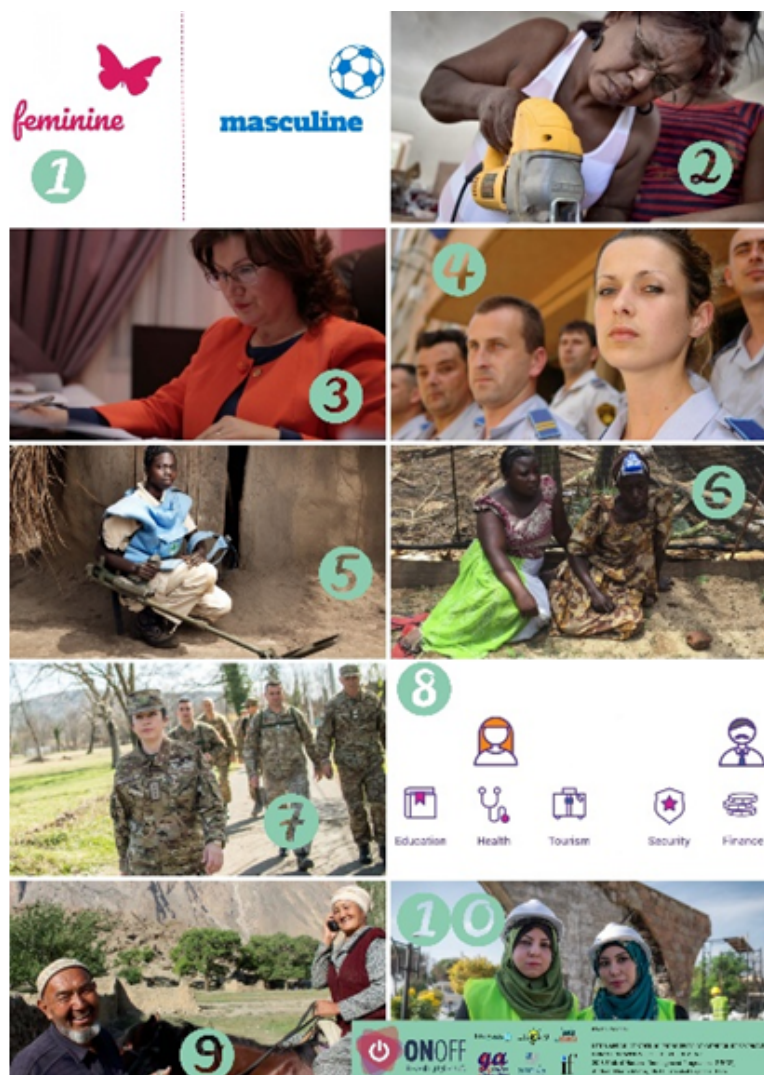
The teacher/educator shows the set of pictures named "Good and bad examples" about good and bad practices in communication.

All the images are taken from the report of the UNDP (United Nations Development Programme) "Let's speak Gender. 10 principles of gender-responsive communications for development" (2018) focused on how communication can enforce or subvert gender inequalities. The aim is eliminating gender-based discrimination and gender stereotypes in all areas of life.

Participants only see the set of pictures (that are numbered from 1 to 10), while the teacher/educator has an additional sheet with inputs on why the pictures can be considered good or bad examples.

The teacher/educator asks participants to divide pictures in two categories: positive examples and common mistakes. Then, for each picture, the teacher/educator asks participants to raise their hand in order to vote if they are based on stereotypes and/or discriminations or not and ask them to motivate why they have chosen an option instead of the other. Then she/he explains if it actually is a positive or negative example and why.

When all pictures have been classified as good practices or common mistakes, the teacher/educator encourages debate among participants with the following questions.





## Track for teacher / educator:



- What elements determine that a picture is a positive or negative example?
- Does it mean that, for example, if a woman is portrayed while she is sewing, is this always wrong?
- How does it feel seeing the lady doing an activity considered typically masculine (Picture n. 2)? Is it strange?
- Are you more surprised when you see the good examples (reversed stereotypes) or the bad examples (with stereotypes)?
- What picture makes you reflect the most?



