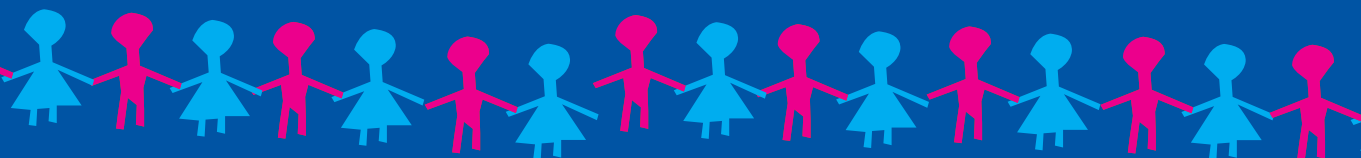
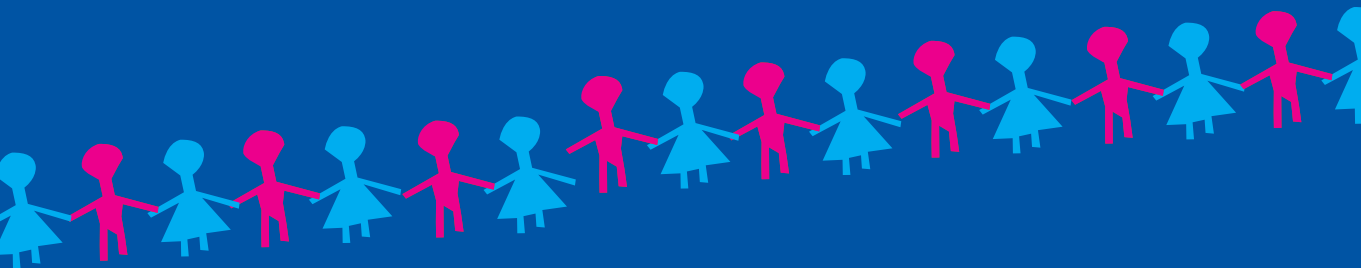


TEACHER'S MANUAL

'STAYING SAFE ON-LINE: GENDER AND SAFETY ON THE INTERNET'



Feminoteka, Warsaw 2014

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1.

INTRODUCTION

This manual has been created in the framework of the project 'Staying Safe On-line: Gender and Safety on the Internet' realized by three women's organizations from three different countries - Cyprus, the Czech Republic and Poland – and co-funded by the Daphne Programme.

What we were mostly interested in was the gender perspective in cyberbullying and the differences in experiencing cyberbullying by girls and boys - a dimension which is almost entirely neglected in the studies conducted in our countries. Our project involved a thorough analysis of existing projects and programmes on cyberbullying as well as quantitative research (surveys) and qualitative research (focus groups and individual interviews) conducted among young people, who were our target group. We also analysed social networking websites and young people's profiles on them. The collected data became the basis for this manual.

Gender – the set of norms associated with all the aspects pertaining to what is considered relevant for a woman/girl and a man/boy in a particular culture or society. Generally understood social roles unambiguously ascribed to one of the sexes are usually perceived as such. They constitute sets of demands and limitations as well as social expectations towards men and women and define what a 'real woman' and a 'real man' should be like.

The terminological distinction between sex and gender was introduced to describe the characteristics which are not related to physical conditions, genetics and biology itself. Therefore, while women's ability of childbearing is a biological feature, expectations towards women associated with fulfilling the role of caretakers and bringing up children stem directly from gender¹.

All of the research in European countries and the US which we examined for the purpose of this project, as well as the research conducted within the project, proved that boys tend to use new technologies in a different way than girls. They also perceive and react to cyberbullying differently. **Both intervention and prevention programmes should take into consideration the mechanisms of the patriarchal culture limiting the possibilities of girls and boys, to provide both groups with positive and non-violent ways of (re)gaining agency in schools, at home and in their everyday environment..**

This manual offers a package of practical information, lesson scenarios and legal advice, which allows a better understanding of gender based violence and cyberbullying and provides the tools to deal with them in a more effective manner. ■

This manual offers a package of practical information, lesson scenarios and legal advice

1) <http://rownosc.info/rownosc.php/dictionary/item/id/270>

2.



THE GENDERED NET

V

Violence against women is a manifestation of historically unequal power relations between men and women, which have led to domination over and discrimination against women by men and to the prevention of the full advancement of women, [...] violence against women is one of the crucial social mechanisms by which women are forced into a subordinate position compared with men.



The United Nations

Declaration on the Elimination of Violence against Women

We have decided to quote an excerpt from the Declaration on Eliminating Violence against Women, issued by the United Nations, at the beginning of the Teacher's Manual on cyberbullying prevention for the following two reasons:

❶ Publications and studies concerning safety on the Internet and cyberbullying can be found on bookshelves in Poland. Among them are also teacher's manuals. However, what these publications lack is paying specific attention to gender based violence, and in particular to specific forms of violence experienced by teenage girls. We propose a different approach, according to which **violence is gendered**². Thus, to deal with the problem of violence more effectively, it is necessary to learn how to pay attention to the aspects of bullying which stem from gender inequalities.

❷ The quoted excerpt from the Declaration emphasizes that violence is directly related to **power and inequality**, which constitutes the second crucial assumption of this manual. We propose an approach to the problem of bullying (especially peer violence and violence against women) which takes into consideration the fact that **violence is used as a tool for building and maintaining relations of hierarchy in peer groups**. Violence may be used as a means of disciplining 'the weaker' by 'the stronger' (or those who identify as such), become a weapon of lower status individuals, but also a way of competing for someone's attention or feelings. In a nutshell, according to the Declaration, violence is a **social mechanism by which people**

2) It is important to stress that addressing the role of gender inequality as one of the key factors of widespread violence does not constitute an attempt to diminish other power-related sources of violence, like, for example, classism, racism and homophobia.

are forced into a subordinate position. Neither is violence 'natural', nor should it be accepted. It is simply associated with relations in peer groups and messages communicated by both young people and adults to other social media users.

Perceiving violence as a tool in the power struggle gives us an important advantage: **it enables us to understand why violence is so often belittled.** Note that belittling violence against people who belong to socially disadvantaged groups, attempts to reverse the situation (e.g. by proving that members of the dominant group feel 'oppressed' by the groups combating for their rights), accusing individuals and groups who stand up for their rights of being demanding, or, finally, taking measures to intimidate the socially excluded people, **constitute common mechanisms used by the privileged to defend their superior position.** Therefore in any conflict situation it is always worth taking a closer look and asking yourself: what person or group in a given society and in a given conflict enjoys the privileged position? Who is especially interested in preserving the existing order? And who is in a weaker position, feels insecure and is exposed to violence?

A similar rule can be applied to situations which you suspect might be cases of cyberbullying:

If you are in a situation when you suspect that someone you know might be a victim of cyberbullying, or a perpetrator, start observing how this person functions within his/her peer group and what position he/she has. However, it is important to note that cyberbullying is a form of violence which can easily become a weapon of 'the weak'. It simply means that it can be used by people who have a lower status in their group and are therefore trying to take revenge on those they are afraid of or abused by. Every situation in which an individual seems to be either excluded from or very active in his/her attempts to gain a high position in his/her peer group requires your careful attention. ■

In any conflict situation it is always worth asking yourself: what person or group enjoys the privileged position? who is especially interested in preserving the existing order? and who is in a weaker position, feels insecure and is exposed to violence?



3.

GENDER BASED VIOLENCE, VIOLENCE AGAINST WOMEN, MISOGYNY AND SEXISM. SOME DEFINITIONS



Gender based violence and violence against women

“Gender based violence (GBV) is the general term used to capture violence that occurs as a result of the normative role expectations associated with each gender, along with the unequal power relationships between the two genders, within the context of a specific society.”³

Violence against women and girls is perceived as constituting a part of gender based violence. According to the Council of Europe’s Convention on Preventing and Combating Violence against Women and Domestic Violence, gender based violence against women means violence that is directed against a woman only because she is a woman or violence which disproportionately affects women (article 3d).

