

# POWER

.....  
against Cyberviolence



user manual





fore  
word

# FORE WORD

Alma Zadic // minister of justice, Austria

## Advantages of the Internet

The Internet offers a variety of new opportunities and benefits. Easier communication, faster access to information and global-networking are just a few examples of what is possible today through the Internet. Specifically for young people, it is a place where they can meet people from all over the world, with whom they can exchange ideas and knowledge that allows them to get inspired and expand their horizons on an everyday basis. The Internet is also a place for driving change: people have a chance to organize themselves, show solidarity and raise awareness of today's most important issues.

## Cyberviolence

Like most things, however, the Internet has its negative sides too: digital violence such as cyber bullying, up skirting or other forms of harassment, is far too common. Research data shows that it is mostly women, who are affected by this new form of violence. Women, who are affected by online harassment, are silenced, intimidated, suffer from mental health issues and withdraw not only from the Internet, but also from society. Due to being traumatized, they develop a fear to go online and even end up permanently avoiding the Internet. This is absolutely unacceptable and needs to be addressed by all of us because everyone has the right to use and benefit from the Internet in an equal and safe way, without having to experience violence, harassment and bullying.

## Fighting Cyberviolence

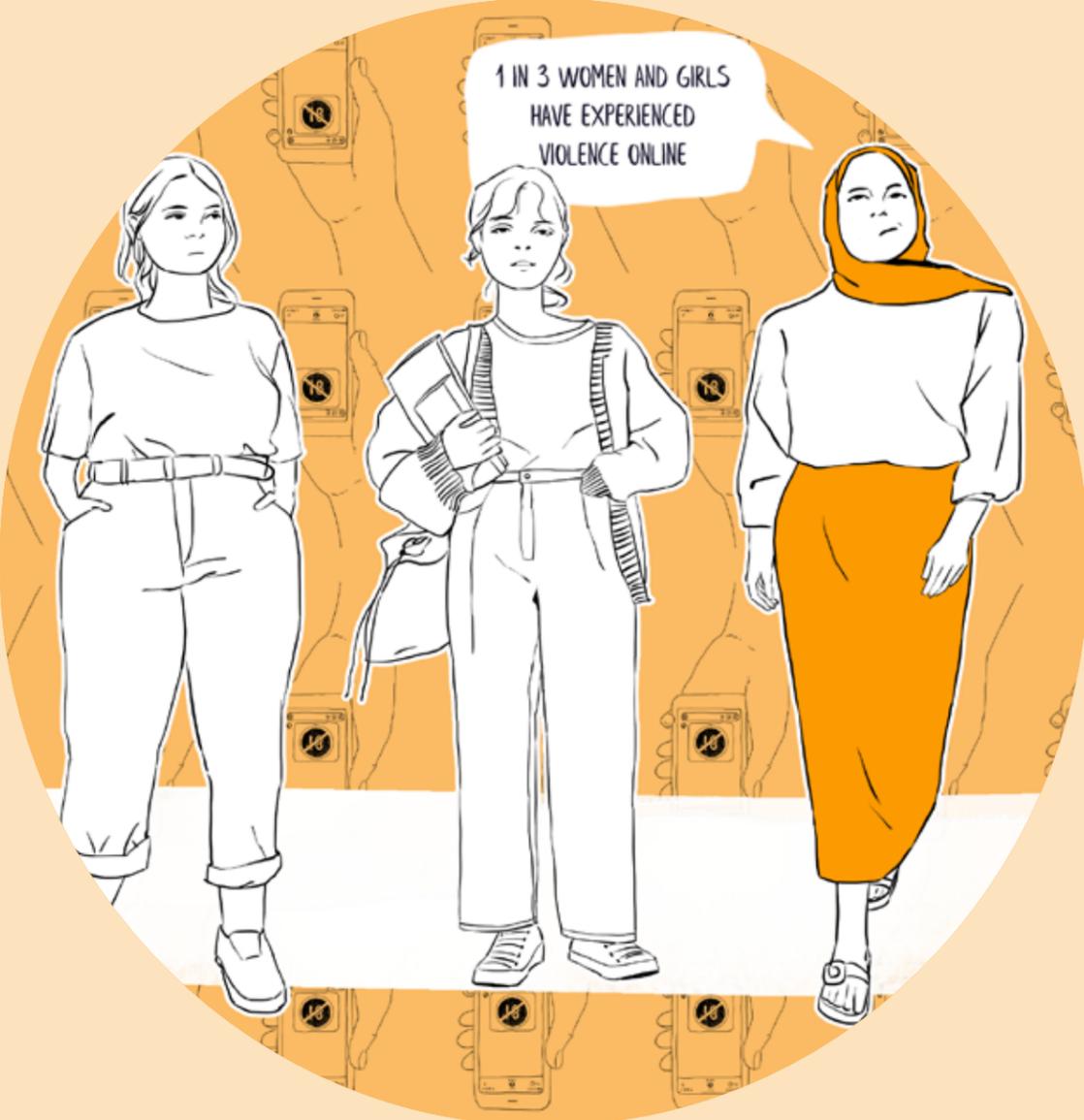
If you saw someone harassed on the street, you would expect civil courage and the exact same level of civil engagement is needed now on the Internet. We have to support the ones, who are affected by digital violence and we need to show our solidarity with them.

As a step towards the direction of a safer digital experience for all users, I have personally engaged in working with a wide range of experts on the "Combating Hate on the Internet" (Hass im Netz) legislative package, which will make it easier to take action against insults, threats and digital violence.

The Internet needs to be a place where everyone has an equal chance to raise their voice, where women can 'move' and network safely, where exchange and equal participation is possible. While politicians can provide the legal framework, it is you – the Youth of Europe – who will ultimately path the way towards a safer digital future through actions such as: raising the issue, showing solidarity and standing up against any form of violence on the Internet.



# Identity & Diversity



# IDENTITY AND DIVERSITY

Missing Link // Caritas

Identity  
/aɪ'dentɪti/

„the fact of being who or what a person or thing is“

The concept of identity has been studied extensively in various disciplines, such as sociology, psychology, sociolinguistics, and many more. In each of the disciplines there is an abundance of definition of this concept and with time, the list only grew longer. Having said that, despite the difficulty to find one perfect interpretation of 'identity', we have decided to base our work on the words of Edwards John, who claims that "It is also clear that identities very rarely exist singly: on the contrary, we all possess a number of identities – or facets of one overarching identity [if you prefer – the salience of which can be expected to wax and wane according to circumstance and context]". We want to make it clear that we do not see a person's identity as a one-dimensional concept, but as a combination of a personal and social identity. Individuals can perceive themselves from their own subjective perspective and at the same time belong to a bigger social group.

The fact that identities are fluid and dynamic and not static and fixed, makes us question why and how important the concept of identity is. First and foremost, however: how do we even categorize identity?

We speak about discrimination when individuals or groups are treated less fairly on the basis of their race, gender, religion, or sexual orientation, among many other categories. This means that members of one group are restricted from fully participating in society. They are denied opportunities and privileges which are easily accessible and available to the dominant group of the society.

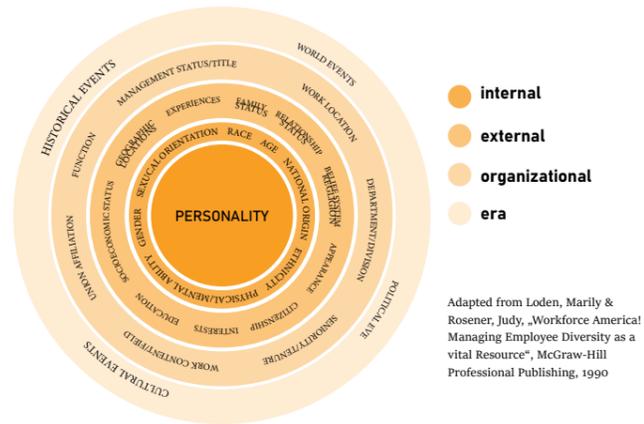
The Equality Act 2010 protects these nine characteristics:

1. Age
2. Gender
3. Race
4. Disability
5. Religion
6. Pregnancy and maternity
7. Sexual orientation
8. Gender reassignment
9. Marriage and civil partnership

Any form of discrimination, which happens because of one or more of the above mentioned characteristics, is unlawful.

We differentiate between direct and indirect form of discrimination. The first one describes when a person is treated less favourably than others, even though the circumstances are the same for everyone included. The latter targets rules or policies that put a person in disadvantage because of their identity.

According to our interpretation and understanding, which includes an individual having both a personal and social identity, oppression can occur multiple times, depending on which identity is currently being 'in use'. People, who identify with multiple characteristics from The Equality Act 2010, experience separate oppression towards each one of their characteristics. This is called intersectionality.



Adapted from Loden, Marily & Rosener, Judy, „Workforce America! Managing Employee Diversity as a vital Resource“, McGraw-Hill Professional Publishing, 1990

## Intersectionality:

Intersectionality, n. The interconnected nature of social categorizations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage; a theoretical approach based on such a premise. (Oxford Dictionary)

The US-American lawyer and civil rights advocate Kimberlé Williams Crenshaw developed the theory of intersectionality when Black feminists began to criticize the mainstream movement that highlighted the issues of White women. It was difficult for Black women to identify with their White counterparts, because the struggles of White women did not fully pertain to the experiences of Black women. While White women experience sexism on a daily basis, Black women are faced with not only sexism, but also racism. Crenshaw connects to this history and highlights the presence of Black feminist voices of previous generations in different political and intellectual spheres by giving them meaning and by naming important Black feminists in her texts and lectures:

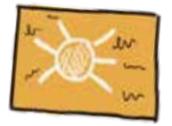
„So many of the antecedents to it are as old as Anna Julia Cooper, and Maria Stewart in the 19th century in the US, all the way through Angela Davis and Deborah King. In every generation and in every intellectual sphere and in every political moment, there have been African American women who have articulated the need to think and talk about race through a lens that looks at gender, or think and talk about feminism through a lens that looks at race. So this is in continuity with that“ (Crenshaw, 2014).

The Afro-American feminist collective called Combahee River Collective, also references a long history of systematic exclusion, but emphasizes the need for speaking out and continuing to fight. In doing so, they highlight that the exclusion of Black Women is related to the fading out of a specific identity, their identity, which does not fit into a normative notion of identity through the combination of "sexual identity" and "racial identity":

„There have always been Black women activists—some known, like Sojourner Truth, Harriet Tubman, Frances E. W. Harper, Ida B. Wells Barnett, and Mary Church Terrell, and thousands upon thousands unknown—who have had a shared awareness of how their sexual identity combined with their racial identity to make their whole life situation and the focus of their political struggles unique. Contemporary Black feminism is the outgrowth of countless generations of personal sacrifice, militancy, and work by our mothers and sisters.“ (Combahee River Collective 1977)

## 'Sun of Identity'

METHODS



1

**Group Size:** at least two participants  
**Time:** 10 minutes activity + 20 minutes debriefing  
**Material:** (yellow) paper, pen  
**Goals:** critically examining one's own identity

**Instructions:**  
The peers take a piece of paper on which they draw a sun with six rays, three on each side. On each one they write the categories they identify with. Afterwards they should exchange information with the other peers before the results are discussed in a plenum.

**Debriefing:**  
This method is intended to find out why the peers chose their identity categories. The essential question that arises here is whether the selected categories were chosen on the basis of self-perception or external perception.