User phase



30 minutes

### Tools

- PC
- Internet connection
- Online tool for video calls in which a presentation could be shared in the screen

ONLINE



Activity related to the  
"online option"

The teacher/educator shares her/his own screen with participants and shows the set of pictures about good and bad practices in communication. Then she/he follows the instructions of the face-to-face activity. In order to facilitate an effective implementation, participants can mute their microphone and open it only when they want to say something.





## 7.4 Change your point of view



Critic phase



30 minutes

### Tools

- PC
- Projector
- Internet Connection

OFFLINE



Activity related to the  
"face to face option"

The teacher/educator shows the picture "Budweiser 1", that is an advertisement about beer and asks participants to comment it.

### *Track for teacher / educator:*

- What is showcased in this picture?
- When you see it, how do you feel?
- Do you perceive something "wrong" or "unequal"?

Then the teacher/educator shows the picture "Budweiser 2", which shows the first picture together with another advertisement made by the same company. They both portray a woman and a man, but in different situations.

1



2



Now she/he ask participants to go further into the debate.



*Track for teacher / educator:*

- What is showcased in the second picture?
- How are the woman and man portrayed?
- What are the ideas underlying the representation of the two genders in the first picture? And in the second one?
- Do you now perceive any stereotype in one of picture? Did you feel the same when you saw the first picture for the first time?
- If your perception has changed when you saw the second picture, what does it mean?

The aim is to make participants reflect about the fact that we are often so used to stereotypes that we don't perceive them as such. Only when we find different and more equal ways to represent women and men and their relationship, we notice discrimination we didn't realize before.

These two pictures are part of a campaign made by Budweiser in 2019 to reinvent some of its sexist advertisements published in the 1950s and 1960s to portray women in a more positive, independent and contemporary light. In the first image a woman is pouring a beer for her husband while he works and it was turned into an image in which the same couple is completing a move together.

The company explains: "Our country and culture have evolved over time – and advertising should reflect that. Which is why this year, in honor of International Women's Day, we are reimagining our ads of the past to better portray balance and empowerment."



**Critic phase**



**30 minutes**

**Tools**

- PC
- Internet Connection



**Activity related to the  
"online option"**



The teacher/educator shares her/his own screen with participants and shows the picture "Budweiser 1" and then "Budweiser 2".

Then she/he follows the instructions of the face-to-face activity.

In order to facilitate an effective implementation, participants can mute their microphone and open it only when they want to say something.



## 7.5 #LikeAGirl

**Evaluator phase**  **30 minutes**

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**Tools**

- PC
- Projector
- Internet Connection

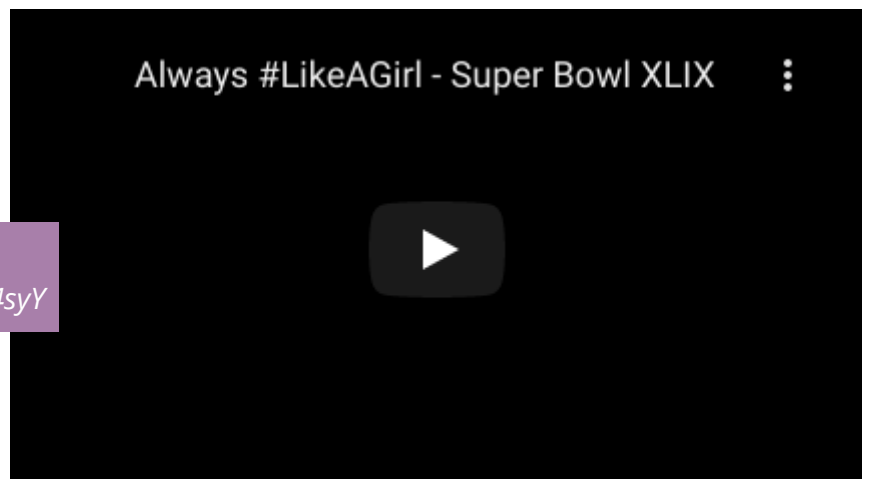
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The teacher/educator asks participants to “run like a girl”, “fight like a girl”, “throw like a girl”. Then, she/he shows the video:

### Video Link:

<https://www.youtube.com/watch?v=yIxA3o84syY>



This video won the Facebook Studio Awards that recognize the best creative work on Facebook. It is the communication campaign “#LikeAGirl”. The video is realized by Leo Burnett agency for Always, a brand for feminine hygiene products.