Documents of international law, such as the quoted United Nations Declaration on the Elimination of Violence against Women and the Council of Europe’s Convention on Preventing and Combating Violence against Women and Domestic Violence, emphasize that gender based violence and violence against women are common phenomena of a structural character and are rooted in historically imposed inequalities between men and women. Combating these types of violence, also through education, should be a political priority.

Sexism

A term created analogically to ‘racism’. It is based on the assumption that there are two sexes/genders - men and women - and there are specific features, predispositions and abilities ascribed to each of them, and because of these features or predispositions ‘women’ and ‘men’ are not and cannot be equal.

Ascribing particular features and abilities to ‘men’ or ‘women’ results in different expectations towards girls and boys. They are also given different possibilities and chances. In our culture masculinity is associated with strength, power and domination. Femininity, on

the other hand, is connected with weakness, submission and caring. At the declarative level one may hear complements on ‘femininity’ or statements that nowadays equality is a fact and women are no longer discriminated against. Studies and statistics prove otherwise and the most dramatic discrepancies can be observed in the statistics on violence against women.

In our culture, sexism goes hand in hand with gender binarism, which assumes that there are only two genders and that every person should be endowed with a fixed one. Yet, there are people who are born with biological features of both sexes. There are also those whose self-identity differs from the sex/gender commonly ascribed to them (transgender people) and those who do not identify with any gender. In some countries (e.g. in India) the law recognizes the existence of more than two genders. **In our culture, however, individuals who ‘stand out’ or ‘do not fit’ in the socially accepted gender norms are especially exposed to discrimination and violence.**

Misogyny

Hate or dislike towards women based on sexist assumptions. It is ubiquitous in our culture and often also experienced online. Misogyny and sexism can be observed both among boys and girls. In the former case, misogyny might be a way of expressing and/or defending the dominant position. Misogyny among girls might constitute one of the strategies to fight for their own status in the sexist environment: a girl adopts the following attitude ‘I cannot stand women as much as you (dominant group) do, so I am basically one of you’. It is an easy strategy to choose because our culture sends girls a clear message that they are inferior or even worthless.

Adopting misogynic attitudes and behaviours by girls and women might also explain the phenomena of girls’/women’s violence against other girls/women: they replicate the patterns of the dominant culture. At the same time they fall into a common trap: at first glance they understand the cultural message well; it says ‘the strong abuse the weak, violence humiliates those who experience it, women are weak, so by abusing them you show that you belong to the group of the strong’. However, the same message claims: ‘girls/women are not allowed to be violent; violence has nothing to do with femininity’. It can be clearly observed in reactions to various forms of violence: panic (e.g. in alarming articles in the media) over cases of girls’/women’s aggressive behaviour gets more exposure than violence against girls/women. It also contributes to systematic belittling and/or ignoring the violence experienced by girls/women – so another message girls and boys get from the dominant culture is

One may hear that nowadays equality is a fact and women are no longer discriminated against. Studies and statistics prove otherwise and the most dramatic discrepancies can be observed in the statistics on violence against women

that violence as such, and especially violence against girls/women, is not a serious issue.

Another message girls get from the dominant culture is that they do not deserve help or support.

An important manifestation of misogynic violence and cyberbullying is aggressive behaviour (insults, offensive comments, threats, and attempts to intimidate) against girls and women who fight for women's rights on-line. Some time ago the British daily newspaper „The Guardian” published a story written by a teenage girl⁴ – a student of one of the best schools in England – on what happened to her and her friends after they had set up a feminist society and publicly stood up against gender based violence, sexual harassment and abuse in intimate relations. On the day the association came into being, male peers started a Twitter campaign of abuse towards the girl, addressing her with sexist and racist comments. The attacks got even fiercer when members of the society posted their pictures on-line, taking part in the campaign ‘Who Needs Feminism’⁵. Comments such as ‘your vaginas are as dry as the Sahara desert’ were among the least aggressive responses.

This example and other similar stories clearly expose the relations between violence and inequality: boys – who in this case constituted the dominant group – directed violence against girls, who questioned their domination.

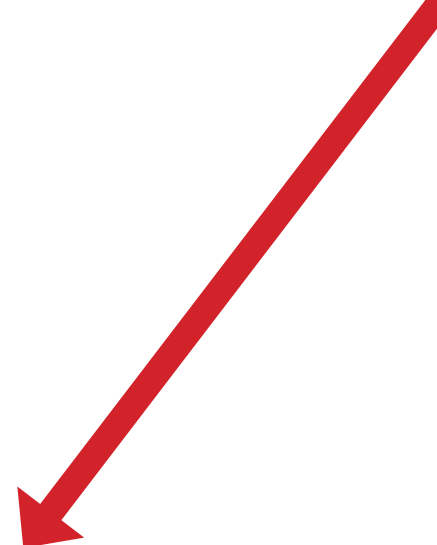
Standing up against humiliation exposed girls to further abuses. The aim of the oppressors was to threaten and force girls to withdraw to a submissive position.

As for boys and young men, our misogynic culture harms them in a different way. In a touching film, ‘Tough Guise: Violence, Media and the Crisis in Masculinity’, the director, Shutt Jhally, and anti-sexist activist and educator Jackson Katz, show that male violence, misogyny, and homophobia are inextricably linked to the cultural definition of manhood⁶. Boys are not born violent – says Katz – they are taught to be that way, and it’s a painful lesson for them and for the society as a whole. It means that there is not only a significant level of acceptance for boys’ violent behaviour in our society, but also that – especially considering the cultural tendency for blaming the victim – boys who experience violence are particularly vulnerable and lonely. **The same cultural patterns which make them susceptible, encourage them to respond to violence with violent behaviour.** In the context of cyberbullying it is also worth stressing that in the sexist and misogynic culture there are trends which can be called “girl-shaming” (using phrases such as “like a girl” as an offence) and “gay-shaming” (using a direct or indirect suggestion that someone is gay as an insult). ■

4) Jinan Younis, *What happened when I started a feminist society at school*, theguardian.com, 20.06.2013; <http://www.theguardian.com/education/mortarboard/2013/jun/20/why-i-started-a-feminist-society>

5) Who Needs Feminism – a campaign aimed both at women and men. Volunteers post their photos online with a note “I need feminism, because...”, to which they add their own comment on why they personally need feminism or why the world needs so. See: <http://whoneedsfeminism.com/>

6) <http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=211>



4. GENDER BASED CYBERBULLYING AND CYBERBULLYING AGAINST WOMEN AND GIRLS



Taking into consideration all of the above mentioned aspects, gender based cyberbullying has the following characteristics:

- ❶ It affects both genders. However, women/girls are more likely to experience cyber violence because of their gender, and/or it affects them disproportionately and/or it is directly or indirectly connected to gender based power relations.
- ❷ A victim is persecuted because of his or her gender in a sexually abusive and humiliating way.
- ❸ Men/boys and women/girls react differently.

Gender Based Cyberbullying against Women and Girls

In theory, the internet is a space we enter enjoying equal rights and our possibilities should not depend on our gender. In practice, however, where sexism and misogyny can be observed, the internet remains a reflection of reality. Therefore this part of the manual focuses on the specific forms of violence against women and girls.

Forms of sexual/gender based cyberbullying against

women/girls:

- rape threats
- spreading manipulated pictures of women/girls experiencing violence
- posting women's/girls' home addresses or other personal details on-line with information that they are interested in anonymous sexual intercourses
- hacking women's/girls' websites and blogs, which often ends in the site vanishing from the internet

Results of gender based cyberbullying against women and girls

Limiting women's/girls' possibilities of participation in the online world, which often leads to neglecting or even abandoning activity on the internet by women/girls. Limiting their autonomy, ways of communication, self-expression and violating their dignity.

Consequences experienced by victims of gender based cyberbullying:

- ❶ it deprives women/girls of control over their lives – on-line and off-line;
- ❷ it decreases women's/girls' chances of achieving educational and professional goals;
- ❸ the threat of cyberbullying forces women to adopt male identities on-line;
- ❹ it violates women's/girls' dignity and influences their conviction on being equal to men;
- ❺ it has a negative impact on their physical health and emotional state.

