

# Gender A B C

Education Programme  
for Secondary Schools



# Cyber Violence

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MODULE 1/12



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and implemented by



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Education Programme  
for Secondary Schools

## Cyber Violence

This educational module was developed by **Médicos del Mundo** in the framework of the project GenderABC.

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## Section I

### INTRODUCTION

#### 1. Purpose

Social media has become the main communication and socialisation tool among young people, since they facilitate continuous and immediate contact with others.

Social media is a mirror of society which reproduces the stereotypical portrayal of women and men. Moreover, sexist behaviour takes advantage of immediacy, availability, lack of context information and the anonymity of the Internet. In Europe, 10% of women over the age of fifteen have experienced some type of cyber violence<sup>1</sup>.

Cyber Violence Against Women & Girls - or people who do not comply with gender norms - is the manifestation of gender-based violence that is perpetrated through the Internet. It can take various forms such as cyberstalking, non-consensual pornography (or "revenge porn"), gender-based slurs, hate speech and harassment, "slut-shaming", unsolicited pornography, "sextortion", rape threats and death threats and electronically facilitated trafficking<sup>2</sup>. This module focuses on those that are more likely to affect young people.

The aim of the module is to make participants reflect on the impact social media has on their lives, by understanding the consequences of sharing content online and by learning how to use social media consciously.

#### 2. Main topics

- Gender cyber violence can take various forms
- Social networks and mobile apps can be tools to exercise violence
- Gender cyber violence is the reflection of social rules and sexist stereotypes
- Gender cyber violence has consequences in offline life and it is a crime

#### 3. Keywords





Cyber-stalking • Sexting • Sexspreading • Revenge-porn  
Cyberbullying • Cyber-harassment • Sextortion • Grooming

<sup>1</sup>Violence against women: an EU-wide survey, available online:  
<https://fra.europa.eu/en/publication/2014/violence-against-women-eu-wide-survey-main-results-report>  
<sup>2</sup><https://eige.europa.eu/rdc/thesaurus/terms/1484>

4. Learning objectives

- Reflect on how social media changes communication, interaction and self-perception of ourselves and the others
- Identify the different forms and modalities of cyber bullying and cyber control against women and girls
- Analyse the influence of gender-based stereotypes on cyber violence against women and girls
- Promote safe and responsible use of social media
- Promote cyber activism to fight gender-based violence

5. List of activities

	 Activity name	 Total duration	 Materials	 Importance <sup>3</sup>
1	Case studies about cyber bullying	40 minutes	<ul style="list-style-type: none"><li>• Cyber violence case study flash cards</li><li>• Blackboard or flip chart for the conclusions</li></ul>	☆☆☆
2	Buzzer Game	20 minutes	<ul style="list-style-type: none"><li>• Bell</li><li>• Blackboard or flip chart for the conclusions</li></ul>	☆☆☆
3	Self-disclosure in relationships	20 minutes	<ul style="list-style-type: none"><li>• Glass jar</li><li>• Paper</li><li>• Blackboard or flip chart for the conclusions</li></ul>	☆☆☆

<sup>3</sup>Activities are ranked from one to three stars, in increasing order of importance, i.e. three stars for “highly recommended”.

Section II

ACTIVITIES

Activity I Case studies about cyber bullying ☆☆☆



Total delivery time

40 minutes  
Preparation: 5  
Delivery: 15  
Follow-up: 20



Materials

- ☐ Cyber violence case study flash cards
- ☐ Blackboard or flip chart for the conclusions

→ BACKGROUND

This activity is conducted with separate groups of girls and boys to make them **reflect on their own gender experiences, share, compare and analyse them in relation to cyber violence** (boys as perpetrators and girls as victims), igniting a common commitment to contrast it.

It focuses on gender differences and links them to gender stereotypes and power relations; the aim is to make participants **reflect on the negative effects of the canon of beauty, the notion of “romantic love” and the importance of consent**.

→ SCENARIO



Educators split participants into separate groups of girls and boys and provide each group with a case study flash card.



They are asked to reflect on the following questions:

- What would you do if you were that person?
- Has that ever happened to you? Do you know anybody who has been through it?
- Would you describe the situation as a gender-based violence? Why? Why not?
- If so, who do you think is responsible and who is the victim? What consequences do you think it has for the victim? And for society?



Each group shares its reflections in an open debate.



Educators facilitate participants to identify collectively the different forms of cyber violence, their consequences and how to avoid them.