## 'Who are you?'



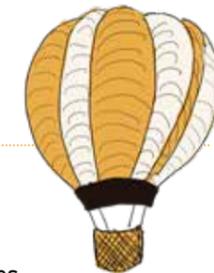
**Group Size:** at least two participants  
**Time:** 5 minutes

**Goals:** discovering and setting their own boundaries

**Instructions:**  
Two people stand in front of each other. The first person repeats the question 'Who are you?', continuously for two minutes. The other person has to answer with one word only. After two minutes they change positions and person B asks person A the same question.

**Debriefing:**  
During the debriefing, the peers should reflect on their choice of words. Since they are under time pressure, they have to say the first word that comes to their mind. The reflection is crucial because they will learn to identify themselves with solely one word.

**Bonus-Round**  
How long will the round last when the time is not given?



## 'Hot Air Balloon'

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**Group Size:** 5 - 15 participants  
**Time:** 10 minutes activity + 20 minutes debriefing  
**Material:** blank paper and pens  
**Goals:** defining of external and self-perception based on identity categories

**Instructions:**  
Every peer gets four pieces of paper and writes on each one an item they identify with. The group then metaphorically 'flies off' in the hot air balloon for about an hour, after which the computer sounds an alarm. There are too many identities on board. They must throw one identity part off the boat. The students are asked to throw away one identity in every row. The trainer goes through with the trash and „forces“ students to throw away the first identity. Then the same happens with the second identity and with the third identity. We are left with two identities.

**Debriefing:**  
How did you feel about discarding the first identity? Did anything change with the second and third? Did it get easier or harder or was it consistent?

The goal is to show that there are no homogeneous groups and people have plural identities and it is hard to pin a person down to one or two identities. None of us has only one identity, we have many. Our uniqueness consists in the composition of these identities. An identity can be many things. A country of origin, a hobby, a gender, etc. Our identities determine not only who we are, but also how we are. That is why it is important to think about this.

## Types of Violence



# TYPES OF VIOLENCE

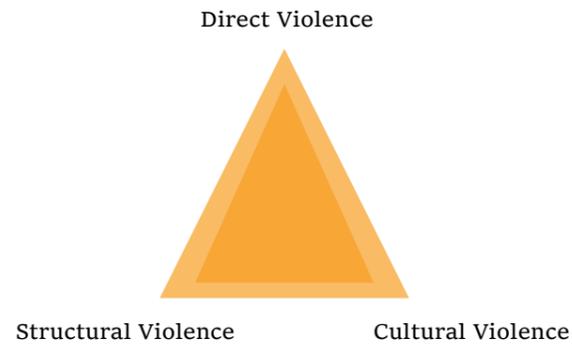
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Due to the fact that there is a wide variety of definitions for the term 'violence', it is one's personal perspective, which dictates which one of them one chooses to use. During the peer leader training, we worked with the official and broad definition made by the World Health Organisation (WHO), which focuses on the act as well as the effect of this act.

The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation. (WHO 2003)

To explain the different types of violence and violent behaviour, one can use the theoretical framework by the well-known Norwegian sociologist Johan Galtung. He explained violence in terms of its three dimensions: direct violence, structural violence, and cultural violence (cf. Galtung 1969).

## GALTUNG'S VIOLENCE TRIANGLE



**Direct violence** is violent behaviour that we see and experience. This could be physical violence such as physical assault, murder, etc., but would also include psychological violence or behaviour that causes trauma, anxiety, or stress.

**Structural violence** (also 'social injustice' as described by Galtung) is built into the social structure, i.e. the systems and institutions, which are the foundations of our society. It is possible that these structures result in the marginalisation of certain groups through discriminatory laws. This type of violence is not always intended.

**Cultural violence** refers to the attitudes or beliefs that are used to legitimise violence. These include the prejudices or stereotypes existing in society, which have been internalised by individuals and find expression in the interactions people have with each other.

To get into discussion in regard to the term and also the different types of violence, we propose following exercises:



## METHODS

### 1 'Say no!'

**Group size:** 5-30 participants

**Time:** 20 minutes

**Goals:** getting to know your own boundaries and comfort zones; to learn to respect the emotional and physical boundaries of others

#### Instructions:

Form pairs, and stand facing on another (about 3,5 metres apart). In the first round, the participants on the left side (group 1) start to walk in the direction of the group on the right side (group 2); they stop when they feel that they are at a comfortable distance from the other person. Then members of group 2 start to walk and stop when they feel like.

In the second round, group 1 starts again; however, this time the participants of group 2 decide when their counterparts should stop; they don't talk, but give a hand signal which means to stop; then they should stay calm a few seconds and only observe how it feels.

It is important to tell the participants that they should do the exercise for themselves and really try observe what they feel.

#### Questions for reflection:

- How does it feel when you get to decide when the other should stop?
- How does it feel when the other person gets to decide for you?
- How did you choose when to stop? What influenced/were your feelings?
- What are your personal boundaries? What is "too far"?
- What are situations where your personal boundaries are not accepted or hurt?

How does it feel if you decide when the other should stop?

What is "too far"?

### MISSING LINK CARITAS WIEN

As one of the departments of Caritas Vienna, Missing Link understands itself as the unit for encounter, integration and antidiscrimination.

They strongly believe that through active participation and inclusion of diverse groups within the society, positive and constructive development is possible. Gender equality and the empowerment of women and girls have been stipulated as a focus and department goal. In practice, this means that Missing Link takes measures to support women's and girl's emancipation and equal participation through different projects and programs.

[www.caritas-wien.at](http://www.caritas-wien.at)

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## 'Scale of violence'

**Group size:** 5-30 participants

**Time:** about 30-40 minutes

**Material:** pictures of situations of violence, string or tape, paper

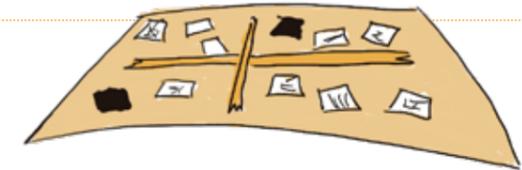
**Goals:** reflecting on different types of violence; decision making in a group; understanding, respecting and discussing different opinions and perception about violence

#### Instructions:

Form small groups with 3-6 participants in each group. Each group gets five pictures with different types of violence (each group should have the same five pictures); they then discuss the pictures with their group and place them (upside down) on a scale between 0 (not violent) and 100 (very violent); they have to make their placement decisions as a group, and work through any disagreements together.

Return to the large group. Each smaller group flips the pictures, so that all participants can see how the photos have been ordered. The facilitator may ask different questions as a part of the general debriefing or reflection, but also in order to start a discussion between the different groups about their choices. **Some sample questions may include:**

- Why did you put the pictures in this exact order? (choose extremes)
- How was the discussion in your group and the decision-making process? Did you have to make compromises?
- To which edge of the violence triangle would you put each picture?
- In your opinion, what is the difference between these types of violence? Is there a difference?



## 'Role plays'

**Group size:** 5-30 participants (10 for acting, the rest for audience)

**Time:** 30-50 minutes

**Material:** cards with the descriptions and the different roles

**Goals:** sensitizing participants on bullying and violence; understanding the different roles of victim, perpetrator and bystander and what they feel like; working out and collecting different strategies and options for action

#### Instructions:

Form one or two groups of 4-5 participants; one group will create a role play, which depicts a situation of discrimination against women (subway) and the other group will show a situation, which involves bullying (you can use the plays in the annex or you can make up your own). Each group should decide for themselves which role they want to act out and how. The first group will then present their scene, while others watch. A discussion should follow; what did the audience see? What do they think the scene is depicting? How do they understand this role-play? After the discussion, the first group acts out the scene again. This time, however the audiences can change the situation by taking action and intervening --> if there is no one intervening you can also collect different options for action and discuss them afterwards. Repeat this process with group 2.

#### Debriefing:

Ask how the actors felt while playing the different roles (perpetrator, victim, bystanders etc.); let the participants sum up what they saw, what happened, who reacted how and why; within this reflection it is important to identify different strategies for action and collect them; what option/strategy could help in which situation; it is also important to realize that not every strategy suits to every person.



## Sex & Gender



# 3

chapter

# SEX & GENDER

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When talking about the concept of sex and gender, many people show some insecurity and fear of offending or upsetting others. Sexual diversity, however, is becoming increasingly more visible in the society, and thus it is important to familiarize oneself with some of the terms that are commonly used. One of them is the concept of 'The Gingerbread Person'.

There is a difference between the terms 'biological sex' and 'social gender'. The former refers to biological attributes such as chromosome sets (XX, XY), gonads, hormones and sexual organs, which a human being is born with. Here, a distinction is made on the basis of the primary and secondary sexual characteristics; in most cases between females and males, but may also include intersex individuals.

The latter, 'social gender', refers to the socially constructed roles and responsibilities assigned to men and women by the societies in which they live. Gender differences are created by our culture rather than by nature and can change.

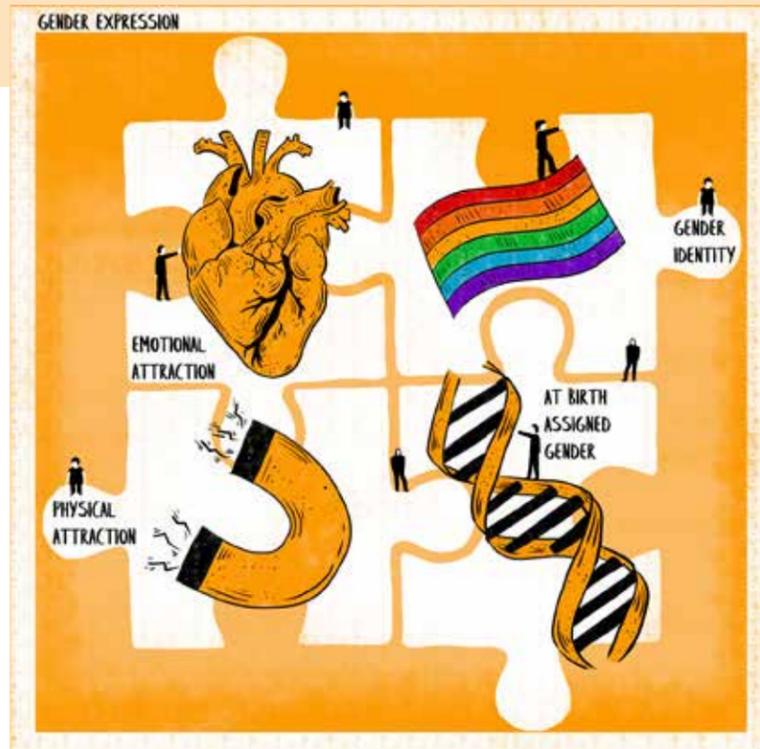
**Gender identity** is the inner conviction held by each person of belonging to a particular sex or no sex at all. Some people feel like a man, some like a woman; others feel that they are something in between or that they don't want to define their gender at all (genderfluid, genderqueer).

**Gender expression** describes how a person presents their gender to the outside world. This expression may take form in their external appearance, clothes, (body-) language, behaviour or social interaction. As follows, gender expression also has to do with how the person is perceived by others. Depending on their appearance and behaviour, a person could be seen as butch, femme, androgynous etc.

**Sexual attraction** speaks to which gender or genders a person is sexually attracted to. Some people are more attracted to the opposite sex (straight/heterosexual), some to their own (gay/homosexual). Still others are attracted to both men and women (bisexual), to people with any kind of gender (pansexual), or to none of them (asexual). Like the gender identity could be fluid, this could also be the case for sexual attraction of genderqueer people.