The video shows young people, including young girls, who are asked to “run like a girl”, “fight like a girl”, “throw like a girl”. And they do it in a clumsy and awkward way.

Also younger girls are asked to do the same and when they do it, they are more natural.

The idea of Lauren Greenfield, the documentary filmmaker who developed the idea, was to demonstrate that during puberty girls tend to lose confidence. Years of exposure to direct and indirect communication based on gender stereotypes affect their perception of what “like a girl” means.

We are in fact invaded by messages spreading gender differences, as for examples that leadership, power and strength are for men, not for women. These stereotypes inevitably crystallize into girls’ self-perceptions and affect their behaviors.

At the end of the video, the teacher/educator encourages a debate.

Track for teacher / educator:

- How did you act when I asked you to “run like a girl”, “fight like a girl”, “throw like a girl”?
- How people act in the video?
- There are two main types of behavior: who does what? What is the difference between the two groups?
- Why girls run, fight and throw in a clumsy and awkward way while younger girls are more natural?
- Why is there this change of perception during their growth?

If you have time, you can also make the following question.

- Why does the young boys say that behavior insulted girls, but not his sister?

Here we want participants understand that sometimes we don't perceive that accepting or spreading gender stereotypes is an offense to the gender and then to all those who belong to this gender. Therefore, in order to understand if a sentence or behavior is discriminative and offensive, we shouldn't think about it in general terms, but we should apply it to someone we love (our mom, our sister, our girlfriend) and see how we feel about it.

**Then the teacher/educator makes some final questions to participants.**

Track for teacher / educator:

- In the last two hours has something changed in your way to see communication?
- How do you think this can affect your everyday life?
- Do you think that in the future you will be more inclined to pay attention if an advertisement is hiding stereotypes?



Evaluator phase



25 minutes

ONLINE



**Activity related to the  
"online option"**

The teacher/educator follows the instructions of the face-to-face activity. She/he shares her/his own screen with participants to show the video. In order to facilitate an effective implementation, participants can mute their microphone and open it only when they want to say something.

# WORKSHOP VIII

## IT'S UP TO YOU



1

# WORKSHOP VIII

## It's up to you

### 8.1 Introduction

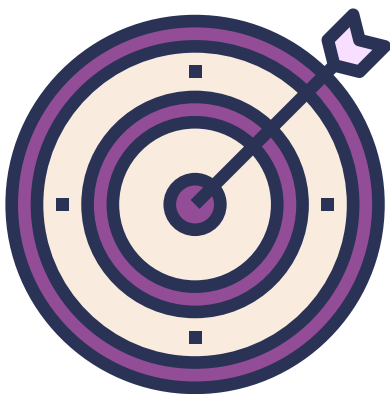
The rise of the Internet has delivered new levels of creativity, innovation and informed generations, especially among children and young people. Even so, this connectivity has also become a vehicle for extreme harm. Although children have long been exposed to violence and exploitation, the Internet and new technologies have changed the scale, form and impact of the abuse of young people everywhere.

Children's lives and experiences are increasingly being shaped in the digital world. More than 200,000 children go online every day, and 800 million are actively using social media. Children's lives are now being shaped behind a screen, and every day, children are diving deeper into platforms not designed with their safety in mind. As they ingest information, build friendships and make connections, disturbing trends are emerging that threaten children of all ages — even those too young to speak.

We all spend a ridiculous amount of time online. With the internet in your pocket, in school, at work and at home, it is impossible to escape it. That's why being bullied online can be absolutely rubbish, and can make it feel impossible to live your life. We have put together this information so you can understand everything you need to know about cyberbullying and where you can get help if you need it.

The activities are presented in an interactive way, explaining the problem will stimulate young people's interest who will spread further the information among their friends.

Workshops will be facilitated in a group work format, in a safe and protective environment where the will be encouraged to learn, share their experiences and learn from each other.



#### Objectives:

- Educate and familiarize the young people on the issues of online violence, especially cyberbullying which means the use of digital technologies with an intent to offend, humiliate, threaten, harass or abuse somebody;
- Provide examples so the children get more familiar with the internet environment;
- Teach children and young people how to recognize the problem and protect themselves;
- Promote behavioural change.

