

WORKSHOP IV

ONLINE GBV IN  
ITS DIFFERENT FORMS  
AND  
MISUSE OF NEW  
TECHNOLOGIES



# WORKSHOP IV

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

### 4.1 Introduction

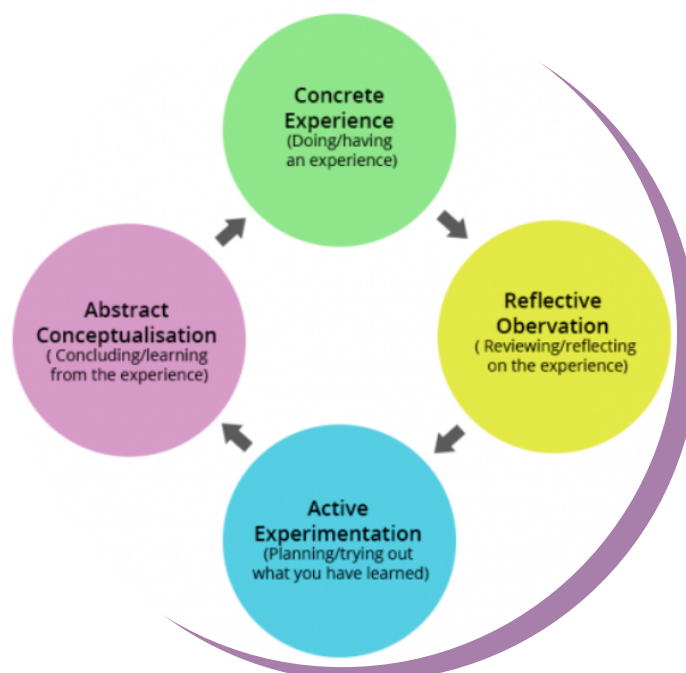
Gender-based violence (GBV) is one of the most widespread violations of human rights and an obvious expression of unequal gender relations in a society. According to Swedish International Development Agency (SIDA) "women and girls are statistically by far the most targeted", global estimates indicate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



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

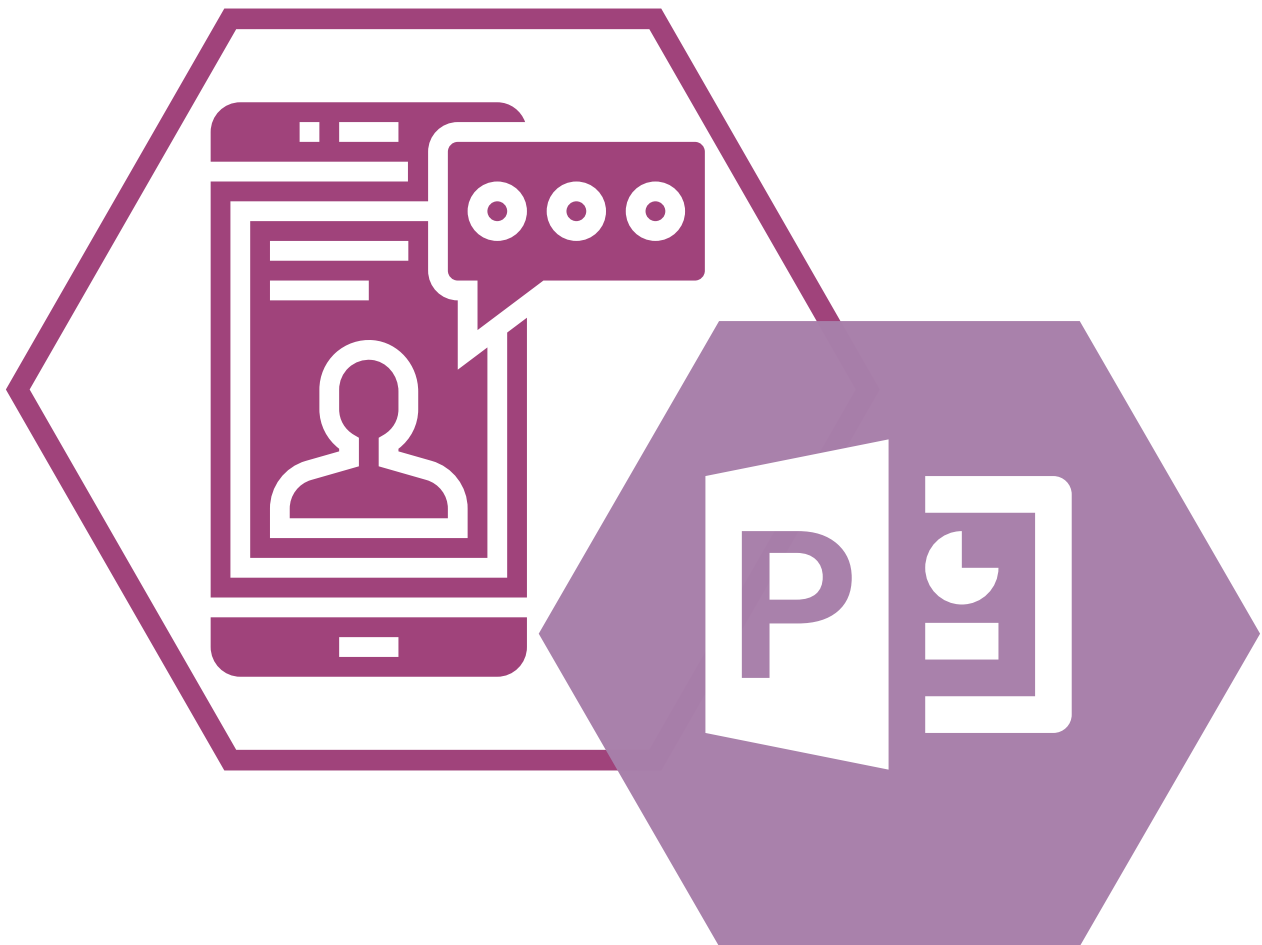
- Laptops or desktop devices
- Subscription to an online video call or web-conference tool (Zoom, Webex, Skype etc.)
- Online interactive digital tools (i.e. Jamboard, Kahoot, G. Drive, shared docs etc.)
- A private online group (preferably Facebook)

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

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**Tools**

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

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**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!



**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** @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** @Kapil Exaclytly! So true. 👍 2

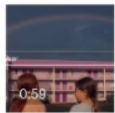
Like · 1y

**European Menford, I** @EuropeanMenford

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



**Matt Kinsfather** @Mattkinsfather

Follow

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

**Matthew Kinsfather** @Mattkinsfather

Replying to @ericrosby1 @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

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**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.