**LGBTQ+** is the most popular acronym describing the diversity of sexual orientation and gender identity. In this acronym, the "L" stands for lesbian, "G" for gay, "B" for bisexual, "T" for transgender or transsexual and "Q" for queer or questioning. The plus "+" stands for all other sexual minorities that are not explicitly named in this acronym. Sometimes the letters "I" for intersex and "A" for asexual are added to make the acronym "LGBTQIA+".

The term **queer** encompasses every form of gender that is not normative; in other words, that does not fit into the male-female binary. It is difficult to find an adequate definition of queer, since the term itself is designed to avoid categorization or classification. People who call themselves queer don't want to be pigeonholed into a category. Queer, or rather queer studies, are also a branch of research, which aim to make this term visible and criticize formalities, mechanisms and processes of social norms, as well as the exclusion mechanisms that are linked to them.



1

**Group Size:** 10 - 30 participants

**Time:** about 40 minutes

**Material:** sex/gender Worksheet

**Goals:** learning the difference between the terms sex and gender; establishing that gender identity is not set in stone

**Instructions:**

Present the quote "One is not born, rather becomes, a woman" from Simone de Beauvoir to the group. Start a conversation on the difference between sex and gender. Explain the difference between sex and gender, using the short definitions from above. Hand out the sex/gender worksheet to the group and instruct them to read through the statements on their own (3-5 minutes), identifying whether each statement refers to gender or sex. Discuss each statement with the whole group. Ask the students why they classified each statement under gender or sex. Make any corrections necessary and explain the reasons why.

**Debriefing:**

This method is intended to find out why the peers chose their identity categories. The essential question that arises here is whether the selected categories were chosen on the basis of self-perception or external perception.

**EXAMPLE FOR WORKSHEET POWER GENDER AND SEX**

	Sex	Gender
Women can give birth but men cannot		
Girls are not as good as boys in math		
Woman can breastfeed whereas men cannot		
Girls are modest, timid and cute, while boys are hard and tough		
Sports are more important for boys than for girls		
Girls need to find a good husband; boys need to find a good job		
Women can get pregnant but men cannot		
Women should not drive trains		
A boy's voice changes at puberty but a girl's voice does not		
In India, it is customary for women to get paid 40-60% less than men for the same jobs		
In the US, Black women are paid 40% less than white men for the same jobs		



Notice: These are just examples for possible questions! You can adjust them to the expected level of knowledge!

**Group size:** 10 - 30 participants

**Time:** about 60 minutes

**Material:** magazine clippings of advertisements portraying men and women and pictures with celebrities; flipchart, markers, handout/worksheet

**Goals:** exploring and challenging gender norms and stereotypes that are created and enforced by society and the media; exploring their beliefs concerning what it means to be a boy or a girl in the society they live in

**Instructions:**

Split group into smaller, preferably gender mixed groups of boys and girls. Half of the group will work with pictures of women and the other half will work with pictures of men. Give each group clippings of magazines and a copy of worksheet "gender box". Ask the group to discuss the questions on worksheet "gender box" among themselves. While they are doing this, prepare two flipcharts: one with GIRLS/WOMEN as a title, the other with BOYS/MEN. Once the groups have had time to discuss the images, ask them to present their answers to the larger group. Write the qualities discussed for each gender on the relevant flipchart. Draw a box around the qualities mentioned, one for men and one for women. Explain that these are gender boxes and that they encircle how we expect people to act, depending on the society's conception of masculine or feminine behaviour. Encourage further discussion on the activity.

**Possible questions for the discussion:**

- In your experience, how are girls/women and boys/men supposed to look and behave? What makes a girl/woman or a boy/man attractive or popular?
- Where do we learn these gender norms? When do we start to learn them? Who teaches us these norms?
- What differences do you observe in the way that women and men are expected to behave?
- Does one of the two genders seem to have more power or a more valuable position in our society?
- What happens if a girl or boy acts in a way that falls outside of the gender box? What happens to them? How are they treated by their families, peers and the community if they look or behave differently than what is expected of them?
- Which people are not included? Whom are you missing?
- Is there a system of reward and/or punishment in our society? How does this system affect the choices we make?

Collect views of the participants on "rewards" and "punishments" on a flipchart

**Debriefing:**

The facilitator draws a large quadrant on a chart with the following four words: KNOW, CHALLENGE, CHANGE, and FEEL. Each participant is asked to do the same on a regular sized sheet and fill in the quadrants by responding to these four (or similar versions of these four) questions:

- Know: What was something we discussed today that confirmed something you already knew?
- Challenge: What challenged you today?
- Change: What is something you plan to change, based on today's discussions?
- Feel: How do you feel about what you learned here?

The participants discuss their answers in small groups while the facilitator goes around to collect the sheets (which are anonymous) to review.



cyber **violence**



**4**  
chapter

# CYBER VIOLENCE

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The number of internet users has surged over the past years, with more than one million people coming online each day. Recent years have shown that social dialogues and discourses are increasing in intensity and entering the supposed anonymous sphere of the Internet. These dynamics promote political and social polarization and make respectful coexistence more difficult. New technologies can be used in virtual space, especially by the younger generation, as essential means of reproducing violent content and acts. Although cyber violence can generally affect anyone, it is a growing phenomenon that disproportionately affects more women and girls and can have devastating effects on those who experience it; depression, emotional distress, declining performance, or even lead to suicide.

Women, especially ones between the ages of 18–24, are 27 times more likely than men, to experience cyber violence. At the same time, the most frequent harassment in virtual space is perpetrated by men (61%).

Therefore, this chapter deals with the issue of cyber violence against women and girls. In general, cyber violence is unders-

stood to be psychological and sexualized acts that are deliberately and consciously perpetrated by one or more persons against one or more persons using communication channels such as e-mail, chat, social media (Instagram, Facebook, YouTube, etc.), instant messaging, and text messaging or similar. Cyberbullying and cyberstalking are just two of the best-known phenomena of this form of violence.

Our experiences in the project have shown that there is still a great need for education and raising awareness among most young people regarding violence and dangers on the Internet. Young people often lack knowledge about the various types of cyber violence, the legal regulations and possible opportunities for action. For this reason it makes sense to provide young people with the necessary knowledge and tools to recognize various types of cyber violence and to take concrete measures. It is therefore important to give this topic enough space for reflection in schools, not only to sensitize students, but also to be able to create counteractive or preventative measures.

## 1 Cyber phenomena: Short introduction to different forms of (cyber) violence against women and girls

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Terms (you can adjust the list for each group)

1. cyber mobbing
2. shitstorm
3. cyber stalking
4. sexting
5. cyber grooming
6. non-consensual porn
7. Cyber misogyny
8. fake/stolen identity
9. cyber hate speech
10. sextortion
11. catfishing
12. trolling
13. doxing
14. clickfarming
16. phishing
17. hacking
18. leaking
19. click baiting
22. incel
21. victim-blaming
22. sexual objectification
23. slutshaming
24. deadnaming
25. mansplaining
26. toxic masculinity

The definition of the terms can be found in the section 'References and further material'!



## 'shitstorm simulation'

Group Size: 5 - 15 participants

Time: 40 minutes

material: different roles (troll, hater, feminist supporter, fanboy\*girl, bystander), a poster with a printed situation, emojis to react (like, cry, smile, angry, heart, hug), magnet or tape, flipchart  
Goals: understanding how social interactions differ in virtual and real life

### Instructions:

This activity will simulate the dynamics/evolution of a shit storm using one sexist/misogynist cyber harassment incident (real or made up). The activity requires three different social media posts regarding the chosen incident: one neutral post (e.g. newspaper article about a sexist incident on the Internet), one in favor of the affected person/victim of cyber violence and one violent/hateful post by a "hater"/perpetrator. Each of these posts should be written or printed on a flipchart paper.

Before starting the activity, the participants will get different "cyber roles", which they have to act on. These roles can be:

- a troll (1-2 people)
- a hater (1-3 people)
- a feminist supporter (1-3 people)
- a fan boy\*girl (1-2 people)
- or a bystander: can interact, if they want (1-3 people)

The participants are not supposed to share their roles with other people. One by one, the instructor will share the flipcharts with the participants giving everyone 1-2 minutes to (inter/re-)act to the post and comments and then circulate the flipcharts in the group. The participants have to act according to their role commenting/discussing on the sexist post with the others.

Regarding the incident, you can use different sources of information for different roles, e.g. hater gets his/her information by right-wing media; the feminist support by a left-wing/liberal media etc. Or you can use one neutral source of information for all of the roles. We recommend to use a well-known/current/local incident. Additionally, you can hand out like/dislike emoji stickers.

### Debriefing:

- What kind of roles did interact?
- How did you feel in your role? Was it easy?
- Did you have a chance to present your opinion and ideas?
- Did you feel respected/taken serious?
- Was it easier for haters or supporters?
- Who dominated the discussion?





### 3 'Possible Strategies and Methods – What can we do against Cyber Violence and Hate Speech in general?'

**Group Size:** 5 - 30 participants

**Time:** 30 minutes

**Material:** choose a method of visualization and presentation

**Goals:** exploring how to apply strategies and methods to effectively combat cyber violence and report hate speech online

**Instructions:**

Present the quote "One is not born, rather becomes, a woman" from Simone de Beauvoir to the group.

Start a conversation on the difference between sex and gender. Explain the difference between sex and gender, using the short definitions from above. Hand out the sex/gender worksheet to the group and instruct them to read through the statements on their own (3-5 minutes), identifying whether each statement refers to gender or sex. Discuss each statement with the whole group. Ask the students why they classified each statement under gender or sex. Make any corrections necessary and explain the reasons why.

**What can we do against cyber violence?**

- Get involved and be active in digital politics
- Empower young people to use the Internet in a balanced, healthy, and civic way
- Empower (young) people to become part of the digital ecosystem, and to create new knowledge, technologies, and content to turn ideas into reality
- Strengthen the digital competences and skills of young people
- Inform and raise awareness
- Be part of protest against cyber violence offline and online

**Digital (civil-)courage:**

- Support the affected person
- Ignore
- Report or block
- Discuss and argue
- Report to the police

**How to report hate comments:**

- Context: document/copy older comments and photos too, since hate speech is often identifiable in a specific context
- Date and time: document the date and time of the comment (open the watch/date window and take a screenshot)
- Document the user id (copy the whole URL)
- Stay anonymous: Delete/censor your own profile picture/user id

**Countering online hate speech:**

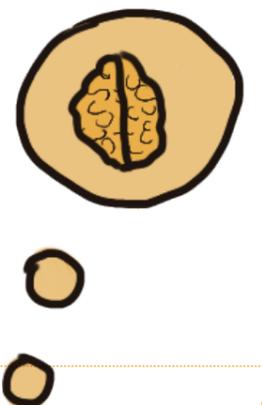
- Organize allies
- Argue objective and factually
- Share personal experiences
- Ask questions
- Use humor
- De-escalate
- Stay calm
- Stop the conversation
- Ignore the comment because the more interaction it has, the more recognition it will get by the platform
- Set limits for yourself: self-care is crucial!