## 8.2 Is the Internet a safe place?



Reader phase



30 minutes

### Tools

- PC
- Projector
- PowerPoint Presentation
- Good internet connection

OFFLINE



Activity related to the  
"face to face option"

The goal of this reader phase is for the participants to get more familiar with the phenomenon "**Cybercrime**" and also to understand what is online abuse and exploitation, including the creation and distribution of child pornography, plus the commercial sexual exploitation of children, cyber-enticement, solicitation and grooming, cyber-bullying, cyber-harassment and cyber-stalking as well as exposure to harmful content.

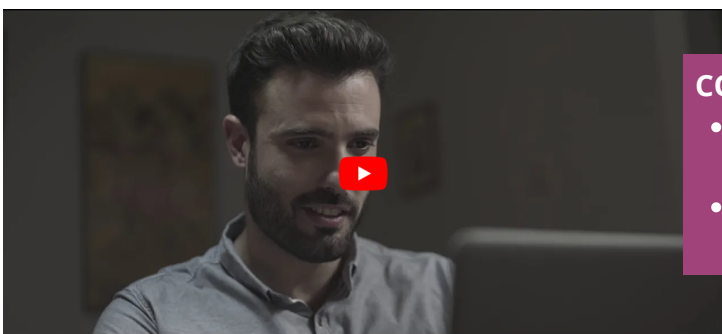
To keep the interest of the group it is better to start working on what they already know about this topic.

**10 minutes** - It is very important at the beginning to get to know each other, that's why the first 5 minutes the teacher/educator is going to introduce herself/himself. First the participants are going to say their first name, age and how much time do they spend on the internet space. The last one is going to give a general information about the internet knowledge of the group the teacher/educator is working with so they will have an idea of their basic knowledge.

(For example if there is a kid who doesn't spend time at all on the Internet probably he/she is less familiar with the chance of online violence and the teacher/educator will know how detailed to continue).

**20 minutes** - Share a story with the group about someone who experienced online violence (teenage or a kid, or a grown up person, so you can show the participants that there is no age for this and everybody can be a victim on the Internet). You can make a PowerPoint presentation, starting with presentation of the types of cyberbullying or mapping the worst that could happen to you: although cyber security software can help protect against some threats, the most important safety measure is open communication with your children.

When the video is over you can leave the discussion open without questions so the group can think a few minutes about the case they saw. This will give an emotional impact to the participants.



### CONVEY Greece Survivors

- <https://www.youtube.com/watch?v=POvcT0i4I2I>
- <https://www.youtube.com/watch?v=PNeetj-dOus>



**Reader phase**



**30 minutes**

### Tools

- PC
- Projector
- PowerPoint Presentation
- Good internet connection

**ONLINE**



**Activity related to the  
"online option"**

In the online option of this activity you can do the same.

You can use a platform or programme which allows you to share your desktop so the participants can see the PowerPoint presentation and the video about the story (For example Microsoft Teams). If you're not able to use similar platform or programme you can always retell all the information.

## The Most Common Forms of Cyberbullying on Social Media



**Flaming**



**Impersonation**



**Exclusion**



**Harassment**



**Cyberstalking**



**Outing/  
Trickery**



**Denigration/  
Gossip**



**Cyber threats**

## 8.3 Stand in my shoes



User phase



40 minutes

### Tools

- Different objects
- PC and projector
- Internet connection



Activity related to the  
"face to face option"

The learning objectives of this activity are to understand the importance of consent and of the responsible use of social media and the internet space.

### That's why we're going to put each participant in someone else's shoes.

Ask each participant to write on a paper a case of online violence.

They all have some idea what can be the worst that could happen to someone on the Internet.

This will give an idea of their knowledge about cybercrimes.

It is not necessary to be a long story, it's an exercise to make them think and point the worst scenario.

