

WORKSHOP VIII

IT'S UP TO YOU



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8.1 Introduction

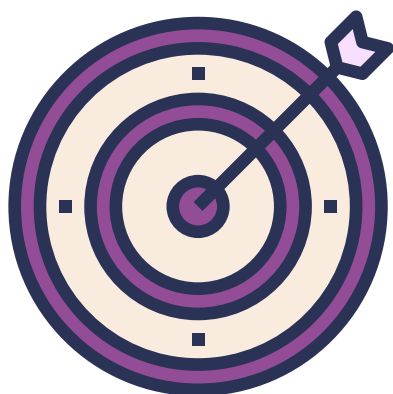
One of the biggest problems we face as a society is, without a doubt, gender inequality. One of the great weapons we have to combat it is education and the visibility of certain behaviors that perpetuate it, especially at an early age. For this reason, it is very important to make young people aware 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.

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 they will be encouraged to learn, share their experiences and learn from each other.

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, for the "online option" it's enough for the participants to have a good internet connection and to download specific online platform for video calls and discuss some basic examples of gender stereotypes and objectification of women online.

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.

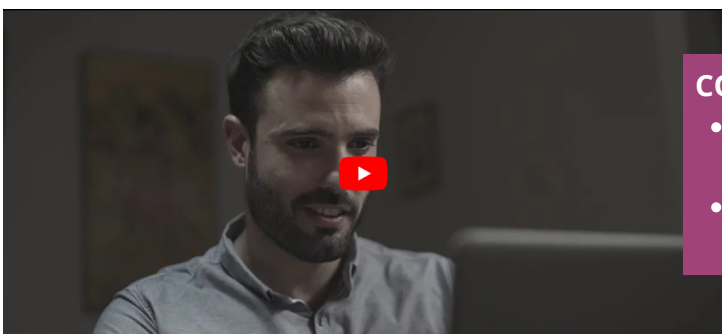
To keep the interest of the group it is better to start working on what they already know about this topic.

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.

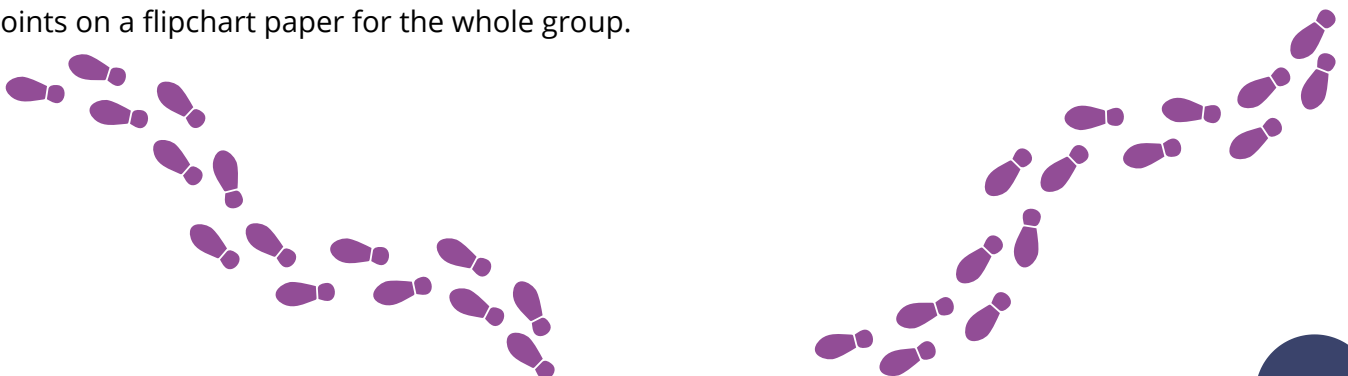
It could be some unreal story or something which happens to them or to some of their friend. There is no need to point out names and private facts.

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.

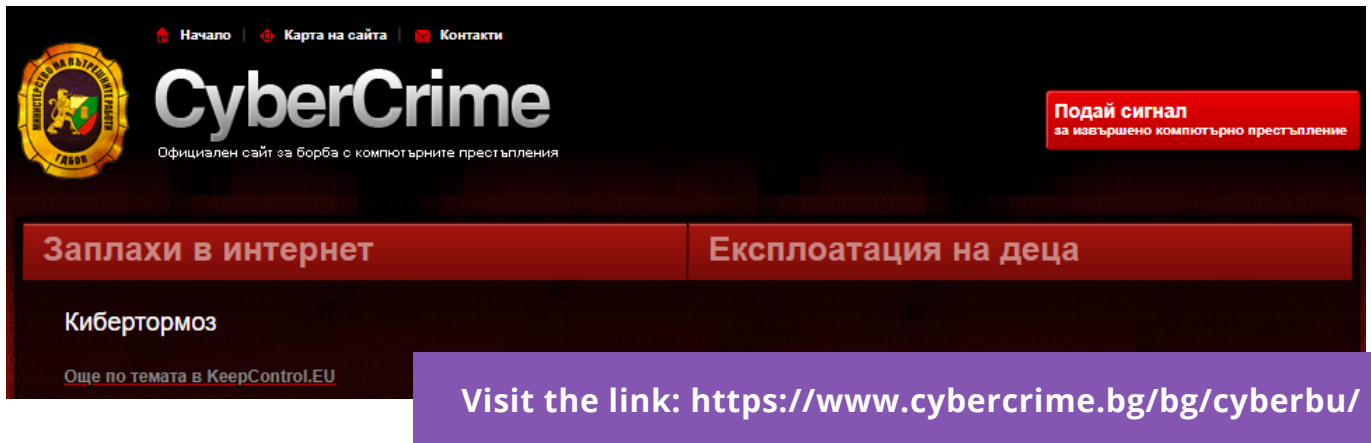
**You have to include also the negative part of using it.
For example: Sometimes, the internet can have negative effects, including:**

- 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**

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"

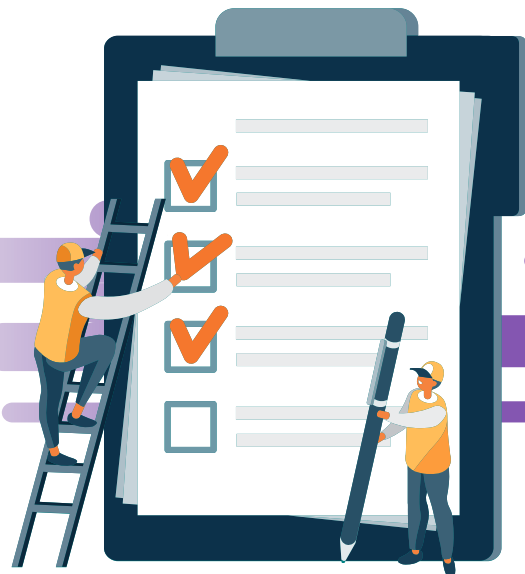
In this last activity we're going to evaluate the learning of the workshop. In order to evaluate the impact and the effectiveness of the workshop, the peer group should complete a questionnaire (pre-questionnaire) before the workshop and one questionnaire at the end of the workshop.

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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**CYBER BULLING IS
BULLING.
HIDING BEHIND A
SCREEN DOESN'T
MAKE IT LESS
HATEFULL.**

Visit our website: www.on-offproject.eu

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