**Examples for campaigns against cyber violence:**

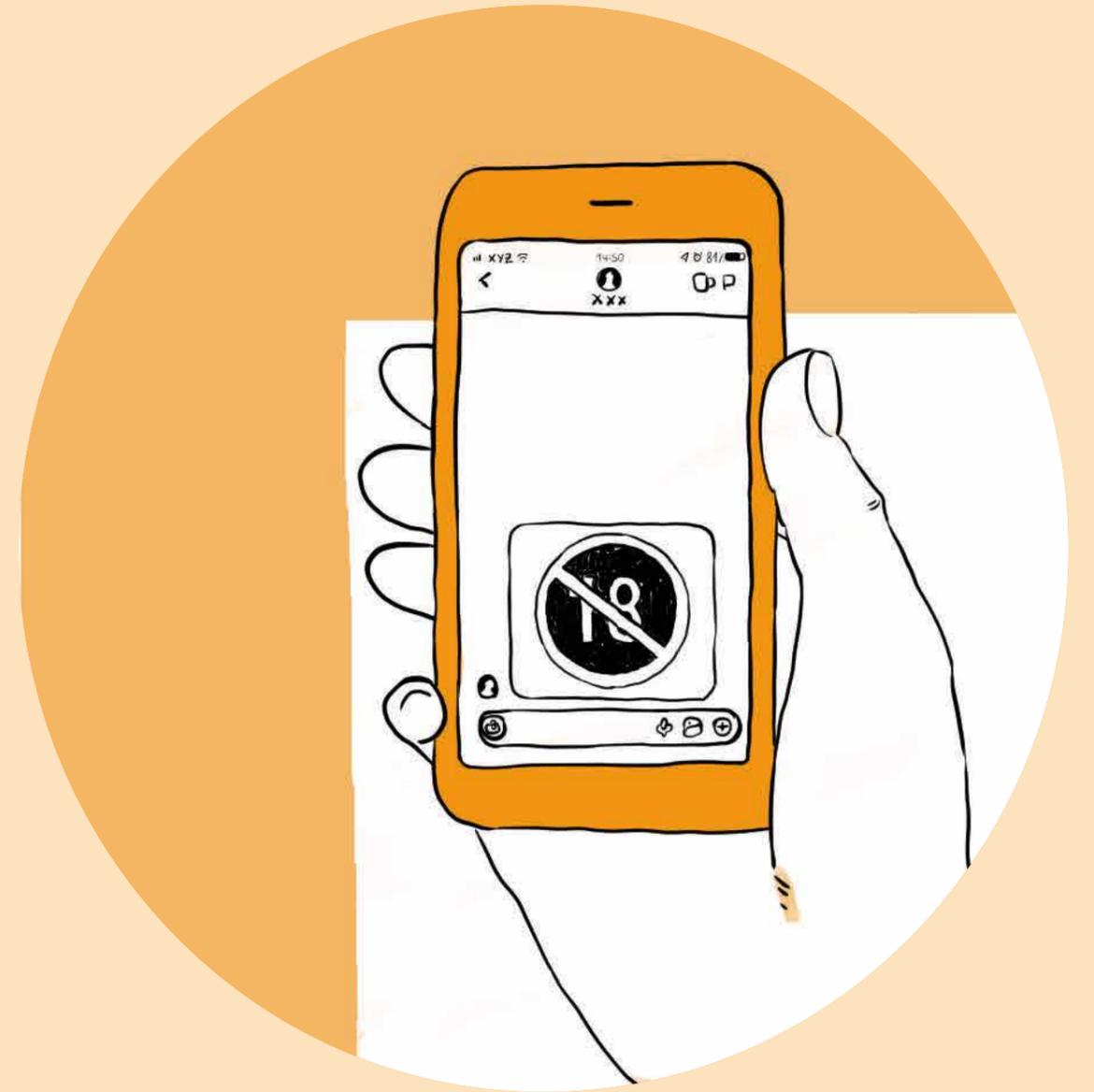
- Bring examples for successful online campaign against CV or CVAWG in your country or in Europe.

**For example:**

- Reconquista Internet
- Lovestorm
- Soko chemnitz
- #ichbinhier



gaming



# 5

chapter



CW: This article contains quotes that threaten a woman with sexual harassment and rape among other things.

# OMG, A GIRL!

Sarah Kerschhaggl // new media expert

"You shouldn't be playing this game. This is a boy game. You're a girl gamer." The comment is almost laughable, considering it was made by a child who might not even be older than twelve. Bearing in mind that it was made during a round of Rainbow Six Siege, a first-person shooter with a PEGI-rating of 18, the little boy who made the comment is the one who should not be playing this game in contrast to "Spawntaneous", a Twitch streamer and YouTuber who uploaded a video containing this among many other things said to her in the first of 16 parts; a series she called "OMG A GIRL."

The sheer magnitude of sexist comments gets less and less laughable the more you watch the video. While it's easy to come to fall into the usual notion of "boys will be boys" and laugh at the comments of a child, other comments clearly depict that sexism in the video game culture is extremely wide-spread and influential; to the point that even the youngest, who have perhaps even only recently started to play, have already understood that the world of video games should exclusively be reserved for cis men and boys. "What are you even doing here, the kitchen is downstairs. Go make me a bagel." "Fuck you, girl gamer, you shouldn't even be on here." "Even your voice is turning me on." "Thanks for nothing fucking gamer girl, we fucking lost." "I'm going to fucking rape you" are only some of the comments, which, filled with hatred, harass "Spawntaneous", not giving her a single minute to breathe or have a normal conversation related to the actual game.

The only moment of relaxation throughout the whole video comes as she is talking to another woman. "You know what's kinda sad? I think you're the first female in this game I've met besides me." The voice of her fellow player is drenched in exhaustion. "Most won't talk because there's a lot of harassment going on in this community." Spawntaneous agrees and they both, regrettably, are indeed correct in their assumption.

These instances of sexist harassment are nothing exclusive to Rainbow Six Siege, or ego-shooters for that matter, but rather a grim phenomenon that everyone who is perceived as female can attest to. As soon as cisgender male gamers realize that you are neither a cis man nor female, the tone and focus will shift. They will not only not view you as one of them anymore, but also belittle or question your skills and, at the very least, make you the 'butt of their joke' for the rest of the game.

When I spoke to Dr. Thomas-Gabriel Rüdiger, Germany's leading cyber-criminologist a few years back, he made a great analogy: when adults and children play a game of football, the adults will adapt their playing style to that of the children. If a child is the goalkeeper and an adult is kicking the ball towards the goal, most of the time he will not do that with full force because he is considerate of the fact that it would not be appropriate to do so. If, however, adults and children are playing video games together, the adult player will kick the metaphorical ball as hard as he can with no regard to the question whether that is appropriate. Video games are played by the rules of adults. And unfortunately, as most of us came to realize at some point of our adolescence, the rules and world of adults is very much riddled with oppressive systems like patriarchy, white supremacy and capitalism (among many others) that perpetuate sexism, racism and classism. The apple does not fall far from the tree so to speak and the whole tree is rotten.

Most, if not all, women and gender queer people playing (online) videogames will be met with sheer hostility from cis men because cis men believe that this space, which non-men are trying to enter, is intrinsically theirs and only theirs. This becomes apparent not only through the behaviour of cis men in video games, but also through the medium itself. While videogames are far from a homogeneous medium, it is more than just a trend within videogames to have male characters be the main characters, the heroes, the ones who get to wear shiny armour and save the princess from evil. In games with set characters and protagonists it is rare to have women be the dutiful heroines saving the world, they are more likely framed as the ones in need of saving. There are numerous differences between male and female characters found in virtually every game: one of the most exemplary ones being the difference of armour on male and female perceived bodies. Whereas male characters get to live their heroic fantasies, female characters get to be a sexual fantasy for the male gaze, wearing armour that would offer almost no protection in any somewhat-realistic scenario because its main goal is to show off the sexualized female body. This list could be continued indefinitely, without even mentioning the depiction of non-binary or trans bodies – or rather the lack thereof. While some games in recent months and years have begun to classify bodies as "body type a" and "body type b" instead of male and female, non-binary and trans erasure are issues that still run deep within the community and videogames themselves.

So, now what? An obvious answer is that sexism (just like racism, ableism and other forms of discrimination) in videogames are directly dependent on and stemming from societal structures, so in order to effectively fight against discrimination within the video game community, society as a whole must change. Development studios and publishers will have to change, adapt more female, genderqueer, BIPOC perspectives so they can be incorporated into video games – as more than just side characters in need of saving from a white cisgender man.

If you are playing with your friends and witness them exhibiting sexist, racist or otherwise problematic behaviour during a heated moment in a gaming session – call them out on it immediately. This might not be a situation for an in-depth discussion on structural racism, but it is of utmost importance to let them know that what they are saying is not okay. Use time in between games to try and talk to them about the issue, educate them on a general level and then try and incorporate the incident in the conversation: show them how their remark is part of the bigger picture, how they are part of the problem.

For women or gender queer people who just want to have a good time where they can enjoy playing videogames, I would recommend looking for others who feel the same way and join a group where you all know you will be safe. In the best-case scenario, you will not have to deal with discrimination at all, and in the case, where, for example the other team you play with starts making sexist remarks, at the very least you will not have to deal with it alone.

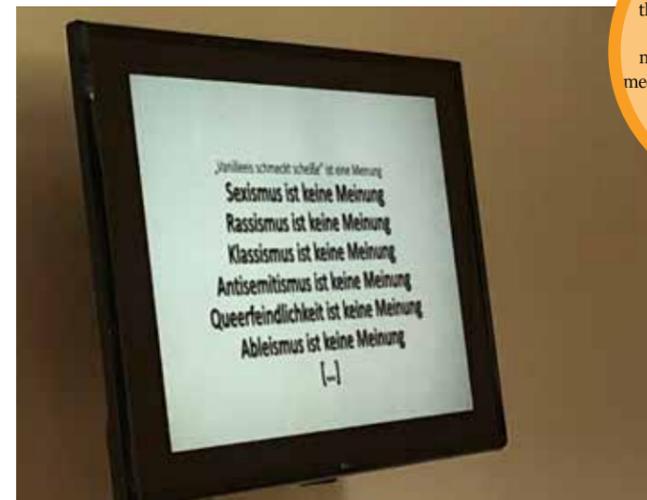
A lot of gamers might, at least partially, live in echo-chambers where sexist, racist and otherwise discriminatory language is taken for granted and is not seen as a reason for concern. It is imperative to show people that their bubbles exhibit behaviour that, in contrast to virtual bullets hitting virtual enemies, cause real harm to real people. "Go outside, touch some grass" is a phrase often used, albeit in an insulting way, towards people who seem like they have lost touch with the world outside of their bubbles, to remind them that there is more than the beliefs and ideologies they are constantly surrounded by. While it might be a joke to most, getting people out of these discriminatory echo-chambers probably is the best way to combat their problematic behaviours.

SO, TOUCH SOME GRASS, GAMERS.



## SARAH

is a new media expert – they specialise in socio-cultural and political aspects of new mediums, especially social media and video games, oftentimes evaluating them through an intersectional perspective.



sexualized violence



chapter  
6

# SEXUALIZED VIOLENCE

Mithra Ansari & Stefanie Vasold // Selbstlaut

Sexualized violence among adolescents and young adults is multifaceted. It ranges from unwanted boundary violations, which are to some extent everyday experiences for adolescents and young adults, to more extreme and intense forms of violence and sexual abuse.