Case Studies

1) Sexist Cyber Bullying: Online poll	Pedro has received by WhatsApp a link to vote for the girls in his class. The scoring categories are: 1) fat; 2) cockteaser; 3) slut; 4) lesbian; 5) virgin; 6) nerd; and 7) ugly.
2) Cyber control: Identity theft and Revenge porn	Your friend Maria has uploaded on Facebook a photo with her top off and a lot of guys and girls have asked her out, but also insulted her. When you ask for explanation, she tells you that her ex-boyfriend had her Facebook password, changed it and then posted the photo. Now she cannot log in and does not know what to do.
3) Cyber Bullying (homophobia): Fan Page	Someone has created a Facebook page about Juan, who is gay, where people laugh at him, insult and threaten him.
4) Cyber Control: Passwords	You've been dating Pedro for two months, you like him a lot and he has asked you for your Instagram's password, as a proof of your love. He tells you that if you refuse to give him your password, he will leave you.

5) Cyber Control: Geolocation	You are with your family and you receive a WhatsApp message from your boyfriend, who thinks you're cheating on him and asks you to send him your geolocation.
6) Cyber Bullying: Grooming	Romina received a friend request on Facebook from a guy, they got in touch and exchanged some photos. He likes skating like her and is very handsome. When she meets him in person, she finds out he is a 50-year-old man.
7) Cyber Bullying: Sexualisation of women	Peter is watching a TV-series with his sisters and receives a WhatsApp message with a meme of a girl in shorts, crouching on a bicycle. He answers saying how hot she is.
8) Cyber Bullying: Sexual content	Mary is fed up with an unknown number that sends her pictures of naked guys and penises all the time. She feels very embarrassed, fearing that someone could see them.
9) Cyber Control: Geolocation	Ana hears that Peter, a guy she knows, has installed an app on his girlfriend's phone to have her located.
10) Cyber Bullying: Sexting and sextortion	Ana has dated Robert a couple of times and has exchanged photos with him, some of them naked in her room. Today he has threatened to send her photos randomly and post them on social media.

## → BRIEF

Educators lead a discussion asking questions such as:



- What have you learned from this activity?
- How would you feel now, if you experienced a similar situation?
- What would you do to help someone experiencing cyber violence?
- From now on, how will you react if a friend of yours perpetrates any act of cyber violence?

Furthermore, in accordance with the situations mentioned above, educators ask participants to share in plenary their new understanding about:

- Canon of beauty, objectification and sexualisation of women and girls (**symbolic violence**) (case 1, 7)
- Body, identity and sexual orientation diversity (case 1, 3)
- Sexist beliefs about male and female sexuality (**heteronormativity**) (case 1, 2)
- Healthy relationships: desire, consent, independence, fair treatment vs control, possession, jealousy, soulmate and love tests (**romantic love in dating**) (case 2, 4, 5, 8)
- Cybercrimes: identity theft, sharing information without consent, blackmail, etc. (case 2, 5, 6, 8)

**Educators may also explain how to manage social media profiles privately.**

## Activity 2 Buzzer Game <sup>4</sup> ★★



### Total delivery time

20 minutes  
Preparation: 3  
Delivery: 5  
Follow-up: 12



### Materials & Resources

- ☐ Bell
- ☐ Blackboard or flip chart for the conclusions
- ☐ Video "El fútbol"<sup>5</sup> ("The football match")

optional

## → BACKGROUND

The aim of this activity is to **walk in the shoes of women and girls being controlled by their male partners through technology** and to discuss how to deal with the unhealthy use of technology in relationships.

The bell is representing here unwanted, disruptive or threatening text messages from their dating partner (the so-called "W" messages – Where are you? What are you doing? Why don't you answer?).

To have participants more willing to internalise their emotions, educators could conduct a relaxation technique before the activity.

## → SCENARIO



Educators write the sentence "I have the right to a healthy and safe relationship" on the board.



Educators provide each participant with a sheet of paper.



Participants copy the sentence on one half of their paper.

<sup>4</sup> Activity adapted from *The Cyber Abuse Project*, available online: <https://www.breakthecycle.org/>

<sup>5</sup> Asociación de Mujeres Cineastas y de Medios Audiovisuales (CIMA), Capítulo 1, *El fútbol*, available online: [https://www.breakthecycle.org/sites/default/files/Break%20the%20Cycle%20Activity%20Guides\\_0.pdf](https://www.breakthecycle.org/sites/default/files/Break%20the%20Cycle%20Activity%20Guides_0.pdf)





When they hear the bell ring, they write their complete name on the other half.



Once finished, they keep on writing the sentence on the other half, from the beginning, until the next bell ring.

Participants are only allowed to write a few words between each bell-ring.