Consequences of cyberbullying experienced by women as a social group and by society as a whole:

- ❶ cyberbullying preserves gender hierarchy in the cyberspace. It also preserves sexism and inferiority of women in society
- ❷ cyberbullying reinforces male domination by eliminating or silencing women's voices on the internet.

Cyberbullying preserves gender hierarchy in the cyberspace. It also preserves sexism and inferiority of women in society. Cyberbullying reinforces male domination by eliminating or silencing women's voices on the internet

In theory, the internet is a space we enter enjoying equal rights. In practice, when it comes to sexism and misogyny, the internet remains a reflection of reality

The most common arguments for ignoring and belittling gender based cyberbullying against women and girls⁷ :

It is only harmless teasing.

Answer: Not true. It results in factual harm in various fields of personal and social life.

Girls can take better care of it themselves.

Answer: Not true. Even if a girl decides to stop using the internet entirely, cyberbullying might continue on-line among those who know her. Why should a victim pay the price for the behaviour of the perpetrators? Standing up against an oppressor who threatens a girl with rape will not erase his/her - often publically expressed - threats. Neither will it make the manipulated pictures with vulgar images of the victim disappear from the cyberspace.

Cyberbullying is just another effect of the fact, that the internet environment is the virtual Wild West. If a girl is present and active on-line, she should take it into consideration, especially if she has her own website or blogs, etc.

Answer: the Wild West does not exist. The law does. At least in theory. Why should cyberbullying be ignored by the law, especially since harm is not virtual, but often more than real?

Prevention and intervention in case of cyberbullying among teenage peer groups⁸

RULES

- Prevention and intervention programs should consider gender issues and must address non-physical forms of aggression.
- Adults, school regulations and peers reacting to violence should clearly articulate that social violence, cyberbullying and physical abuse will not be tolerated.
- Young people enjoying a higher status in their peer group should be encouraged to become positive leaders.
- Young people should be taught that the culture of cyberbullying leads to situations in which nobody remains a reliable friend and everybody might become another victim of violence. Persuade students to rethink what kind of friends they would like to be and what friends they would like to surround themselves with.
- Bear in mind that if a boy is a perpetrator and a girl is a victim of cyberbullying, the violence often takes the form of sexual harassment.
- Be careful not to reduce sexual harassment to one of the forms of bullying as it trivializes girls' experience and might deprive them of the possibility to use legal protection.

It is also important to be aware that girls' social aggression is not simple bullying, but it stems from pressuring them not to manifest aggression directly and physically. Girls' social aggression might also be a sign that they want to gain control over their lives, they need to feel important, visible, influential, taken seriously, and respected. ■

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7) Basing on the academic article, The University of Texas: [http://icbtt.arizona.edu/sites/default/files/Underwood_and_Rosen_\(in_press\).pdf](http://icbtt.arizona.edu/sites/default/files/Underwood_and_Rosen_(in_press).pdf)

8) Ibidem

5.



IF YOU ARE A TEACHER OR AN EDUCATOR

T

There are certain things concerning the internet that you should be aware of. The most important one is the **reversal of the teacher – student relationship**. So far you have been the one who knows better. And this situation does not have to change, but there is one exception: **the internet and new technologies**. No matter how hard you try, you **will have problems catching up with teenagers' knowledge and skills in this matter**. However, their technical competences and fluency in using advanced technologies might become a reason for problems, as you know from your own professional/pedagogical experience.

Research conducted by Feminoteka in 2013 in a group of teenagers shows that almost **70% of respondents, age 13-19, do not feel controlled by parents or guardians, and 87,9% of respondents claim that teachers do not control them at all**. After analysing the results of the survey from a gender perspective, we find that at home **girls are controlled twice as often as boys while boys feel more controlled in schools**. However, in the latter case the difference is 9,8%.

Once you have accepted the technological advantage your students have over you, you can step into action. We present some general models of performance as well as more detailed lesson scenarios⁹ to support your work with young people who might be cyberbullies. We pay careful attention to gender issues, gender stereotypes, differences in using the internet and different perception of the on-line content by boys and girls. ■

70% of respondents, age 13-19, do not feel controlled by parents or guardians, and 87,9% of respondents claim that teachers do not control them at all

9) Available on the website:
<http://www.feminoteka.pl>

6.



SOME STATISTICAL DATA

A

- Available research conducted in Poland, Europe and on the international level shows that **girls and women are more exposed to cyberbullying (violence, persecution on-line)**. It does not mean that boys and men do not experience it. Nevertheless, it affects them to a much lesser extent.

- **Violence is violence – no matter whether it takes place on or off-line.** Young people do not tend to perceive cyberbullying as actual violence. Our role is to show them that humiliation, violence or sexual harassment performed or experienced by them on-line is very real.

- **Girls fall victim of cyberbullying in the form of sexual harassment significantly more often.** Research conducted in the US proves that half of cyberbullying victims remain in some relations with their abusers. This form of cyberbullying is also directed against e.g. non-heterosexual boys or boys perceived by peers as such.

- **Humiliation, harassment, threats, impersonation, etc. happen very often. 48% of respondents are afraid of becoming a victim of cyberbullying, 61,3% of whom are girls** ¹⁰.

30,3% of boys and 11,6% of girls think that mocking someone on-line is funny. Boys more often perceive messages of a sexual nature as compliments (20,5%); this opinion is shared by 8,7% of girls¹¹. This might be a reflection of so called 'rough advances' which – according to social stereotypes – should be perceived by girls as compliments and harmless games among peers. Apparently, such behaviour on-line is also treated as an element of a game the interested parties play with one another. Unfortunately, this directly leads to a situation where a victim is blamed for the experienced violence.

10) [http://icbtt.arizona.edu/sites/default/files/Underwood_and_Rosen_\(in_press\).pdf](http://icbtt.arizona.edu/sites/default/files/Underwood_and_Rosen_(in_press).pdf)

11) Based on research conducted by Feminoteka, 2014.

- Young people can often define **cyberbullying, cyber violence, stalking or sexual harassment**. It does not mean that they can diagnose these phenomena as a part of their own experience.

- Cyberbullying occurs in various forms; it may take place on the phone, via text messages, instant messages, social media portals and chats. It can take the form of impersonation, slander, threats, verbal aggression, posting information, pictures or videos, etc. **It should always be treated seriously. You mustn't ignore or belittle it, but show the right way of reacting to it. ■**

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7.



HOW TO TALK TO TEENAGERS' PARENTS AND GUARDIANS

Parents and guardians should speak with teenagers about improper online conduct. They should also know what their children use the internet for, what content they deal with and what they might encounter online

• Inform them about what they should pay attention to. Remember that their knowledge on virtual violence is most likely similar to yours. All of the alterations in their child's behaviour should at least be noticed. If he/she starts avoiding online interactions, it is always good to check why. If he/she cannot cease contacting someone online – parents/guardians should also be alerted. No matter if the problem of cyberbullying affects us or not, it is good to be aware that the internet is not a toy and might be dangerous. Parents and guardians should build such awareness among their children as well.

• Parents and guardians should speak with teenagers about improper online conduct; it is good for young people to know what behaviour should be avoided. According to research conducted by Feminoteka and other international organizations, 60,1% of girls and 45,9% of boys accepted someone they did not know as a friend on social networking portals, 29,5% of boys and 22% of girls decided to meet a person they had become acquainted with online. Of course, it is not about exaggerating and panicking, but about being aware of the dangers involved in using the internet.

• Parents and guardians should be aware of what is going on online. They should also know, especially in the case of younger teenagers, what their children use the internet for. It is a good idea to enter websites visited by teenagers; this will allow parents and guardians to find out what content their children deal with and what they might encounter online.

• Both at school and at home young people should be taught what information is not relevant or improper to be posted and given to others online. What is important, teenagers should also be aware of information given unwillingly/unintentionally, e.g. although information concerning the place of residence and school has not been typed in, groups, fan pages and other marked places can easily expose this. It should be emphasized that there is no obligation to give your phone number, address and date of birth when registering on various websites and portals. Even if this data is pried from us for marketing or commercial reasons, **teach teenagers a critical ap-**

proach: does a company selling cosmetics or clothes have to know when we were born?