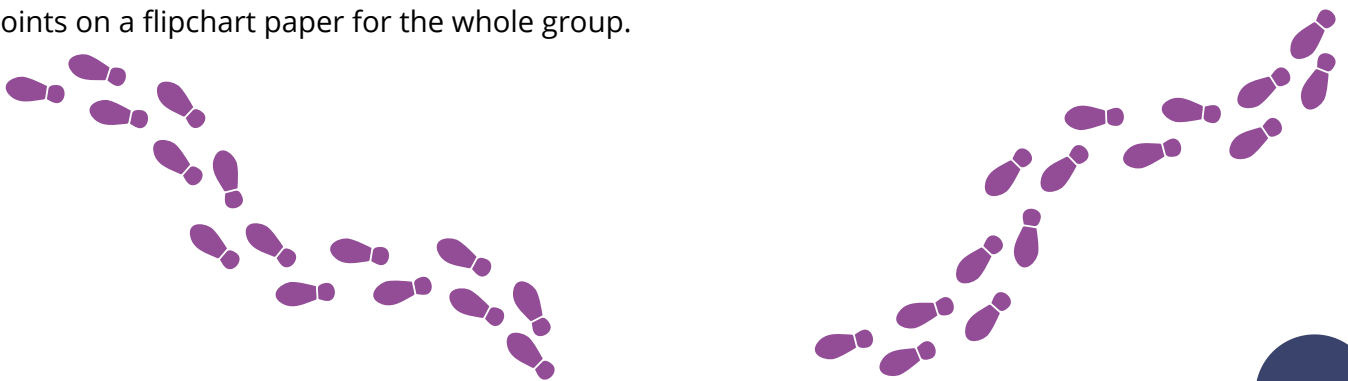
It could be some unreal story or something which happens to them or to some of their friend. There is no need to point out names and private facts.

After they are ready ask some of them to share their story. Point out the importance of being aware about what each one of us chooses to share, and with whom.

The unrestricted and not supervised use of social media and of sharing of information/pictures/videos with non-trusted people or unknown people may generate a process that becomes impossible to stop, in which someone shares or posts something about you that misleads the audience and creates a different, not wanted or not true image of you without your consent. That can also happen for revenge, in case of a fight or an argument. You may refer here to the concept of revenge porn as an example.

When you feel that the discussion has covered all main points, ask each participant to create a document containing between 5 and 10 bullet points about what NOT TO DO online to avoid an unwanted situation such as the ones you've just discussed.

Allow them several minutes to come up with some ideas. Now ask them to voice their list, and write down their points on a flipchart paper for the whole group.





That will become the guidelines of the group about **HOW TO STAY SAFE ON SOCIAL MEDIA AND INTERNET.**

You can leave the guidelines on the wall of the room:

- **Think Before You Share:** I will thoughtfully consider what I share and with whom, and keep extra-sensitive information to myself (such as my home address, current location, or other people's business).
- **Check it's For Real:** I will watch out for phishing and scams, and report questionable activity every time.
- **Protect Your Stuff:** I will take responsibility for protecting important information by crafting strong and unique passwords with characters, numbers, and symbols.
- **Respect Each Other:** I will spread positivity and use the skills I have learned to block and report negative behaviours.
- **When in Doubt, Discuss:** I will use my voice when I notice inappropriate behavior and seek out a trusted adult to discuss situations that make me uncomfortable. Because that's what it takes to be a safe and fearless explorer of the online world.



User phase



40 minutes

#### Tools

- Paper
- Pens / pencils for each participant
- PC
- Good internet connection

ONLINE



Activity related to the  
"online option"

The activity is going to be the same as the face-to-face option except using the flipchart.



## 8.4 Take Action!



Critic phase



40 minutes

### Tools

- Markers - Pencils - Pens
- Flipchart
- PowerPoint Presentation



Activity related to the  
"face to face option"

Discuss with the group what are the positives and negatives aspects of the internet. You can point out them on the flipchart while discussing with the participants.

**Examples: The Internet has some great positive effects. Some of these include:**

- Internet brings any kind of information for internet users, from local restaurants to international news.
- The Internet provides some of the most effective means of communication among people, including online emailing and instant messaging.
- Thanks to the internet, people can take action and avoid adverse circumstances. For instance, hurricane, storms and accidents can be tracked through the internet.
- The internet has allowed the interchange of ideas and materials among scientists, university professors, and students, in addition to provide servers, resource centers and online tools for their research and scholar activities.

Moreover, million of books, journals and other material are available through the internet because of the digitization of public domains material from libraries in the United States and Europe. This action enables people to learn all new sort of things.