## TYPES OF ASSAULTS

We distinguish four types of sexual assault among children and adolescents (cf. Selbstlaut 2016, p.65-72):

1. in exuberance
2. in a tipped situation
3. conscious setting of and use of coercion or pressure
4. as an expression of own traumatic experience

1. In the first category ("exuberance"), sexual assault among young people happen as the result of ignorance on the part of the aggressor/abuser. In this category, sexual assault occurs due to the misreading of „codes“ or the expression of one's own flawed ideas of approach. For example, when seeing a friend in distress, a young person thinks it is appropriate to express sympathy by allowing or requiring a quick kiss. Through discussing such codes, in this case through pointing out that the other person perhaps did not want this kiss, the behaviour may change and the aggressor may avoid performing this type of behaviour in the future. Assault out of exuberance is not planned and the aggressor usually feels remorse, therefore they may need some information and clarity in order to adjust their own behaviour. For person who was assaulted, the assault can still be very unpleasant, even if there was no intention to devalue, humiliate, or hurt them. This factor is essential to remember about this form of assault or boundary violation.

2. In a tipped situation, both participants initially want to interact sexually with each other. At some point, however, one of the people involved does not want to continue and signals that they want to stop or change the interaction. The other person misreads these signs, ignores them or does not notice any change in the situation at all. Among adolescents, these tipped situations are actually the most common form of sexual assault. Such assault can be very violent for individuals whose will is tipped. Often these people feel guilty because they feel they initiated the interaction or "wanted it" themselves at the beginning.

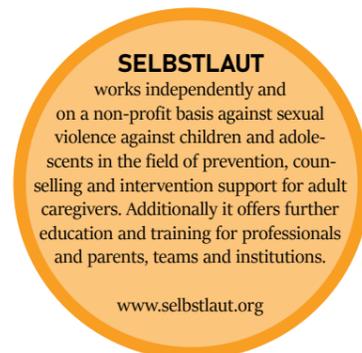
Here, many conversations are necessary to make it clear to all involved (separately) that everyone has the right to want something at one moment and not to want it later. Sexual activity does not have a checklist to be completed; rather, each action should be seen individually, and consent re-evaluated throughout the entire sexual encounter. Everyone is allowed at any time and at any stage of the joint sexual activities to stop or to want something else. Not everyone is aware of this and it is rarely taught at school or at home.

3. Sexual assaults by young people against other young people using coercion and pressure must be stopped at all costs. In this case, an official police report may be necessary, and the victim may need help navigating the official or legal rules, finding an available counselling centre, or obtaining a restraining order. Here, clarity and comfort given to the affected person are of paramount importance. Once the victim's needs are met, there needs to be a clear signal to the perpetrator that this behaviour is invasive and unacceptable. The situation should be discussed again with all participants in a timely manner and, if possible, should follow up with those involved several times individually to see if anything has changed and how everyone is doing.

4. It is very likely that pressure or coercion-driven sexual assault is the expression of the assaulter/aggressor's own traumatic experience. Often, more help from outside is needed. It is advisable to get urgent help from specialized agencies to address the needs of both the victim and the aggressor.

For example, if a teenager reports unwanted touching and aggressive remarks from her boyfriend, a hasty report to the police may not be the best first step. On the other hand, if it is observed that a young person is deliberately seeking out younger and weaker people to involve in sexual activities or is blackmailing and threatening others, it is equally inappropriate to assume that these are just „juvenile games“ and will stop on their own. On the contrary - this form of sexual assault involving the establishment and exploitation of a relationship of power and authority must be taken very seriously and should be stopped at all costs. Specialized support and a therapeutic framework are necessary for young people. Research on sex offenders shows that many commit their first assaults before the age of 25 (cf. Ohlmes u. Enders 1997). At the same time - and here it gets complicated again - there are many adolescent aggressors/abusers who do not become sex offenders and whose behaviour may be an expression of a botched approach to sexual encounters, rather than a planned exercise of power (cf. Amyra 2014).

There is a wide range of preventative actions, which can be taken. It is helpful for everyone, however, to remember that classifying feelings and perceptions, clarifying where help can be found, and education on sex and youth rights are extremely important. Some sample methods are presented in the next chapter. Depending on what one is dealing with, the right steps of intervention and support for the affected person will differ, however it is essential to note that both trivialization and exaggeration of the encountered situations should be avoided. In the following, we present some examples of preventive work with young people and link to further collections of materials:



1

'Traffic light'

M

**Group Size:** 5-30 participants

**Time:** 30-45 minutes

**Material:** short stories, cards with red/green/yellow colour to lay down

**Goals:** experiencing consent primarily in the form of verbal communication as the basis of touching. The goal is to instigate a productive conversation about recognizing and sharing boundaries and desires, and thus learn about the importance of mindful, consensual interaction

### Instructions:

1. Introduction of the traffic light model: „Imagine experiencing touch is like driving through an intersection. As we approach each traffic light, we see a green, yellow or red light. Green means go forward/go on! Red means stop; there is no consent/no agreement. Yellow means "I am not sure" or "the situation is not clear."
2. With this analogy in mind, participants read aloud short stories. What follows is either an immediate joint exchange or one following initial discussions in pairs about the experiences of the characters in the stories; how did they proceed in their situation? Which traffic light colour applied to them?

### Example story:

Rasa and Julia are best friends and are at a party together. Rasa notices that Julia is drinking quite a bit and is starting to have a hard time talking. Mike, a cute boy at the party, approaches Julia, who is now totally drunk. Mike asks Julia if she wants to make out. Julia nods and is taken upstairs by Mike. Rasa sees Julia practically falling up the stairs.

- What colour is the emotional traffic light in the respective situation?
- When does the situation tilt from green to yellow to red, or in the other direction?
- Is consent possible in this situation? Yes or no? And why?
- Would it make a difference if both Mike and Julia were drunk?

You can find these and two other examples for download in the brochure „Ganz schön intim“ (also online) on page 20 at [www.selbstlaut.org](http://www.selbstlaut.org) - or you can write your own stories!

For more information concerning sexual consent, see <https://imaginingdesires.at/videos/>



## 'From getting to know each other to being together'

2

**Group Size:** first individual work, then small groups with approx. 3-5 participants, then discuss with the whole group.

**Time:** approx. 20-30 minutes, or longer depending on the discussion.

**material:** sets of printed cards, blank cards, and pens. There should be as many cards as participants.

**Goals:** addressing different ways of being intimate and of entering or ending a relationship; addressing the different possibilities of progress, of successful and less successful encounters, and making clear that the speed and components of this process are different for each person and can also change depending on the person's phase of life and the situation..

### Instructions:

Each person gets a set of cards. There are enough additional blank cards and pens for everyone.

Printed on each card is an action, behaviour, or activity that sometimes play a role in getting to know each other, falling in love, and being together romantically.

„...Imagine you meet someone; you are interested in this person and want to get to know them better, so you get in touch, stay in touch, and finally fall in love and want to be together.

What steps are involved for you in this process? Which things are important to you, which do you not want at all? What comes first? If something is missing, use the blank cards to write in your own ideas.“

In a first step, everyone looks through the cards individually, chooses a few for themselves, and puts them in chronological order. When everyone has finished a row, compare the rows in small groups:

- What is common to all, what is not?
- Where are the differences, what is the same?

Return to the whole group, and discuss:

- How was this activity for you? Was it easy or difficult?
- Does 'getting to know each other' have to look like this? What other forms are there?
  - What would a one-night stand look like? Or an online pick up?
  - What are „delicate“ phases or actions that might reveal whether you really fit together and feel comfortable with each other?
  - Where and how might this process be stopped?





3

### 'Heaven and hell'

**Group Size:** 5 - 15 participants

**Time:** about 20-30 minutes or longer

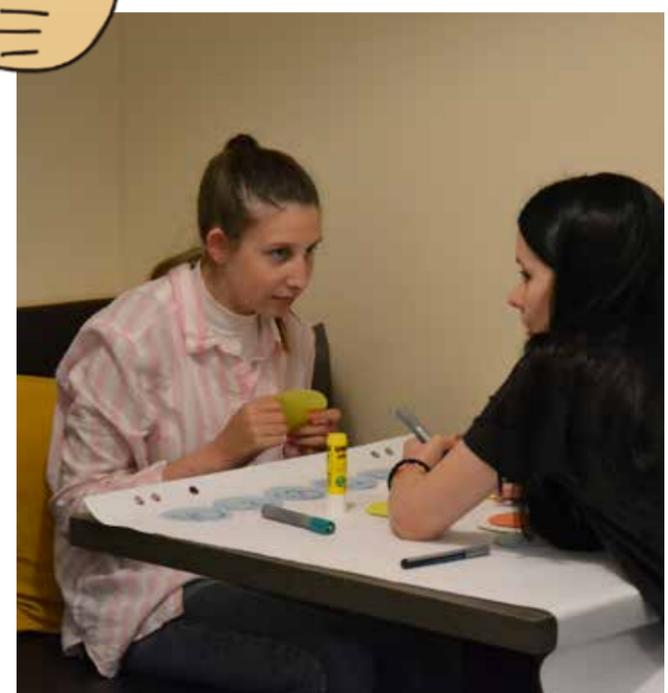
**Material:** Printed case studies (if necessary modified examples depending on age and topic), printed smileys

**Goals:** classifying different actions among young people and make them discussable; considering together what could be done if something like this were to happen

**Instructions:**

Smiley faces are placed on the floor in an ascending scale from smiling to frowning. Taking turns, each participant draws a card with a case example and reads it aloud to the group. The person who drew the card places it on the floor next to or between smiley faces and briefly says why he or she chose this placement. In the first round, each participant should place at least one card before the group is invited to discuss. In the second round, each participant is given the option to move one of the cards on the ground to reflect their own opinion to its placement.

Hint: It is worth standing up and getting close to the examples to be able to read them and see who is moving what. When someone wants to move a card, he or she should explain why they move it. It is also possible to move a card back to where it was previously. The examples are always only 1-2 sentences long and many can therefore be considered in different contexts. In other words, this activity is mostly not about determining a „right“ place, but rather about considering the questions „What if...?“, „What else could it be...?“, „What if it is meant this way or that way...?“.



pornography



chapter 7

# PORNOGRAPHY

Konsent

The Oxford English Dictionary defines pornography as: 'Printed or visual material containing the explicit description or display of sexual organs or activity intended to stimulate sexual excitement'.

## Why is porn problematic?

Studies have shown that when children and young people are exposed to sexually explicit material, they are at greater risk of developing:

- unrealistic attitudes about sex and consent
- more negative attitudes towards roles and identities in relationships
- more casual attitudes towards sex and sexual relationships an increase in 'risky' sexual behavior
- unrealistic expectations of body image and performance.

Sex in porn is often different to how people have sex in real life. The actors in pornographic movies are putting on a performance and many things are overplayed. The audiences often end up feeling under pressure to perform the things they have seen in porn and therefore feel uncomfortable, uncertain, doubtful and less sexually satisfied. Watching high amounts of porn may lead to people feeling less happy in their own relationships.

Seeing the bodies of people portrayed in porn puts pressure on people, especially girls and women to look a certain way, and can affect how they feel about their body. Real breasts and real penises are usually smaller than those in porn. Most men and women do not shave off their pubic hair. Most men do not have penises that can stay erect for long periods. Most people take some time to be aroused and do not want sex the whole time, whereas porn tends to depict the opposite.

Objectification. Though porn shows actors having real sex, they are not shown as real people with real personalities and feelings. Porn focuses only on the physical aspect of sex and omits the emotional part. Porn can lead to people seeing others, especially women, as 'objects', which may lead to disrespectful behaviors.

Pornography also depicts a lot of aggression and violence, especially towards women, which gives the false impression that women enjoy this type of sexual acts. This is, however untrue and it must be noted that the actors starring in porn are being paid to perform this type of behavior, whereas in real life this can be hurtful, humiliating and a painful experience.