• Emphasize that a meeting with someone we know only virtually can be very dangerous. If a young person is determined to go to such a meeting, she/he should be told that it's important to choose a place which will not foster anonymity. It is better to meet when it is light outside, in a café or another public space, where there are other people and one can easily leave when the person he/she has met evokes suspicion.

• Parents and guardians should be encouraged to establish **rules about the safety of internet use** with their children. These rules should include tangible consequences. Younger teenagers very often use the internet on their mobile phones. Apply these rules to such use as well.

• Inform adults about all aspects of cyberbullying – they should know both perspectives: of the victim and of the perpetrator. It is important for adults not to ignore any of the two. Teenagers should know that getting involved in **cyberbullying will by no means be accepted and, should it occur, it should be stopped right away.**

• Talk with parents and guardians about the **role of a witness**. People fall victim of violence in the presence of others, with their passive participation. Cyberbullying is no exception. **A witness has an important role to play – he/she can e.g. ask adults for help.** Mention that such reaction has nothing to do with 'snitching', but is a relevant response to violence. A witness can also support the victim and help him/her to get out of the violent situation by blocking the perpetrator.

• Even though cyberbullying takes place in the virtual world, **psychological consequences of such violence are very real for the victim**. Girls who have been threatened with assault, sexual attack or rape, feel deprived of control over their lives. Such threats can lead to depression, withdrawal, indifference and apathy, but they also limit the victims' autonomy and agency not only virtually – e.g. they might be afraid of leaving their home as to not face danger.

Mention that trivializing or belittling gender based cyberbullying makes it socially acceptable. The same applies to violence against girls and women in real life. Thus all forms of gender based violence reinforce the conviction that women are less important than men and that their role is submissive. Cyberbullying perpetuates sexism (including on-line).

A witness has an important role to play - he/she can e.g. ask adults for help. Such reaction has nothing to do with 'snitching', but is a relevant response to violence. A witness can also support the victim and help him/her to get out of the violent situation

What is interesting, some researchers prove that people who have 'female' nicknames on internet forums and portals get more negative responses, more vulgar comments and more often experience being reduced to a reproductive or submissive role. 'Women are supposed to stay at home, bear children and not disturb men', 'Men are to rule and women are to obey and look nice', etc. It forces women to adopt male identities on-line and, as a consequence, girls' and women's voice is successively eliminated from the internet.

- Adults and teenagers should be informed about the legal consequences of cyberbullying, stalking and other forms of violence. Anonymity gives enormous power to oppressors, whereas everything that appears online is recorded and cannot be erased. It is crucial to emphasize the importance of storing evidence of cyberbullying. Saved chat history, instant messages, and e-mails may all help the person who experiences violence to stop the cyberbully.

- In many textbooks you can find advice on how to react: in case of cyberbullying log out and block the cyberbully, etc. Of course it is reasonable and both parents/guardians and teenagers should know that waiting for the cyberbully to say something even more vulgar or more humiliating does not make sense. However, **it is also important to empower the person experiencing gender based cyberbullying by showing that they will not be alone with the problem.** Even if a victim decides to leave internet forums, stop using his/her mailbox and communicators, it does not guarantee that the cyberbully will cease to be active. The violence might be experienced indirectly: the cyberbully might still falsely discredit the victim, post manipulated photos, videos, etc. **Support and empowerment is another important role of a witness, and of adults, who can e.g. contact the administrator of the website/ portal, inform school authorities, report abuse to the police, etc.** Believing that girls who experience sexual harassment in the form of cyberbullying should deal with the problem themselves is like claiming that a victim of violence outside of the internet should deal with it himself/herself or should simply 'not agree to the violence'.

- Our role is to make both adults and adolescents aware that gender based **cyberbullying is not necessarily caused by a stranger.** The cyberbully is often a person that we know well and who wants to take revenge for rejecting his/her advances or treats bullying as a joke.

- Ask parents and guardians what information associated with their children they post online. It often turns out that pictures which seem funny, cute or neutral to them, children may take as paternalistic or simply shameful. Being careless about publishing photos or

information involving our children, e.g. posting pictures of them at the age of two, sitting on a potty, may unintentionally cause them harm, or at least make them feel embarrassed.

These are only some of the issues which should be raised in conversations with parents and guardians. Try to avoid conversations which end up in conclusions such as 'teenagers just behave this way, the police will not do anything about it, and in general the best thing you can do is be quiet and let it go'. Even if the only help we are able to provide is psychological support, it will still mean a lot. ■

People who have 'female' nicknames on internet forums and portals get more negative responses, more vulgar comments and more often experience being reduced to a reproductive or submissive role. It forces women to adopt male identities on-line and, as a consequence, girls' and women's voice is successively eliminated from the internet

Being careless about publishing photos or information involving our children may unintentionally cause them harm, or make them feel embarrassed

8.



WHAT TO PAY ATTENTION TO WHEN TALKING TO TEENAGERS

Important remark – a general conversation on gender stereotypes and the phenomena of sexism might be required. Research proves that:

Girls are significantly more affected by mocking, posting comments on their appearance and placing unwanted pictures/videos of them online than boys are.

It is caused by the fact that humiliation associated with sexuality affects girls more often than boys. Of course we are not able to change social gender stereotypes, but it is still good to reconsider with the teenagers the comments addressed to women and men on the internet.

Use a random tabloid website to prove that comments related to women and men clearly show our expectations towards both genders. Internet users or being anonymous, often post comments on women gaining weight, looking old and remark on their morality. There are no such expectations towards men and therefore men are not judged in this way. Compare such websites to 'more serious' online forums – they also show differences in expectations towards men and women.

Internet users often post comments on women gaining weight or looking old and remark on their morality. Men are not judged in this way

A SHORT GUIDE OF DOS AND DON'TS WHEN YOU BECOME A VICTIM OF CYBERBULLYING.

For methodological reasons it is recommended to organize a brainstorm in your class, so that your students have a chance to share their own ideas about reacting to cyberbullying.

- Do not respond to a cyberbully. Block him/her, but - just in case - save the content of the message (print screen it or, take a photo of it). Usually teenagers know how to block offenders on various communicators, however, it is still good to check it.
- Do not take revenge on your cyberbully. It does not make any sense, especially since he/she is just waiting for it. Do not allow yourself to start playing his/ her cards.
- Inform another person you trust (your parent, guardian, tutor, teacher or school psychologist) about what is happening so that you can report the cyberbullying together e.g. to a website administrator or the police.
- Make sure that nobody knows the password to your account/profile.
- Trust your intuition – if someone's behaviour seems hostile to you, if you feel somebody violates your safety, if you have the impression that you have been sexually harassed – you are most likely right. Stop the situation right away! Log out, block this person and ask adults for help/ call a legal hotline or the police.
- If you suspect that you might be a victim of cyberbullying, browse the internet in search for information about yourself. If you do not feel comfortable with what you have found, you might try to erase it. If you have found discrediting information about yourself, make copies and report it to the website administrator. Make sure to inform an adult about it!

It is always the oppressor who is responsible, not you! ■

Trust your intuition - if someone's behaviour seems hostile to you, if you feel somebody violates your safety, if you have the impression that you have been sexually harassed - you are most likely right

9.

WHAT CAN BE DONE
TOGETHER WITH YOUR
STUDENTS

C

- Create a **Code of Online Conduct** together, define the basic terms, have a conversation about online and off-line forms of violence.

- Young people use the internet less for finding information and more for communicating with peers: 75,7% of girls and 71,4% of boys indicated daily chats, while daily browsing for information was mentioned, respectively, by 63% of girls and 69,7% of boys. Encourage them to look for information on cyberbullying online. Have a ready list of organizations, helplines, phone numbers, addresses and websites which can be useful later on.

- Establish what the role of a witness should involve – inform that **taking someone's side and defending the victim is very important. The majority of those who experience violence, also sexual harassment, know their oppressors. Keeping it a secret means taking the oppressor's side.**

- Persuade your students to check statistics associated with violence, especially gender based violence online. Discuss where this type of violence stems from and try to work out methods of how to deal with it and prevent it.