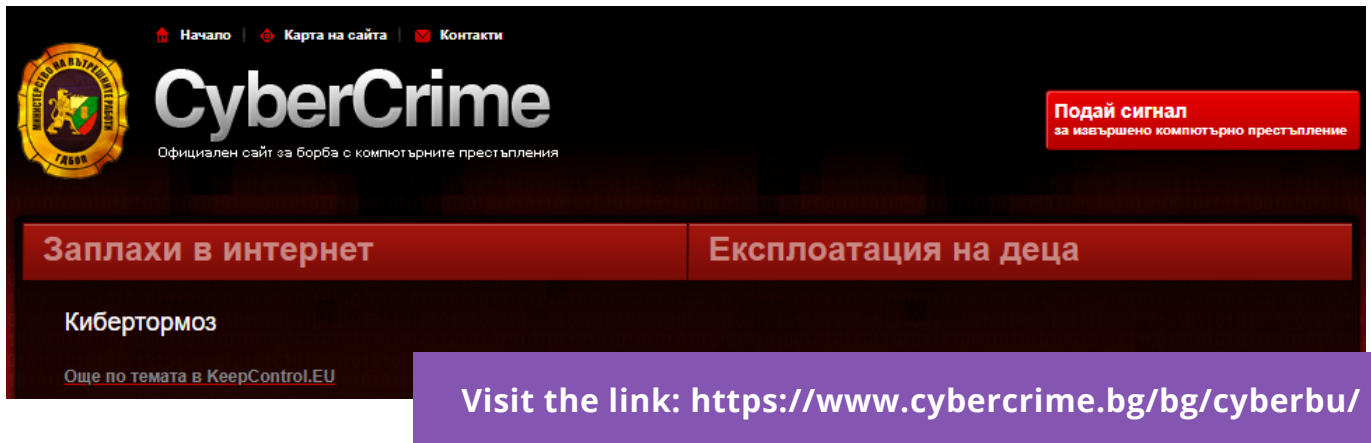
**You have to include also the negative part of using it.  
For example: Sometimes, the internet can have negative effects, including:**

- Illegal or inappropriate materials can be found in the internet.
- Some people in recent years have illegally downloaded music or other copyrighted material for free. This action has had a negative impact on the music industry and has led to several lawsuits.
- The addiction to online social networks can disturb a person's way of living and professional activity.
- Some criminals use the internet for spreading computer viruses or even intercepting credit card or bank details for spurious purposes.


After this discussion it is very important to note all the national instruments which you have for protection while using the internet.


Here you can make a small presentation about how to **"TAKE ACTION"** - If someone is harassing you online, or their posts are threatening or hurtful toward you, report them on social media.

Reporting might not always be a guaranteed approach, but it is a good first step at dealing with harmful content online. When reported, they might have their post removed, or get their account suspended/deleted depending on the situation. Reporting won't block the person from reaching you again, so make sure you block them too. At the end you can share with the participants that for example in Bulgaria there is an official webpage where you can report cyber crimes:



This could be very useful information for most of the kids and teenage.



**Critic phase**  **40 minutes**

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**Tools**

- Online platform for online meeting
- Good Internet Connection



The activity is going to be the same as the face-to-face option.



## 8.5 It's up to you!



Evaluator phase



10 minutes

### Tools

- Papers - Paper with a dartboard drawn
- Pens
- Printed Questionnaires

OFFLINE



Activity related to the  
"face to face option"

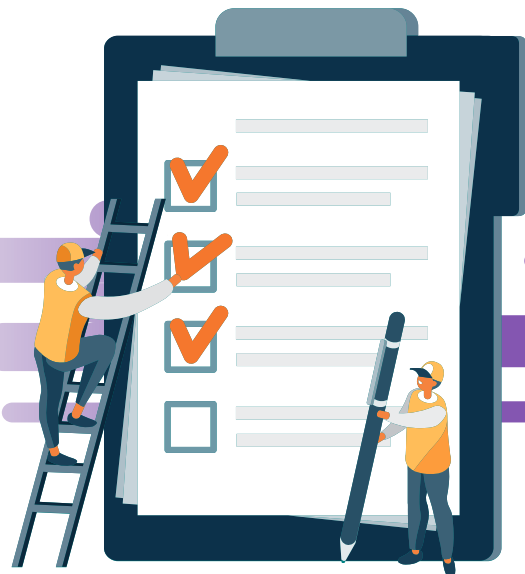
In this last activity we're going to evaluate the learning of the workshop. In order to evaluate the impact and the effectiveness of the workshop, the peer group should complete a questionnaire (pre-questionnaire) before the workshop and one questionnaire at the end of the workshop.

The aim is to measure the attitude and to see the behavior change in the target group.