## Porn and the law

Even though one can legally buy porn at the age of 18, there are certain types of porn that are illegal for any adult to be in possession of. These are called „extreme pornographic images“, and include acts that threaten a person's life, acts which are likely to, or, result in serious injury, degrading porn, violent porn (which includes rape and abuse) or anything involving those under the age of 18. Each person holding an intimate content of a person under 18 risks being prosecuted for holding child pornography.

## 1 'Why does it matter - the negative features'

**Group size:** 8-40 participants  
**Time:** 25-45 minutes, depending on the size of the group  
**Material:** questions written on a piece of paper for each group of four, or written on the board/flipchart visible to everybody  
**Goals:** students can explain why porn does not show real sex and why it can give misleading information about consent, gender roles and intimate relationships.

**Instructions:**  
 Explain to the participants that while we may know that porn is fantasy, watching it can have a big effect on how people feel about themselves, their expectations of sex and their intimate relationships. Ask the group to form groups of four and reflect on the following questions. Give them approx. 15 minutes. After the group work, let the group share all their findings while adding on additional negative effects (some mentioned in the explanation of pornography above).  
 • How might watching porn impact the way someone might behave or the way they treat their partner?  
 • What sort of expectations might porn lead someone to have about what is or is not acceptable?  
 • Would these be accurate?  
 • How else might young people find out about sex?

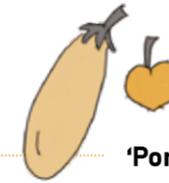
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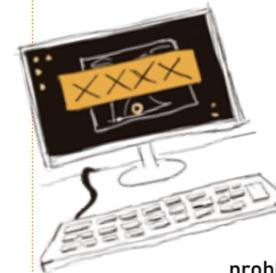
## 2 'Porn vs. Young people and safety online'

**Group Size:** 6-40 participants  
**Time:** 20-30 minutes, depending on the size of the group  
**Material:** sets of cards with negative aspects of porn (shorter versions of the paragraphs above)  
**Goals:** Students can evaluate the possible influence and consequences of watching porn on intimate relationships, young people lives, their interactions and safety online.

**Instructions:**  
 Instructions:  
 The participants form pairs and receive a set of cards. Each of the cards contains a negative aspect of porn. The pairs discuss which aspects are problematic especially regarding young people, how we interact on the Internet, what further consequences might this type of interaction have on young people (and why) and what are the groups opinions on online safety. The groups then have approx. 5 minutes to order the negative aspects of porn from the most to the least critical. In a joint exchange, the groups discuss their choices.



## 'The features of a positive sexual relationship'



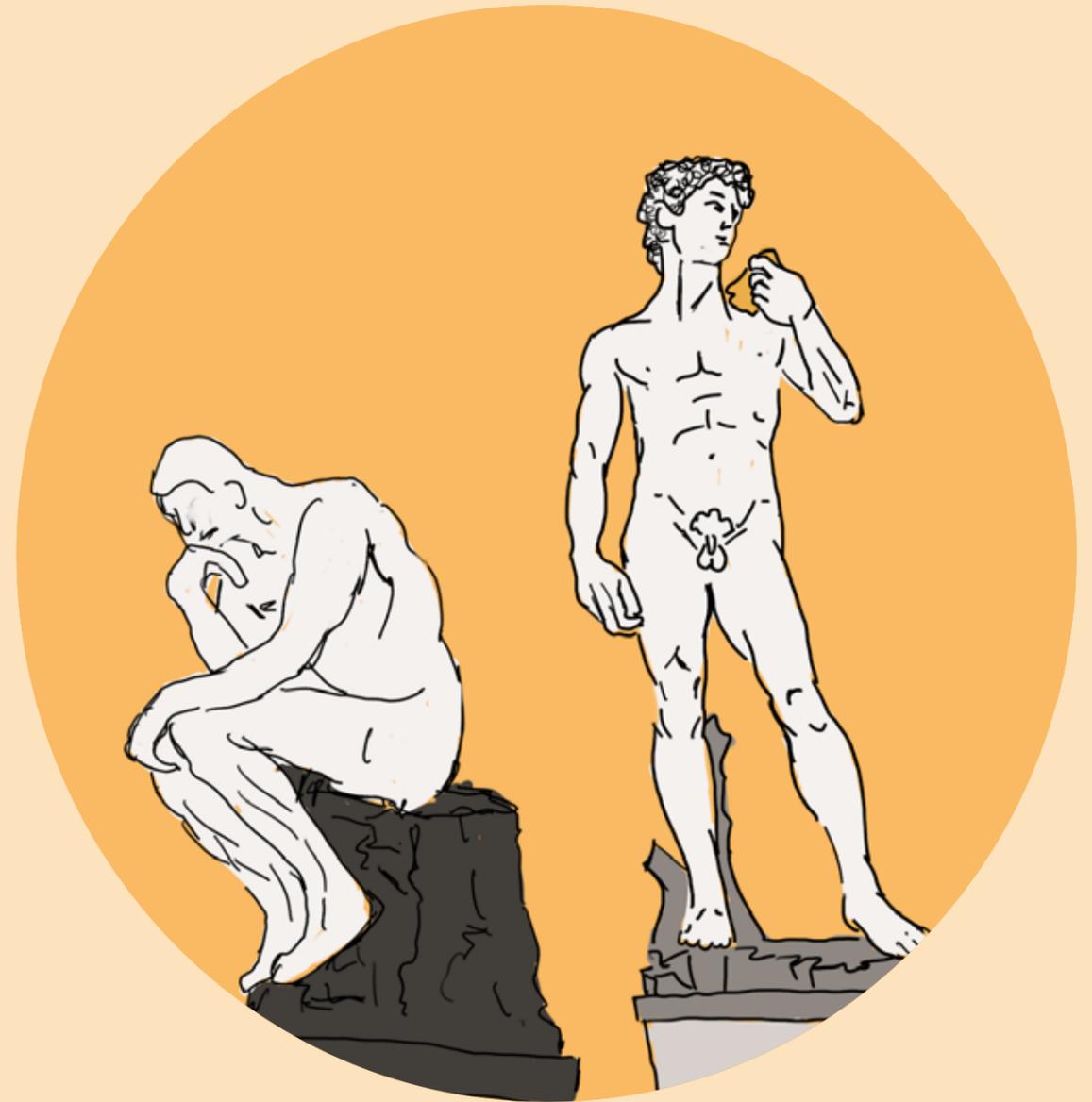
**Group Size:** 4-40 participants  
**Time:** 15-30 minutes, depending on the size of the group  
**Material:** sets of cards with halves of the features of a positive sexual relationship (below)  
**Goals:** Students are aware of the healthy ways to have a sexual relationship in contrast and as an alternative to what is portrayed and communicated in porn.

**Instructions:**  
 The facilitator begins by explaining how watching a lot of porn can lead to problematic sexual relationships (keeping in mind to discuss what the features of a positive relationship are). The aim is to help participants understand and identify what they want from their own relationships and help them spot any issues.  
 Participants are asked to work in pairs and are given sets of features of a positive sexual relationship. There are five sentences, which have each been divided into halves. The pairs should match up them back into five sentences. The facilitator demonstrates on sentence one as an example.  
 When everyone has finished, check if they have all matched the sentences correctly:



1. Both partners respect ...  
... each other and want the same things.
2. Both partners are aware that sex is not about ...  
... the positions or how long they can last.
3. Both partners want to have ...  
... sex and are happy with what they are doing.
4. Both partners find each other attractive ...  
... in lots of different ways,  
not just in appearance, and do not compare  
it with what they see elsewhere.
5. It is not only about sexual arousal. People ...  
... feel good about themselves and comfortable  
with their partner.

masculinity



chapter

8

# DON'T BE A MAN!

## THOUGHTS AND METHODS OF WORKING WITH BOYS

Poika

The process of 'growing up' in boys often follows the logic „To become a man, you may or may not do the following things“, which results in conflicts that make it difficult for boys to be themselves. They are blocked and/or limited in their identity due to external, often societal or ethnic, factors, which are imposed by adults who have a very different idea about gender and related stereotypes. Depending on where they grow up, either in rural or urban areas, boys have a different images of 'masculinity' and that heavily depends on family traditions. Fatherliness in modernity is seen as something participatory and not domineering; male responsibility as the family breadwinner, on the other hand, can hardly be discarded due to economic circumstances. There are „costs of masculinity,“ i.e., as a man I have to take on certain activities in order to be considered a man.

Boys often grow up with the pressure of male competition as a method to assimilate the features of a successful man. This can be physical fights, but also outdoing each other in the spheres, which include knowledge and ability. These processes are seen as 'natural', however there is much more diversity among men and in the end not all boys want to be smarter or stronger, many simply want to be themselves without being forcefully pushed into this violent phase of identity formation. Boys are privileged compared to girls, they cannot gain much from their life worlds, as girls are seen as inferior. Patriarchal systems exist world-

wide, including in the global North, where women's rights are more advanced but still far from where they should be in human rights terms. The „patriarchal dividend“ is thus also a major incentive in the game for hegemony, a dominance to be achieved in whatever sphere. Men do not have to subordinate themselves to women in any case.

The issue is that while growing up, boys learn and internalize these ways of thinking, regardless of whether they are shaped by their parents or by other socializing environments such as educational, religious or political institutions, or simply by the society, in which they grow up. Where are the spaces, where boys can freely develop and critically engage with the world without devaluing each other or other genders and lifestyles? These spaces can be created in gender-sensitive, intersectional and patriarchy-critical work with boys. The participants, who may include both genders, can freely, openly and critically discuss gender topics as a way to examine their own perspectives and experiences.

What happens in such a workshop, where boys can illuminate and transform normative spaces? In the following, two examples are presented, that can lead to successful and pro-feminist gender equality work:

### 1 'What is 'masculinity'?

**Group Size:** 5-30 participants

**Time:** 60 minutes

**Goals:** critically examining role expectations for boys and men and an expansion of their spectrum of action

**Instructions:**

In this method, which can vary greatly from group to group, participants are confronted with the simple question of what „masculinity“ means to them. The group leader should reflect on his/her own thoughts on the topic of „masculinity“ in advance and consider how he/she thinks about gender roles and stereotypes?

There are different ways to answer the question, for example, photos of various men can be shown and discussed. These men can be well-known people (it is advised to also show some faces known to the participants e.g musicians, politicians, actors, etc.). The selection of the pictures should be as diverse as possible: origin, social class, skin colour, age, identity, sexual orientation, etc. Now that the participants have looked at and discussed these photos, they can move on to the main exercise, where they divide into small groups. Each group receives a large piece of paper, which is used to write down and draw everything that refers to 'masculinity'. Each group is given enough time to come to a joint conclusion and afterwards presents its poster to the rest of the participants.

Here is another way to introduce this topic. The participants should think about what they value in a man and write these qualities on a piece of paper. On the back, they should write down the names of men who possess these qualities. Afterwards, everyone crumples up their piece of paper and throws it around. Each participant should pick up a piece of paper and read it aloud. Then have everyone briefly share their thoughts on the exercise.

**Debriefing:**

The following questions can help to deepen the topic:

- What is positive about „masculinity“? What is negative about „masculinity“?
- What roles do men have in society? Which of these support men? Which ones can bring harm?
- Where are inequalities between the sexes?
- What is a „real“ man and what are his advantages and disadvantages?
- Do certain characteristics have a gender, and if so, why?
- Is violence a „male“ problem?