(prepared on the basis of the report published by the National Crime Prevention Council <http://www.ncpc.org/resources/files/pdf/bullying/cyberbullying.pdf>). ■

Taking someone's side and defending the victim is very important. The majority of those who experience violence, also sexual harassment, know their oppressors. Keeping it a secret means taking the oppressor's side

10.

SCENARIOS TO USE DURING
TUTORIAL LESSONS OR
LESSONS ON PREVENTION

S

SCENARIO: 'FACEBOOK – PRIVATE OR PUBLIC'	
Aims	Showing teenagers how important it is to have control over/limit information about themselves on the Internet
Time	90 minutes (might be 2 x 45 min. – if there is no possibility to have two lessons in a row)
Required items	Flipchart paper, sticky tape to stick paper onto the wall, markers, POST-ITs, computer with internet access (or prepared print screens of FB public portals), projector.
Number of participants	20-25 students; if there are more students in the class, it is good to divide them into two less numerous groups and ask another person to help conduct the lesson.

- Ask teenagers to write (anonymously) on POST-ITs how much time a day they spend on FB. You can also propose that they write the weekly number of hours. If they use other social media portals, ask them to estimate the time they spend there.
- Have a conversation on how often entries to such portals make them feel safe and convinced that they know the content of these portals very well.
- In the next stage discuss what Privacy Settings mean. Ask how often FB changes these settings and whether it is possible that something which was previously visible only to friends, can now be made public. FB and other social media portals change these settings quite often and teens might not be aware of this.
- Have a conversation on the advantages and disadvantages of being visible online and being exposed to possible chat-ups. A force-field method may be used here – students attach papers with pluses and minuses to the board. Group them and check what prevails. Usually disadvantages prevail, but if for some reason there are more pluses than minuses, ask participants to specify the situations that may happen when people have full access to their profile.

Show teenagers how important it is to have control over/limit information about themselves on the Internet

- In the next step check together how – apart from reading information on the profile – other people might find out more about them. The common answers are: fan pages, pictures, statuses, being tagged on other people's pictures or marking places. Ask your students if being tagged by one of their friends is automatic or whether it requires confirmation. Discuss the advantages and shortcomings of such confirmations. Ask whether the list of friends is private or public, the same applies to their likes and interests. Together try to analyse what risks might stem from the public list of friends or interests.
- Ask each person to analyse their pictures on FB- what they say about them, what kind of image they create and what impression one may have seeing them. Ask to share the analysis result only if someone volunteers to do so. Important: if the participants do not trust each other, it is better not to ask them to present their findings publicly. You can see a public profile of a celebrity instead. It is good to ask prompting questions:
 - Do the pictures themselves tell us anything about the marital status of this person?
 - Can we guess where this person lives (country, city) based only on the posted pictures?
 - Can we find out what she/he likes to eat, where he/she likes to travel to, what music he/she listens to or what movies he/she watches, etc.?

Teenagers should be shown that pictures are usually enough to outline a portrait of a person. Publicly visible photos might start an unwanted interaction with other internet users.

- Together, take a closer look at some FB profiles (IMPORTANT! These mustn't be classmates' or schoolmates' profiles). Do your best to analyse, but not to judge them. What do the posts tell you about the owner of the profile? Does a significant number of vulgar words tell us something about the user? Does it say the same thing about male and female users? Will a girl with lots of 'selfies' (self- taken pictures) on her profile be perceived the same way as a boy?

IMPORTANT!
Do your best not to judge or make comments on people in the pictures, but rather try to find the answer to the question of whether your perception of a particular person depends on their gender more than on the context. In other words, a 'partygoer' might very easily turn into 'slut' if she happens to be a girl and a male version of a good-looking girl might be assessed as a 'faggot'.

Pictures are usually enough to outline a portrait of a person. Publicly visible photos might start an unwanted interaction with other internet users

During the summary emphasize that a lot depends on profile settings – both theirs and their friends. It is also worth reminding them that people are often perceived in social media via gender, sexual and other stereotypes.

SCENARIO: „HAVE I EVER BEEN...”	
Aims	Teenagers' self-reflection on their own conduct in the context of cyberbullying. Taking a closer look at their own behaviour.
Time	90 minutes (might be 2 x 45 min. – if there is no possibility to have two lessons in a row)
Required items	Questionnaires, flipchart paper, markers to write down the contract.
Number of participants	20-25 students; if there are more students in the class, it is good to divide them into two less numerous groups and ask another person to help conduct the lesson.

At the beginning, agree on the 'four walls' contract, which states that what is said in the room, stays in the room. If you suspect that this rule might be violated, ask participants to answer the given questions, but do not share their reflections publicly. If common trust in the group is at a very low level, questions can be asked in the form of an anonymous questionnaire.

Questions:

1. Have you ever logged in as someone else?
2. Have you ever sent an e-mail or an instant message from somebody else's account?
3. Have you ever typed a so called 'punishing status' because someone forgot to sign out?
4. Have you ever humiliated someone on-line?
5. Have you ever mocked or threatened someone on-line?
6. Have you ever teased someone by not telling him/her who you are and asking him/her to guess?
7. Have you ever impersonated someone on-line without this person's consent?
8. Have you ever changed your profile on a social media website in order to hem somebody in or scare him/her?
9. Have you ever posted pictures or information on someone without this person's consent?
10. Have you ever used information found on-line to tease, hem in or harass someone off-line?
11. Have you ever sent vulgar or scary information/ pictures, etc. to someone, even if you were sure that this is only a joke?

12. Have you ever used dirty language on-line?
13. Have you ever signed someone else up for something on-line without their consent?
14. Have you ever used an e-mail address or social media website profile which looked like somebody else's?
15. Have you ever hacked somebody else's computer or sent Trojan Horse Virus to them?
16. Have you ever taken part in mass hate/ gang up on someone?

0 points – if you have never done it,
1 point – if you have done it once or twice,
2 points – if you remember doing it from three to five times,
3 points – if you have done it more than five times.

Total score:

Up to 5 points: there is nothing to worry about.

From 6 to 10 points: you are in the risk group of those who may cyberbully other people.

From 11 to 18 points: there are reasons to be worried. Your online behaviour needs to be improved!

Over 18 points: it's better for you to put on the brakes. You qualify as a cyberbully. Log out before you cause more trouble and harm both to your victims and yourself. If it hasn't happened already!

prepared on the basis of: http://stopcyberbullying.org/teens/are_you_a_cyberbully.html

SCENARIO: 'WHAT IF...' GAME	
Aims	Showing teenagers how to react in situations of cyberbullying or cyber sexual harassment. Empowering students and showing them ways of strengthening their self-esteem without a need to confirm their social or physical attractiveness online.
Time	90 minutes (it might be 2 x 45 min. – if there is no possibility to continue for the time of two classes in a row)
Necessary items	Sheets of paper with case studies, flipchart paper, markers
Number of participants	20-25 students; if there are more students in the class, it is good to divide them into two less numerous groups and ask another person to help conduct the lesson.

The 'what if...' game - showing teenagers how to react in situations of cyberbullying or cyber sexual harassment

❶ Prepare sheets of paper with case studies on what might happen on the internet. Remember that these should be diverse situations with a different level of risk/danger. Before this, perform some brainstorming activities with teenagers – there are some situations which adults may not be aware of.

Examples:

A. Someone you do not know, but with whom you have been chatting online for some time wants to meet face-to-face. You also feel like meeting him/her. How do you arrange it? What aspects should you pay attention to?

B. Someone is sending you threatening text messages. It happens quite often, especially at night. Of course they are sent from an unlisted number. What do you do? Important: it is a good moment to introduce the term of stalking, so that teenagers know that it is a criminal offense which should be reported to the police.

C. Someone with whom you have been chatting online for quite a while and you have created a bond with, asks you to send him/her a nude photo. You do not want to do that, but you do not want to lose contact with this person either. You hesitate, because he/she claims that if you do not do it, they will stop staying in touch with you.

D. A friend records a video you are on while you are not aware of it. The video is supposed to mock you. How do you react?

These are just four examples, but based on them it is good to create some more case studies.