At the beginning the participant have to answer on some general questions about what they know about this topic and the end they have to write what they have learnt and how have they found the activities, and also some proposals of improvements.

### Suggested questions:

- Is the Internet a safe place?
- Have you learn what online harassment is?
- Have you learn what cybercrime is?
- Have you learn what online abuse is?
- Have you learn what child pornography is?
- Have you learn what revenge porn is?
- Have you learn what sexual exploitation of children is?
- Have you learn how to stay safe on Internet?
- Was the workshop useful for you?
- Did you like the activities in the workshop?
- Do you have any suggestions for improvement?



**Please bear in mind that all the activities and their content should be prepared according to the age of the audience!**



Evaluator phase



10 minutes

#### Tools

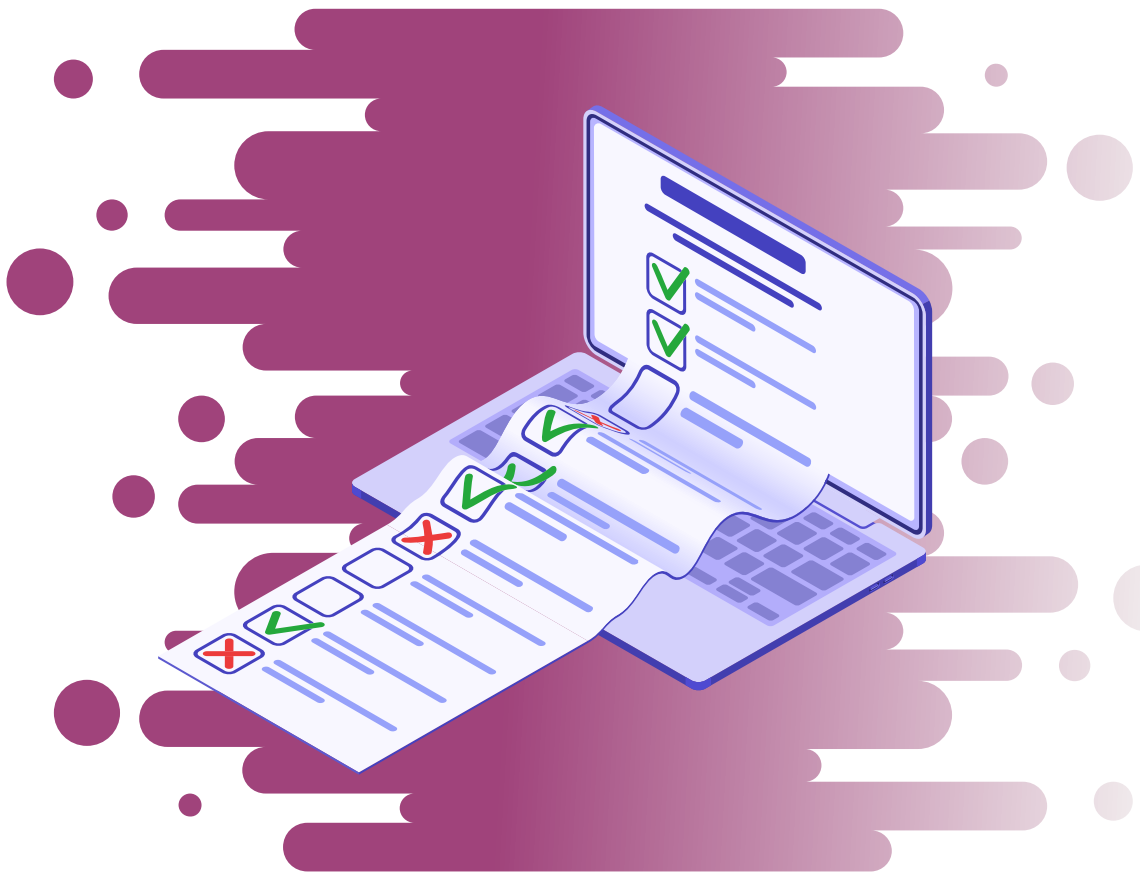
- Online Questionnaires

ONLINE



Activity related to the  
"online option"

The online version of this activity is going to be online questionnaires of evaluation for every participant.





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**GENDER BASED  
VIOLENCE  
ANYWHERE IS A  
THREAT TO PEACE  
AND SECURITY  
EVERYWHERE.**

**- JOHN F.KERRY**

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