2

### 'Women's rights and men'

**Group Size:** 5-30 participants

**Time:** 60 minutes

**Goals:** making topics of the women's movement and feminist currents visible and broadening the male perspective.

**Instructions:**

In this method participants should gain playful knowledge about women's rights and the history of feminism. Subsequently, they should come to understand to what extent societies benefit from gender equality policies and how this leads to more education, prosperity, justice and peace in the long-term.

One digital option is for example the website „Kahoot“. „Kahoot“ is a game-based learning platform that allows a person to complete a guided game via a main computer/big screen. Game players enter their answers individually or in small teams, either through a website link (PC) or using the Kahoot app (mobile, iPad). Downloading the Kahoot app is quick, easy, and free. Results are displayed in real time and can then be discussed together. Using Kahoot enables social learning and encourages group discussions. Kahoot works on any device with an internet connection. There is no need for game players to create an account or log in.

Here is an example of a quiz on "gender": <https://create.kahoot.it/share/gender-quiz/ff02047d-09ad-40d4-9a77-1dcde-c6ecdea>. After the exercise, the participants should collect the advantages of an equality-oriented society.

**Debriefing:**

Imagine you grow up in an equal world where all people have the same rights. Questions could include:

- What is different? What advantages do men have if women go to work and shape politics?
- To what extent would violence in society change if the genders were equated?
- How can men benefit from raising children and doing housework, what benefits are there for families?

### 'Masculinity' and violence

**Group Size:** 5-30 participants

**Time:** 60 minutes

**Goals:** examining one's own ideas about violence and possible alternatives for conflict resolution

**Instructions:**

Each of us has an inhibition threshold that prevents us from using violence immediately and in any situation. But there can also be reasons and situations in which this threshold is exceeded and we are ready to use physical force.

The participants are given a sheet of paper and a pen. The following is said: 'I ask you for your very personal inhibition threshold for violence as a horizontal line on the sheet. The higher you draw this line, the higher is your inhibition threshold and the more difficult it is for you to get into situations where you threaten or use physical violence. The lower, the more likely you are to do so.'

The participants are then asked to draw this line on their own sheets of paper. Below the line, they should write the reasons for not using violence or threatening to do so and above the line they should write the reasons or situations, where the use of violence can be justified.

The participants are then asked to sit in groups of three and share and compare their drawings. They have about 10-15 minutes to discuss, after which they come together to discuss their findings. The group leader uses the board or flipchart (which is also arranged as a horizontal line) to note common or important terms. .

**Debriefing:**

- Reflection is then possible on the following questions:
- What was surprising?
  - Are the reasons for the use of force really sufficient?
  - Are there aspects that occur both above and below the inhibition threshold?
  - What could help to raise the inhibition threshold as high as possible?

#### POIKA

Founded in 2008

Poika sees itself as a network for boys and young men between the ages of 6 and adulthood. Whether violence, sexuality, dominance behaviour or fatherhood - the program offers a broadcross-section of all gender-relevant topics. The workshops are offered and adapted according to the occasion. In addition, the gender-sensitive approach is passed on to educators and youth workers in seminars.

[www.poika.at](http://www.poika.at)

## TAKING ACTION



# chapter 9

# TAKING ACTION!

Supersocial

Cyber violence and online hate speech including cyberstalking, online harassment, cyberbullying, non-consensual dissemination of images and privacy violations, take place in the online world all the time. While anyone can be targeted and cyber violence is a phenomenon relevant to any person on the Internet, young people and especially women and girls are disproportionately likely to become a victim. The fear, anxiety, uncertainty and depression that this violence can result in, often concludes in their retreat from online environments, giving even more of the online space to perpetrators and decreasing the freedom of expression for young women and girls. We need to make the online space a safe space for everyone, and while a lot remains to be done in terms of general societal education, we can contribute to creating a safer and more encouraging online space, by knowing how social media algorithm works and by using that to our benefit.

**Don't let Social Media Algorithm give a stage to online hate speech.**

Do you often come across negative comments or disturbing posts online? Yes? This is because a lot of awareness is given to them. By commenting and reacting on comments or even posts that involve violence and hate speech we rank them higher in social media algorithm and thus give them a bigger platform to reach more people. Certainly, giving people, that commit online hate speech, a higher reach is not what we want but even more so, we don't want to and shouldn't leave such things without getting active. We need to be aware about Cyber Violence against Women and Girls (CVAWG), we need to care about it, and we must act upon it! Here's what we can do:

## SUPERSOCIAL

is an academy, an office and a group of people who like to do good. They offer seminars, workshops, services and products that focus on social media marketing. They also create and support social projects.

[www.supersocial.at](http://www.supersocial.at)

## BECOMING A MULTIPLIER: 6 STEPS TO LETTING HATE DISAPPEAR FROM THE ONLINE SPACE AND CALLING IT OUT IN THE RIGHT PLACES.

### Step 1: Do not engage

If you want to decrease the power and reach of perpetrators and their content, you must not engage with their comments or posts. You must not comment or answer their comments or posts, you must not even use the angry emoji. This is a golden rule!

It is understandable that in certain situations you don't want to leave something uncommented that you care about. Think about if you have something relevant to say about it to the person and if it will achieve desired impact. If somebody you know is using cyber violence, you can confront them personally (don't forget the golden rule to not engage with them on their posts or comments). In your direct and personal answer make sure to clearly label the online speech (hurtful, biased, false, unfair, insulting, upsetting), calmly explain why what they are saying is false and provide fact-based or researched counterarguments.

### Step 2: Collect evidence

Document the cyber violence incidents that you experienced or that you find others experiencing. You will need these proofs when you apply to legal forces for complaint. So make sure to take screenshots as soon as you see it happening.

### Step 3: Report

Whether it is a comment, a post, or a whole profile including cyber violence, you can use complaint mechanisms and directly report it to the Social Media platform. In doing so, you ensure that digital platforms become more secure both for you and all other users. Be careful to select the right topic so that the complaint can be evaluated properly.

### Step 4: Delete or hide

Does someone comment on one of your postings with violent content? You can not only report these comments when made on your own page but also delete them. Before you do so make sure to collect evidence and report to the platform. If you find violent comments and content on other profiles, you, unfortunately, can't delete it. Nevertheless, after reporting to the platform you can hide the post or comment so you don't see it anymore. This helps both not getting too nervous about it and not reacting to it or engaging in a discussion about it and thus increasing the perpetrators reach.

### Step 5: Block the person

On all popular social media platforms, the person you are blocking will not be notified that you have blocked them. The person will remain unaware until they search for you or recognize your social media interactions no longer appear for them. Once a person has been blocked by you they can't see or comment on anything you do on social media, be it on your own pages or on others' pages that you interact with. The same counts the other way round, you won't see or hear or be able to engage with this person in the online space anymore. So rather than retreating from social media because of others, exclude them from your social media and take away their power.

### Step 6: Call it out in the right place

Don't leave it as it is. Besides wanting the violence to disappear from the online world, we also must hold perpetrators accountable for what they do. The best place to follow up on online hate speech is offline. If you think something you saw online qualifies for legal penalty you can report it to the police. Legal steps against cyber violence can also be taken with the help of experts such as lawyers or specialized organisations. Find out which organisations offer this service in your country and make use of it!

## BECOMING A MULTIPLIER: OUR TOP 6 TIPS & TRICKS TO RAISE AWARENESS IN A POSITIVE WAY AND SPREAD KINDNESS.

Creating a safe online space for women and girls requires creating a positive environment for their thoughts, opinions and content, and boosting their reach. So instead of commenting or reacting to online hate speech, try to shift the awareness to something positive. For every negative thing you see online, make the effort to boost one positive, for every woman and girl you see discouraged, put your focus on encouraging women and girls. Share some love!

### Tip 1: Send encouraging support messages to victims of cyber violence

Although this is a personal approach, that won't raise awareness on a large scale, encouraging one person that experienced cyber violence can mean a great deal and have a big impact. Let her know she's not alone! If someone publicly talks about their experiences with violence, comment something positive and compliment them for their bravery.

### Tip 2: Engage with females that inspire you

We want to use the algorithm to support women and girls! Go online and identify women that inspire you. Whether it is your friend, your mother, your colleague, your sister, your cousin or niece, a human rights activist, a politician, an influencer, a journalist or a total stranger, engaging with them online in a positive way increases visibility for what they have to say. Like, comment and share their posts, engage with them on their comments, boost their reach and their confidence.

### Tip 3: Support individuals and organisations that stand up for the rights of women and girls

Actively try to find individuals and organisations that stand up for the rights of women and girls online! Engage, like, comment and share their posts and increase the space for their messages.

### Tip 4: Find news posts that deal with women's rights and positively engage in the discussion

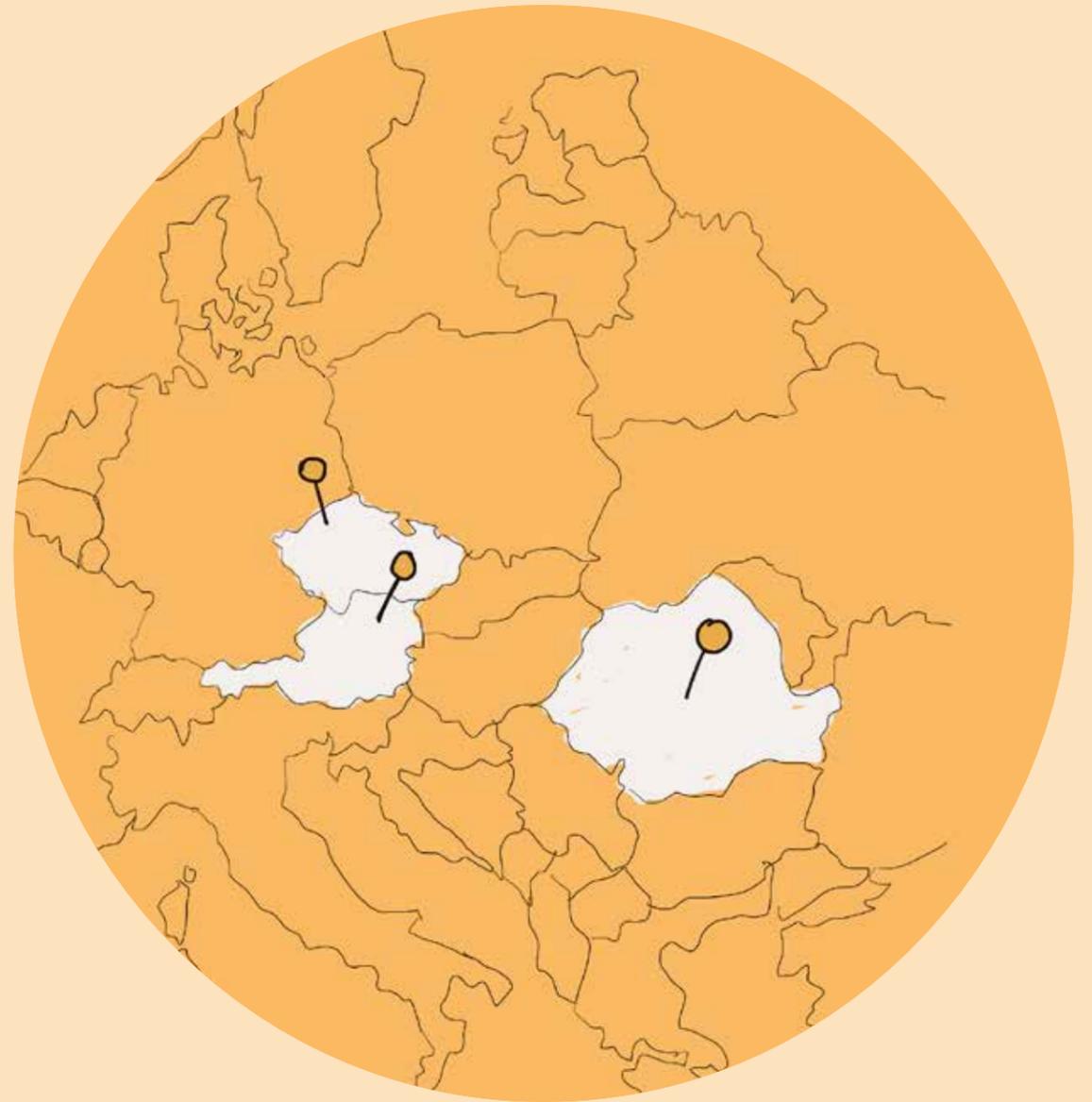
Let's be serious, if it's not the 8th of March International Women's day it can be hard to spot women in news and journalism. So, for the few posts that are out there, let's make sure they are heard and seen and discussed.