❷ A person who drew the case study should try to think of a possible solution himself/herself. Write down all of the ideas on a flipchart or an interactive board. When some more lists of possible measures are ready, copy them and send them to participants in the form of a document or pictures.

❸ When the person who drew the case study runs out of ideas, the rest of the participants help him/her complete the list.

YOUR ROLE:

Moderate the discussion. Remember that neither ideas nor motivations should be judged. Some of the participants may have experienced such situations. Check together which of the proposed ideas are relevant and possible to be realized. Teenagers often deal with tension by making fun, so if somebody plans to switch on his/her super-power mode or call superman or superwoman to help, it is better to agree together that these are quite unlikely solutions and far less reasonable than informing an adult person about the problem.

CASE STUDY A. Say that a date with someone met online might be really nice, but it might also turn out to be a disappointment. Make sure to emphasize that they can resign from the meeting at any time, especially when the person they meet makes them feel uncomfortable or evokes doubt.

It is obvious that we do our best to moderate the discussion in such a way that teenagers themselves suggest **that the meeting should only take place somewhere safe with high social control aspects**. If the meeting is supposed to take place in another city, it is good to convince the person who goes there to check the schedule of return buses/trains, etc.

Make sure that you talk about informing someone, if not an adult, then at least a friend, about the trip. Someone should know where you are going and who you are planning to meet. You can make an arrangement with a friend that you will call him/her so that he/she knows that everything is OK.

Discuss the potential risks, but also show the positive sides of the meeting. Students should be informed that they do not have to take responsibility for somebody else's feelings or behaviour.

CASE STUDY B: emphasize that it is necessary to inform an adult about the problem. Teach how to behave in situations of cyberbullying, if teenagers do not know. It is important to stress that the bully wants them to get involved in his/her game. Tell them that the most important thing is that THEY DO NOT WANT the bully to send text messages to them. Inform them that all emotional and psychological states experienced by a person who is a victim of a stalker are serious and should not be ignored. The longer they are exposed to violence, the more serious consequences they will have to deal with.

FOR TEACHERS – IMPORTANT

Find out more about Posttraumatic Stress Disorder. There is no point to share this knowledge with students, however, being aware how stalking affects victims might help us conduct the meeting effectively.

Discuss which trustworthy person students can ask for help in case of cyberbullying. It is important to inform them that they can also call a helpline or contact a counsellor.

The most important thing is that THEY DO NOT WANT the bully to text them

Introduce the term of stalking, so that teenagers know that it is a criminal offense which should be reported to the police

CASE STUDY C: it is important for the students to become aware that nobody has the right to blackmail them or persuade them into doing something they do not want to do. Ask them if it is worth keeping in touch with someone who conditions maintaining contact on satisfying them (e.g. sending a photo). Is it someone who they want to and can trust? Remember not to judge. Teenagers might have a different approach to sexuality and even if you consider it unacceptable, you have no right to judge or condemn it. However, you can propose some solutions. What you should definitely do is remind them that once a photo is sent, it can be manipulated and used on various websites without our knowledge and consent. There are fan pages on Facebook where teenagers post erotic pictures. Other pictures are posted by third parties who are indirectly involved. Sending a picture to somebody who we do not fully trust can be compared to leaving the same picture on a bus. Maybe nothing will happen and it will not be noticed, but maybe all of the passengers will pass the photo to one another to take a look at it. It is not a safe situation.

CASE STUDY D: show your students relevant excerpts from the law to inform them what is allowed and what is not. Maybe those who wanted to upload such videos will decide not to, because of the legal consequences. Encourage them to look for support – once again we come back to the role of the witness, who might passively observe violence, becoming an oppressor himself/herself, but can also support the victim and empower him/her. Of course the situation with a recorded video is also one an adult should be informed about, to be able to help the victim.

During this lesson pay careful attention to what teenagers say. This might provide you with information if there is something wrong going on within this group. It can become an opportunity to discuss relations in the class/peer group, but also to get to know about potentially dangerous situations and violence, both on- and off-line.

Nobody has the right to blackmail them or persuade them into doing something they do not want to do

SCENARIO: „WHAT HAPPENS ONLINE?“	
Aims	Showing students that they are not helpless and they do not have to agree to cyberbullying or stay passive when they experience it. Additionally, it is good to find a way to inform them that cyberbullying is associated with all types of violence.
Time	90 minutes (might be 2 x 45 min. – if there is no possibility to have two lessons in a row)
Required items	Flipchart paper and markers
Number of participants	20-25 students; if there are more students in the class, it is good to divide them into two less numerous groups and ask another person to help conduct the lesson

❶ Together with your students make a list of various forms of cyberbullying teenagers might be exposed to. Pay attention to the gender of potential victims and bullies. **Girls fall victim of cyberbullying more often than boys, but among cyberbullies there are also girls.** Ask your students why this happens. One of the possible answers is that they crave acceptance in a peer group more often than boys and therefore they attempt to ‘catch up with’ male standards, e.g. by using vulgar words.

❷ When you finish writing down forms, divide your students into small groups of three or four and ask them to work out the ways of reacting: how to act, what to do, who could be asked for help.

❸ The role of the moderator is to constantly emphasize that **violence cannot be the secret of a victim and a bully.** It should be exposed right away and the victim should look for help. Remember about the role of the witness here as well – encourage students to support those who experience cyberbullying. Remind them that passive acceptance makes them responsible for violence. Stress that the role of adults is to react to violence, help and support the victim. If for some reason parents or guardians cannot provide such support, it is worth thinking about who else might fulfil this role (e.g. teacher, educator, school psychologist, etc.)

Violence cannot be the secret of a victim and a bully. It should be exposed right away and the victim should look for help

SCENARIO: „GANGING UP ONLINE/MASS HATE”.	
Aims	Making teenagers aware that the internet is not a private space, but a public one and posting information/ pictures/ videos might draw unexpected consequences.
Time	90 minutes (might be 2 x 45 min. – if there is no possibility to have two lesson in a row)
Required items	A computer with internet access (or prepared print screens of discussions on Internet forums along with definitions of terms associated with discrimination), flipchart paper, markers.
Number of participants	20-25 students; if there are more students in the class, it is good to divide them into two less numerous groups and ask another person to help conduct the lesson.

❶ Discuss what makes people more courageous on the internet than they are in reality. What defines private and public spheres. How do they differ? Why should the internet be ascribed to the public sphere?

❷ Present internet forums which are often full of hate speech and bad language. Ask your students to point out all of the prejudices, stereotypes and convictions, which stem from ideologies. Introduce a glossary with anti-discrimination terms.

❸ Ask students what such posts might tell them about their authors. What would they think of a person who reacts the same way to someone's objection or expression of different political, moral or ethical views?

❹ Discuss what similar situations your students may have been involved in, which could have serious consequences. For instance: how would their parents, sibling or teachers react, if they knew that they were the authors of such posts? What consequences may such behaviour be associated with in the future: how would their future employer or university professors react? What if they wanted to apply for a job in public administration and one of their comments was sexist and proved their contempt towards women, another proved reserve towards black people, and a further one – a discriminatory approach towards disabled people?

❺ The verbal offence test on the internet might involve asking questions such as: Would I say the same thing face-to-face to the addressee? Would I use the same expressions or insults if I were in a lift with this person and he/she were be stronger than me? And finally: would I address anyone online this way, if I knew that it might be someone I care about?

Would I say the same thing face-to-face? Would I use the same expressions or insults? Would I address anyone online this way, if I knew that it might be someone I care about?

The role of the moderator is to conduct the discussion, to keep it on the right track, sum up the answers given by teenagers. A flipchart or an interactive board might be used to create a list of consequences.

SCENARIO: „THE CONSEQUENCES OF CYBERBULLYING FOR BOYS AND GIRLS”	
Aims	Teenagers see that the consequences of cyberbullying are gendered. They become aware that girls fall victim of different forms of cyberbullying than boys.
Time	90 minutes (might be 2 x 45 min. – if there is no possibility to have two lessons in a row)
Required items	Flipchart paper, markers, POST-ITs or small colourful sheets of paper, a computer and projector to show some slides with images of men and women.
Number of participants	20-25 students; if there are more students in the class, it is good to divide them into two less numerous groups and ask another person to help conduct the lesson.