#### → BRIEF

Following the activity, educators lead a discussion in plenary to make sure participants link the emotions they might feel during the activity with the emotions people feel when they receive messages of control.

They ask the following questions:

- How did you feel at the beginning, during and at the end of the activity?
- How many times have you been allowed to write your name?
- Do you think these messages are abusive? Why? Why not?
- Do these situations occur at school?
- Has that ever happened to you? What did you say? What can you do to stop them?



Starting from participants' answers, educators highlight the consequences of situations such as isolation, fear, distress, doubt about own behaviour or feelings of lack of freedom.

Educator could finish the activity watching the video "El fútbol" and opening a debate about controlling behaviour through technology and gender-based violence.

### Activity 3 Self-disclosure in relationships ★★



#### Total delivery time

20 minutes  
Preparation: 3  
Delivery: 5  
Follow-up: 12



#### Materials & Resources

- ☐ Glass jar
- ☐ Paper
- ☐ Blackboard or flip chart for the conclusions
- ☐ Video "La contraseña"<sup>6</sup> (The password)

optional

#### → BACKGROUND

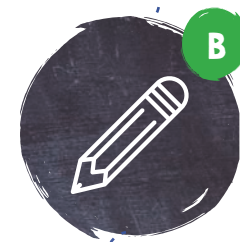
Social media facilitate communication, but they also have risks if you don't know how to use them properly.

The aim of this activity is to **make participants understand the impact of sharing content online**. In fact, by writing private information on the sheet of paper and putting it somewhere (the glass jar), participants may experience the same emotions they feel when they share secrets or confidential information with someone (shame, fear, anxiety to read or disclose it, etc.).

#### → SCENARIO



Educators provide each person with half of a sheet of paper.



Educators ask them to write down some information about themselves (family, childhood, dreams, fears and/or feelings) and fold the paper.

<sup>6</sup> Asociación de Mujeres Cineastas y de Medios Audiovisuales (CIMA), Capítulo 5, *La contraseña*, <https://www.youtube.com/watch?v=82HNR1XKrd0>



Once finished, they put it inside a glass jar.

Participants are then asked to work in pairs of boys or girls separately and reflect on the following questions:

- What do you think about someone else knowing private information about you? And you knowing private information about someone else?
- Do you think sharing private information with someone can deepen the relationship?
- Is there any difference when we share information digitally?
- Have you ever shared private information about yourself on social media or mobile apps? What about sharing someone else's information without their permission? Has anyone shared information about you without your permission? How did it make you feel?

→ BRIEF

Following the activity, educators lead a discussion in plenary asking participants to share their personal reflections and to debate on the impact of sharing contents online.

They can ask a simple question such as:

- How do you feel now? How would you describe your feelings using just one word?
- Do you find any difference between girls' and boys' emotions? And why, in your opinion?



If there's enough time to watch the video "La contraseña", educators could open a debate about myths surrounding "romantic love", gender-based violence and above all the importance of not sharing password profiles as a proof of love.

Session Plan

Name of the module: Cyber Violence

Venue / school: \_\_\_\_\_

Focal point / teacher: \_\_\_\_\_

Class (grade and reference): \_\_\_\_\_

Nº of participants: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Duration: \_\_\_\_\_

Activity/(ies) chosen: \_\_\_\_\_

Materials (all checked): ☐ yes ☐ no

NOTES:

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**NOTES:**

[illegible]

## Project Gender ABC

## MODULES LIST

## Secondary School Modules

- 01 **Cyber Violence**
- 02 *Early Forced Marriage*
- 03 *Empowerment and Communication*
- 04 *Female Genital Mutilation*
- 05 *Gender-Based Violence*
- 06 *Gender Social Norms and Stereotypes*
- 07 *Group Building*
- 08 *Human Rights and Children's Rights*
- 09 *Intimate Partner Violence*
- 10 *Sexual Orientation and Gender Identity*
- 11 *Sexual and Reproductive Health and Rights*
- 12 *Sexual Violence*

# Primary School Modules

- 01** *Body Safety / Female Genital Mutilation*
- 02** *Empowerment and Communication*
- 03** *Gender-Based Violence*
- 04** *Gender Social Norms and Stereotypes*
- 05** *Human Rights and Children's Rights*
- 06** *Sexual Orientation and Gender Identity*

## Support Documents

- 01 Risk Assessment
- 02 General Methodology
- 03 General Glossary

✉ For more information please contact: [info@endfgm.eu](mailto:info@endfgm.eu)

# Gender A B C

A project by:



**End FGM**  
EUROPEAN NETWORK



ASSOCIAÇÃO PARA O PLANEAMENTO DA FAMÍLIA



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