### Tip 5: Create your own positive content

There is a lot out there that is worth sharing, but you can also be a role model yourself! Educate others about their (online) rights, share personal milestones and achievements, share what makes you happy or share some body positivity. Let's encourage each other and especially young women and girls by showing them that this space is for them!



## Peer leader **Projects**



# 10

chapter

# PEER LEADER PROJECTS



## Czech Republic (Konsent)

### 'MLČ, ZLATO (= BE QUIET HONEY)'

"Be quiet honey" is a project of Anna, Verča, Julie, Julie and Jana. It helps all users on social networks to make cyberspace a safer place, by sharing problematic comments and defining inappropriate behaviour on the Internet.

[https://www.instagram.com/mlc\\_zlato/](https://www.instagram.com/mlc_zlato/)  
<https://www.facebook.com/108785357645260/>



### 'NEMUSÍŠ TO SNÁŠET (= YOU DON'T HAVE TO TAKE IT)'

This is a project of Hana, Markéta, Radim and Michal. Their goal is to destigmatize and normalize the word 'No' and setting personal boundaries. They do this through awareness raising on social media and direct communication with young people who write them their experiences.

<https://www.facebook.com/nemusis.to.snaset/>  
[https://www.instagram.com/nemusis\\_to\\_snaset/](https://www.instagram.com/nemusis_to_snaset/)



### 'SEZNAMUJ SE S RESPEKTEM (= DATE WITH RESPECT)'

'Date with respect' is a project of Karolína and Daniel. Their goal is to make users of dating sites and apps feel better and safer. Therefore, they conducted a survey and gathered useful suggestions for further cooperation with dating sites and for an awareness campaign.



### 'VÍŠ CO DĚLÁŠ (= YOU KNOW WHAT YOU DO)'

'You know what you do' is a project of Milan and Barča. They raise awareness through social media posts about what violent behaviour look like and its consequences, and by that they aim to bring it into the attention of potential aggressors and tell them it is not ok.

<https://www.facebook.com/Viscodelas/>  
[https://www.instagram.com/vis\\_co\\_delas/](https://www.instagram.com/vis_co_delas/)

### 'POWER!UP'

In the project Power!Up Against Sexual Harassment, Karolína, Natálie and Petr explored sexual harassment in Czech social media and dating app spaces through a qualitative research study. The findings were used as a basis for an article in the Czech online magazine Alarm to help raise awareness of cyber sexual harassment and its impact. Lastly, a visually attractive pdf report was created and shared on the social media of Konsent and other partners.

The article in Czech <https://a2larm.cz/2021/03/na-ulici-nepotkam-penis-nekoho-cizihov-soukromych-zpravach-ano-jak-vypada-cesky-online-prostor/>



## Romania (Fundatia)

### 'LAW & ORDER'

This small scale project by Adrian and Robert focused on the legal background of cyber violence/ cybercrime in Romania and the legal framework of the European Union. They developed a Campaign and an online questionnaire where they asked different questions concerning the new law on cyber-bullying.

### 'FLASHDANCE'

This 'flash-mob' was planned for the launching of the project '16 days of Activism for eradicating violence against women and girls'. The slogans were 'cyberviolence is violence. Nothing justifies violence.'

Video: <https://www.youtube.com/watch?v=dxIH0-NTM9Q>

### 'SOCYB - SOLUTIONS FOR CYBER BULLYING'

The goals of this project by Oana, Diana, Bristena and Maria is to recognize, prevent and encounter cyber violence with creative and humorous strategies. The final product is a toolbox and stickers.



## Austria (Caritas)

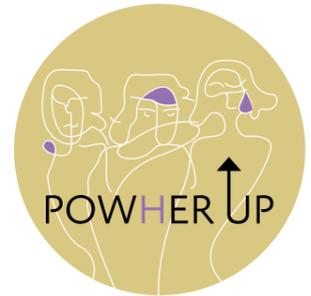
### 'YAST'

Yast aims to provide information in Farsi/Dari about cyber violence against women and girls. The purpose is to educate young people with poor knowledge of German and to indicate the necessary support options for those affected. The distribution focus is on asylum and migration facilities of Caritas and docked stakeholders.

### 'POW(H)ER UP!'

The peer leaders, Annika, Nikola and Johanna developed a podcast series about cyber violence, hate speech and sexism. They want to introduce these topics to a broader audience and also will talk with different guests about their experiences.

Here you can find the podcast: <https://open.spotify.com/show/3jvu1us9njP1fN259kQuul>



### 'SPEAK UP!'

Speak.Up is an Instagram channel created by the peerleaders Lea and Nico. It is a safe space for young people where experiences and information can be exchanged. Where can I get help if I am affected by cyber violence? This and much more is the subject of various videos and interviews with guests. Microinfluencers are used to raise awareness, educate and empower those affected to get support.

<https://www.instagram.com/speakup.at>

Here you can find the podcast: <https://open.spotify.com/show/3jvu1us9njP1fN259kQuul>

### 'SICHTBAR'

The goal of the project of Ray, Amina and Patricia is to draw the attention of the general public to hate speech on the internet with a vernissage. They will exhibit hate comments, which they have been collecting, as „pieces of art“. Through social media appeals they tried to get in touch with those affected by cyber violence so that they can share the hate comments they have experienced.



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# TERMS OF CYBERVIOLENCE

**cyber mobbing/Cyberbullying:** the act of causing fear or threatening someone with electronic technology (phones, tablets, computers, communication technology like email, text messaging, social media, chats, websites) which includes posting rumors or gossip, publishing defaming material or send threats privately or publicly, ...

**shitstorm** (in this specific definition) negative criticism against a person or a company within social networks, blogs or other communication forums (often overlapping e.g. on Twitter as well as on Instagram and Facebook) on the Internet, which is sometimes accompanied by offensive statements; social media backlash; situation marked by violence controversy

**cyber stalking** online based stalking; abusers targeting and systematically and abusively intruding into the public and private lives of their victims e.g.: repeated unasked contacting via e-mailing and Instant Messaging, electronic sabotage such as spamming and sending viruses to the target; identity theft, purchasing goods and services in the victim's name, impersonating another online, ...

**sexting** = sex + texting: sending or exchanging sexy text messages or sexy (partially nude) photos/videos taken voluntarily, online Dirty Talk

**cyber grooming** when a perfect strangers tries to become friends (by willing to listen to the problems, sympathises, ...) with a youngster or a child with the hope of later be gaining (more) sexual favors from them e.g. through built trust, black mailing or threatening (with e.g. previously already sent photos, sexual conversations)

**non-consensual porn** (also known as revenge porn although revenge not always is the motivation) sexually explicit photos or

videos that are publicly shared online without the consent of the pictured individual

**Cyber misogyny** diverse forms of gendered hatred, harassment, and abusive behavior directed towards women and girls online, e.g.: non-consensual sharing of intimate photos and videos, child sexual exploitation (e.g. child pornography, grooming, child prostitution), cyber stalking, and gender-based hate speech online

**fake/stolen identity** the scammer sets up a fake profile on a social media or dating site and sends you a 'friend' request because of different motivations (e.g.: catfishing - see below)/type of fraud that involves using someone else's identity to steal money, gain other benefits or harass or threaten the person (which can also base on fake profiles)

**cyber hate speech** aggressive or discriminating statements towards persons considered belonging to a certain group or a certain group itself because of origin, skin tone, religion or other attributes

**sextortion** Internet users are asked to e.g. posing naked on Skype or engaging in sexual acts on themselves. The fraudsters secretly record the delicate material and then try to extort the victims by threatening to publish the recordings

**catfishing** the practice of pretending on social media to be someone different, in order to trick or attract another person

**trolling** making random unsolicited and/or controversial comments on various internet forums with the intent to provoke an emotional reaction from readers to engage in a fight or argument

**doxing** an attack where a victim's private information is released publicly online often with the intent to humiliate, threaten, intimidate, or punish the identified individual

**clickfarming** Companies whose employees are paid to click on web sites to falsely increase the visits

**phishing** the scammer tricks you into handing over your personal information e.g. through faked emails or web sites (can be a method of identity theft)

**hacking** gaining unauthorized/illegal access to other computers/tablets/smartphones or directly to the accounts of individual persons or organizations in order to obtain personal information, to change information about the person/organization or to spread untruths about them; also e.g. to exploit the computer system or simply to log out users

**leaking** secret information becoming generally known (through different mediums of the internet)

**click baiting** articles, photographs, etc. on the internet that are intended to attract attention and encourage people to click on the links to these particular websites

**slut shaming** the attacks (especially) against women and girls who do not correspond to the social conception of female behavior and appearance; embarrassing, insulting or otherwise denigrating a girl or woman for her real or extrapolated sexual behavior, including for dressing in a sexual way, having sexual feelings and/or exploring and exhibiting them, blaming the girl for being the victim of a non-consensual porn

**incels** = involuntary celibates: deeply misogynistic internet community of men who believe women are to blame for their

lack of sexual intimacy and therefore they see themselves as victims of not corresponding to the stereotype of a good looking man. Incels often believe women should be verbally shamed and, in extreme, physically punished with sexual assault, rape or disfigurement

**victim-blaming** attitude which suggests that the victim rather than the perpetrator bears responsibility for the assault

**sexual objectification** process of representing or treating a person like a sex object, one that serves another's sexual pleasure (very broad term)

**slutshaming** Slut-shaming is the practice of disparaging women, and occasionally men, for acting in a manner that violates „norms“ regarding sexually appropriate behavior. These denigrations, which are often double standards, range from criticizing women for wearing sexy clothing or having multiple sexual partners to blaming sexual assault and rape survivors for their attacks.

**deadnaming** someone, intentionally or not, refers to a person who's transgender by the name they used before they transitioned; addressing a trans person by their old name

**mansplaining** the assumption of a man that he knows more about a topic than the person (usually female) with whom he is speaking

**toxic masculinity** (different definitions depending on positions and perspectives) ideas about the way that men should behave that are seen as harmful, for example the idea that men should not cry or admit weakness --> toxic masculinity behavior: violent, destructive or oppressive behavior in attempt to live up to a constructed idea of masculinity

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**Caritas**

**KON  
SENT**

Centrul de Limbă Modernă  
**Profesional**  
LIMBULUI CĂRȚII

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