❶ Through brainstorming or other activating methods recall different forms of cyberbullying. Ask your students to write them down on little sheets of paper and stick them to the flipchart. When the list is ready, ask them to consider whether all of the forms of cyberbullying touch girls and boys to the same extent.

IMPORTANT: teenagers might not be aware of this, but we have to know that girls and boys experience different forms of violence both online and off-line.

❷ Our aim is to show that differences in experienced violence are gendered, and that there are double standards which affect both genders. The example might be judging girls' appearance on the internet and ganging up against those who do not fulfil aesthetic expectations. Boys, even if they are cyberbullied because of their appearance, do not experience such persistent harassment. Neither is it so holistic.

❸ Highlight the forms of cyberbullying which affect girls with one marker colour. Use another marker to highlight the types experienced by boys. **Start with ganging up/mass hate for appearance**, i.e.

Differences in experienced violence are gendered, and there are double standards which affect both genders

nasty remarks, humiliation, mocking and vulgar judgment of someone's appearance. Mention that boys who are perceived as caring too much for their looks are called differently than girls. Ask where such visual norms stem from, who decides what they should be and who decides whether someone fits these norms or not, etc. High school students should have no problems with answering such questions, junior high students might need to be prompted by the teacher. E.g. you may show slides with images of men and women from various epochs, explaining that taking care of one's appearance is a question of culture and such strong demand to fit in has never been imposed on women before. An example here might be 18th century stockings worn only by men. **Remember to point out that there are no universal 'norms' and people behave as if such standards really exist.**

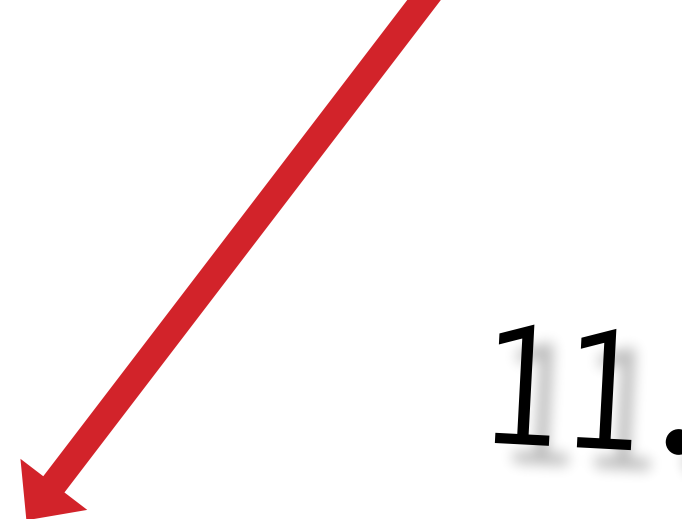
④ Ask students what the consequences of imposed beauty norms might be. Note down the answers for boys and girls separately. You will observe that men tend to be assessed as 'machos' or 'faggots'. Exaggerated expectations towards girls might lead to eating disorders – even if such an answer is not given by students, mention it and inform that eating disorders may lead to death. Do your best to moderate the discussion to make the teenagers aware that on the one hand, a girl who fulfils the expectations might be perceived as a 'floozy', 'slut', etc. On the other hand, if she does not fulfil them, she might read comments such as 'swamp donkey' or 'munter', regarding her appearance. Most girls will also have to deal with unwanted sexual proposals and will be exposed to insulting, sexualizing comments.

IMPORTANT: here you should ask another question about consequences: impact on self-esteem, sexual harassment. Outside the virtual world this form of violence may lead to sexual abuse and crimes such as rape.

⑤ Discuss other common forms of cyberbullying, such as virtual exclusion, sending messages from someone else's account, nagging, etc. Remember to show that most of these forms of cyberbullying will develop differently, depending on the victim's gender. Do not forget to ask your students to analyse the consequences of each situation experienced by the victim.

⑥ At the end, once again **emphasize the necessity of reacting to violence**. Remind your students about **the role of the witness** and encourage them to **ask an adult who they trust for help**. ■

Taking care of one's appearance is a question of culture, and such strong demand to fit in has never been imposed on women before. A girl who fulfils the expectations might be perceived as a 'slut'. If she does not fulfil them, she might read comments such as 'swamp donkey' or 'munter', regarding her appearance



PRACTICAL INFORMATION

USEFUL CONTACTS – POLAND

Women Helpline of Feminoteka Foundation

731 731 551

www.feminoteka.pl

Helpline operates on Tuesdays, Wednesdays and Thursdays, from 1 p.m. to 7 p.m.

It provides free legal and psychological advice. It also organizes support groups for women who experience(d) violence. Helpline is also used by girls and young women.

Helpline

800 100 100

Free helpline (800 100 100) and an e-mail (helpline@helpline.org.pl) or website (www.helpline.org.pl) consultants advise on the problems of young Internet users on a daily basis.

Child and Youth Helpline of Dzieci Niczyje Foundation

116 111

www.116111.pl

Operates 7 days a week, from 12.00 to 8.00 pm.
Answers e-mails as well.

Child Helpline of the Ombudsman for Children

800 12 12 12

Child helpline of the Ombudsman for Children is a free, 24/7 helpline for children and youth.

USEFUL WEBSITES – POLAND

DYŻURNET

www.dyzurnet.pl

Hotline – a contact point to which one can anonymously report cases of illegal content on the Internet, i.e. child pornography, pedophilia, racist and xenophobic content. The Project is carried out by NASK.

HELPLINE

Helpline.org.pl

Intervention in cases of threat or violation of the young new technologies users safety.

DZIECKO W SIECI

dzieckowsieci.fdn.pl

The program includes research on children and youth safety on the Internet.

SAFERINTERNET

<http://saferinternet.pl>

Safer Internet is a European Commission Program which started in 1999 and is aimed at keeping children and young people safe online and promoting safe attitudes among them.

321INTERNET

www.321internet.pl

The project included building www.321internet.pl – an Internet service for children. It constitutes of comics and lessons proposals for children from Primary Schools.

USEFUL CONTACTS – CYPRUS

Mediterranean Institute of Gender Studies (MIGS)

46 Makedonitissas Avenue
PO Box 24005
Nicosia 1703
Cyprus
Tel: +357 2284 2036
Fax: +357 2284 2050
Email: info@medinstgenderstudies.org
<http://www.medinstgenderstudies.org>

Safer Internet Centre /CyberEthics

Hotline: 2267 4747

Email: reports@cyberethics.info

Helpline: 7000 0116

Email: helpline@cyberethics.info
<http://www.cyberethics.info>

Prevention Section of the Cyprus Youth Board

Helpline: 1410

Online Counseling
www.preventionsection.org.cy/symvouleftiki.asp

Cyprus Family Planning Association

Ezekia Papaioannou Street, 27
P.O.Box 25706,1311
Tel: 22751093

Helpline: 1455

Fax: 22757495
Email: info@cfpa.org.cy
<http://www.cyfamplan.org>

Association for the Prevention and Handling of Violence in the Family

Helpline: 1440

Email: domviolence@cablenet.com.cy
<http://www.domviolence.org.cy>

Cyprus Helplines – mobile application!

The Cyprus Youth Board established the Cyprus Helplines application for smartphones, in the framework of the Cyprus Helplines Network.

1. Just enter the Google Play Store from your smartphone.
2. Look for the “Cyprus Helplines” application!

USEFUL WEBSITES – CYPRUS

Ministry of Education and Culture-Internet Safety Information Material

www.schools.ac.cy/asfaleia_diadiktyo/index.html

Cyber Ethics – Safer Internet Centre for safer use of the Internet

The Safer Internet Hotline is a place where you can report any illegal or annoying content that you might come across on the Internet.

<http://www.cyberethics.info>

Safer Internet (EU) – European Network for Safer Internet

Under the framework of the European Commission's Safer Internet Programme, Insafe and INHOPE work together to deliver a safer and better internet.

<http://www.saferinternet.org>

Safer Internet GR – Greece Safer Internet Centre

<http://www.saferinternet.gr>

Panhellenic Information Portal of School Network

<http://internet-safety.sch.gr>

Internet Safety, Cyprus Pedagogical Institute Portal

<http://www.pi.ac.cy/InternetSafety/parent.html>

Cytasafety

Cytasafety for parental controls on your computers and browsers for safer use of the Internet.

<http://www.cytasafety.com.cy>

PEGI Pan European Game Information System

(earnings, statistics and advice on electronic games)

<http://www.pegi.info/cy/>

Home Safety (Microsoft – Greek)

Microsoft's centre for safety and support (passwords tips, safe blogging, spyware and phishing).

<http://www.microsoft.com/hellas/protect>

In English:

<http://www.microsoft.com/security/default.aspx>

Official Educational Portal of the Hellenic Ministry of Education

The Portal offers educational material for students, teachers and parents.

http://www.e-ylko.gr/htmls/pc_use/safety.aspx

Office of the Commissioner for Personal Data Protection in Cyprus You may find in English and Greek, the legislation on the protection of personal data, the processing of personal data, and the regulations of electronic communications that deals with unsolicited communications.

http://www.dataprotection.gov.cy/dataprotection/dataprotection.nsf/index_gr/index_gr?OpenDocument

Council of Europe Manual on Basic Knowledge about the Internet (in Greek)

http://www.coe.int/t/dghl/StandardSetting/InternetLiteracy/InternetLiteracyHandbook_2_GR.asp

Safer Internet Day

Safer Internet Day (SID) is organised by Insafe in February of each year to promote safer and more responsible use of online technology and mobile phones, especially among children and young people across the world.

<http://www.saferinternetday.org/web/guest>

USEFUL CONTACTS and WEBSITES – CZECH REPUBLIC

Cyber violence Helpline ProFem

774 433 077<http://www.profem.cz>

Monday 12-6 pm

kyber.sikana@profem.cz

<http://www.stopkybersikane.cz>

Website promoting campaign of GenderStudiesPraha about cyberbullying and legal hotline

<http://www.saferinternet.cz>**Safe Internet**

Safe internet is one of the biggest international network organisation operating in the Czech republic and providing information and help to parents, students and victims. Members of the network cooperate with local police, schools and IT companies. They also provide trainings, seminars and methodology for further education.

<http://cms.e-bezpeci.cz>**E-safety**

E-safety provides comprehensive information on different forms of violence on the internet. The information is dedicated to parents, teachers and children.

<http://www.seznamsebezpecne.cz>**Seznam se bezpečně (cannot be translated to English)**

Seznam.cz is the biggest and the most popular internet browser in the Czech republic. One of their projects focuses mainly on internet threats, Seznam cooperates with police and provides instructions via videos and their website.

USEFUL WEBSITES IN ENGLISH

General advice for internet users<http://www.haltabuse.org/resources/online.shtml>

What to do to stay safe(r) online? Advice by Working to Halt Online Abuse (WHOA).

Two pieces of advice by WHOA relate to gender. They suggest that nicknames, usernames, e-mail address, etc. should not be cute, sexual, diminutive, or overtly feminine. They should be gender neutral.

The report by the National Crime Prevention Council<http://www.ncpc.org/resources/files/pdf/bullying/cyberbullying.pdf>

A great source of best practices associated with counteracting cyberbullying is 'Stop Cyberbullying Before It Starts' report, published by National Crime Prevention Council (NGO based in the USA).

Stop Cyberbullying website<http://www.stopcyberbullying.org/index2.html>

A website with a test which can be used during lessons with children and teenagers from different age groups and which aims at checking if they are or act like cyberbullies. The website also includes best practices for young people and it encourages teenagers not to be passive and stand up against violence.

Take Back the Techwww.takebackthetech.net/be-safe

The "Take Back the Tech" campaign has been operating (and winning prizes) since 2006. Every year it gets actively involved in the 16 Days of Activism Against Gender-based Violence Campaign. The 'Take Back the Tech' is not only about active counteracting gender based cyberbullying, but it is also a source of knowledge on how to minimize the risk of becoming a victim of cyberbullying, as well as what to do if you fall victim of such violence. TBTT promotes women's rights, creates internet space with free and respectful communication and supports women's involvement in IT development.

<https://www.takebackthetech.net>**Think U Know:**<http://www.thinkuknow.co.uk>**Think b4 u click:**<http://www.thinkb4uclick.ie>

Common Sense Media:

<http://www.common sensemedia.org>

Common Sense Media - Curriculum:

<http://www.common sensemedia.org/educators/scope-and-sequence>

Common Sense Media:

Netsmartz Workshop

– National Center for Missing & Exploited Children

<http://www.netsmartz.org/Parents>

Learning resources from Insafe:

<http://lreforschools.eun.org/web/guest/insafe>

Safer Internet Ireland - Webwise:

<http://www.webwise.ie>

“You Decide”- dubestemmer:

<http://www.dubestemmer.no/en>

Canada’s Centre for Media and Digital Literacy:

<http://mediasmarts.ca>

The Web We Want:

<http://webwewant.eu>

Childnet:

<http://www.childnet.com/resources>

Cybersmart Australia:

<http://www.cybersmart.gov.au>

Family safety centre:

<https://www.facebook.com/safety>

e-safety Kit:

<http://www.esafetykit.net>

Wild Web Woods

www.coe.int/t/dg3/children/News/WildWeb_en.asp

USEFUL BOOKS AND PUBLICATIONS:**The list publications on cyberbullying by Dzieci Niczyje Foundation**

[fdn.pl/bezpieczenstwo-dzieci-i-młodzieży-w-Internecie-0](http://fdn.pl/bezpieczenstwo-dzieci-i-mlodziezy-w-Internecie-0)

The website includes lesson scenarios, leaflets, brochures and posters as well as legal advice and publications aimed at specialists.

System reagowania w szkole na ujawnienie cyberprzemocy

Anna Borkowska, Dorota Macander, Centrum Metodyczne Pomocy Psychologiczno-Pedagogicznej w Warszawie.

Nr 1 (26) 2009 Cyberprzemoc

The publication by Dzieci Niczyje Foundation is entirely dedicated to cyberbullying and it contains useful articles on the subject. We recommend some of them:

Weronika Sobierajska

Cyberprzemoc w doświadczeniach Helpline. org.pl

Agnieszka Wrzesień

Profilaktyka cyberprzemocy – przykłady działań z Polski i świata

Poradnik jak reagować na cyberprzemoc

http://www.kuratorium.lodz.pl/data/other/poradnik-jak_reagowac_na_cyberprzemoc.pdf

Cyberprzemoc wśród dzieci i młodzieży

Robin M. Kowalski, Susan P. Limber, Patricia W. Agatston, Wydawnictwo Uniwersytetu Jagiellońskiego: Kraków 2010

Οδηγός για εκπαιδευτικούς και γονείς “Η Εμφυλη Βία και η Υπέυθυνη Χρήση των Μέσων Κοινωνικής Δικτύωσης”, Πρόγραμμα Δάφνη III LOG IN (2014)

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CONTRIBUTORS:

ANNA DRYJAŃSKA

is a sociologist and the author of 'The Opponents of Women Rights Party' exhibition presented in the Art Museum in Łódź. She wrote her thesis on Harriet Martineau. She is the co-author of a research tool created for the purpose of this project; she analysed the available research results as well as the data on cyberbullying in Poland. She was also responsible for the analysis of social networking websites from the equality perspective.

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– feminist activist, Germanist and specialist in literature. She studied Gender Studies in Polish Academy of Sciences (PAN) and co-organized the last five Warsaw Manifas. Working for Feminoteka Foundation, she co-ordinates the project „Staying Safe Online: Gender and Safety on the Internet”.

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is an ethics and philosophy teacher in a junior high school, an expert and anti-discrimination and anti-violence trainer. She is the co-author of the 'Równościowy poradnik dla nauczycieli' ('Equality - Teacher's Manual') and the kindergarten teacher's manual 'Równościowe Przedszkole' ('Empowering Kindergarten'). She is also a certified trainer of WenDo (a method of self-defence and building self-esteem aimed at girls and women) and the author of several publications on gender based violence.

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