

challenge 4

theme - roles

title - options for action and consequences

Age - 13-18 years

time - 45 minutes

Purpose

We want to focus on what one can do when witnessing gender-based violence (GBV) and create awareness about the options for action, clarifying the possible positive outcomes and consequences of one's actions for oneself and others involved.

We have chosen for participants to work with elements predefined by us, including 3 different examples of GBV online, the overview of options for action, specific actions, and concrete effects and risks.

We have opted for this approach to make the exercise more manageable, rather than having participants contribute suggestions for concrete actions and their potential effects.

Activity description

Participants are given an example of gender-based violence online occurring in a WhatsApp or Messenger group. They are then presented with the following 5 figures:

Figure 1: 3 different cases.

Figure 2: A diagram containing the essential overarching options for action.

Figure 3: Specific actions - Pink indicates a public reaction, orange indicates a PM reaction.

Figure 4: Possible positive effects of a given reaction.

Figure 5: Possible negative effects of a given reaction.

Gameplay A - Assessing effects

1. The educator presents one of the three cases to the participants, and subsequently explains Figure 2.
2. The **educator** will then choose a specific action (figure 3), and place it, so that it indicates if the action is visible to everyone/some and is aimed at offender/victim/bystander, and draw a line to the overarching action (for example with a meme visible to everyone, a PM etc.).
3. Now, participants are asked which potential positive effects (figure 4) and possible risks (Figure 5) they believe that the specific reaction may entail.

This is repeated several times, so participants have to consider the impact of various actions. One can also choose to focus on one of the other cases, to emphasise that different platforms and communities can have a significant impact on the potential positive effects or negative consequences of an action.

In gameplay A, there is a very strong focus on the students' ability to assess positive and negative outcomes of an action.

Gameplay B - Choosing actions and assessing effects.

1. The educator presents one of the three cases to the participants, and subsequently explains Figure 2.
2. **Participants** must now choose a specific reaction themselves (figure 3) and place it, so that it indicates if the action is visible to everyone/some and is aimed at the offender/victim/bystander, and draw a line to the overarching action (for example with a meme visible to everyone, a PM etc.).
3. Now, participants are asked which potential positive effects (figure 4) and possible risks (figure 5) they believe that the specific reaction may entail.

This is repeated several times, so participants have to consider the impact on various actions. One can also choose to focus on one of the other cases, to emphasise that different platforms and communities can have a significant impact on the potential positive effects or negative consequences of an action.

In gameplay B, the participants are both focusing on the selection of the action itself, subsequently the ability to assess positive and negative outcomes of the action(s) they chose. This, of course, makes the exercise both more complex and more time-consuming because participants' dialogue about which actions they will choose needs space and time.

Gameplay C - Freestyling.

1. The educator presents one of the three cases to the participants, and subsequently explains Figure 2.
2. Without selecting from the predefined actions found in figure 3, participants can now generate their own ideas for various actions. This could be described as overarching action suggestions similar to those found in figure 3. but it could also be made even more concrete by asking participants to create specific formulations or find suggestions for particular images or memes that could be used. This will allow for a focus on how the wording or selection of the “right” image/meme can have a significant impact on the outcome of the action.
3. Now, participants are asked which potential positive effects and possible risks they believe that the specific reaction may entail. Again, one can choose to let the participants formulate the effects and risks themselves rather than using the pre-fabricated ones from figure 4 and 5.

Similar to Gameplay B, Gameplay C also focuses on the selection of the action itself, and subsequently the ability to assess positive and negative outcomes of the action(s) they chose. Additionally, it places further emphasis on the significance of formulations, allowing participants more space to be creative.

The material will provide “Empty elements” to allow participants to add their own options for action and effects.

The exercise should be prepared so that all figures are printed out in advance. Participants might need several copies of the same actions/effects/risks, allowing them to combine the content in various ways.

reflections during and after the exercise:

Reflections are embedded in the considerations participants make when combining the different options for action and their corresponding effects and risks.

CASES:

1. I'm in a group with others from my class. We share all sorts of things, mostly funny stuff that pushes the boundaries, or maybe even crosses them a bit. One of the group members has started writing really derogatory and hateful comments directly targeting one of the others in the group. I think it may have started as banter, but it's not funny anymore. It's WAY over the line... but I don't know what to do?
2. I am part of a girls' group where pictures of other girls are shared. In the beginning, it was mostly harmless discussions about a particular girl we didn't like, but now it has turned into a roasting group where girls from the entire school are photographed and systematically belittled. Each new insult has to surpass the previous one. It used to be kind of amusing, but it's just too much now, so what do I do next time someone posts something really hateful and hurtful.
3. Today, I was sitting with some friends and some random people in a Discord chat. There was slightly older guy that I didn't know, and he started hitting on one of my friends in a pretty creepy way. I found it quite uncomfortable, but I didn't know what to do, so I just said that I had to go and then logged off. I think maybe I should have done something.
4. I'm in a group with some of my friends, and some of their friends, where we share memes, videos and stuff. One of the guys that I don't know that well shared a deepfake of one of the girls from his school. A really sexually explicit one. I think he's trying to be funny, but I don't think it's okay and I really don't want to get in trouble for something he did.

visible actions:

- Make it clear that you found the comment offensive and wrong.
- Respond with fact/link to disprove or refute the point the offender made or back the victim
- Ridicule the offender for writing the comment
- Suggest what the offender should do (e.g. apologise, delete comment)
- Leave the group
- Block the offender if you are the admin, or encourage the admin to block them
- Encourage others to join you in leaving the group
- Ask if the offender really meant what was written
- Share a deescalating joke or meme
- Say something positive and supportive, trying to comfort the victim
- Encourage others to support victim
- Advise the victim on how to react to the comment
- Encourage others to stand up to offender

PM

- Make it clear that you found the comment offensive and wrong.
- Respond with fact/link to disprove or refute the point the offender made or back the victim
- Ridicule the offender for writing the comment
- Suggest what the offender should do (e.g. apologise, delete comment)
- Say something supportive, trying to cheer up and comfort the victim
- Advise the victim on how to react to the comment
- Suggest the victim to ignore the offender
- Encourage others to join you in leaving the group
- Encourage to block the offender
- Offer to talk about the situation
- Offer help or ask how you can help
- Suggest alternative activity or otherwise attempt to defuse

positive effects

- I show my support for the victim
- I show the offender that they can't just say things like this without someone speaking out
- I support the victim, and at the same time I don't risk any conflict with offender
- I can convey my message in a way that's less confrontational
- I keep the conversation based in fact rather than challenging the perpetrator
- I provide an opportunity for people to change their behaviour or apologise
- I consider my own safety
- I consider the wellbeing of others
- I'm able to get my messages across in a funny or light hearted way

negative effects

- I'm not confident that my action will lead to a positive outcome
- The victim will not know that I have taken action to support them, unless I tell them about it
- My action could threaten my own safety
- The offender might think that I support her/him
- The victim might think that I approve of what was said
- My reaction could easily be misunderstood and thought to be in support of both offender and victim
- My action could threaten the safety or wellbeing of others
- My action could lead me to becoming a target
- My action could exclude me from the community
- My action is sparking further conflict
- Others will think that I'm weak
- In the future others will see me as someone who reports and therefore act differently

Figure 2: A diagram containing the essential overarching options for action.

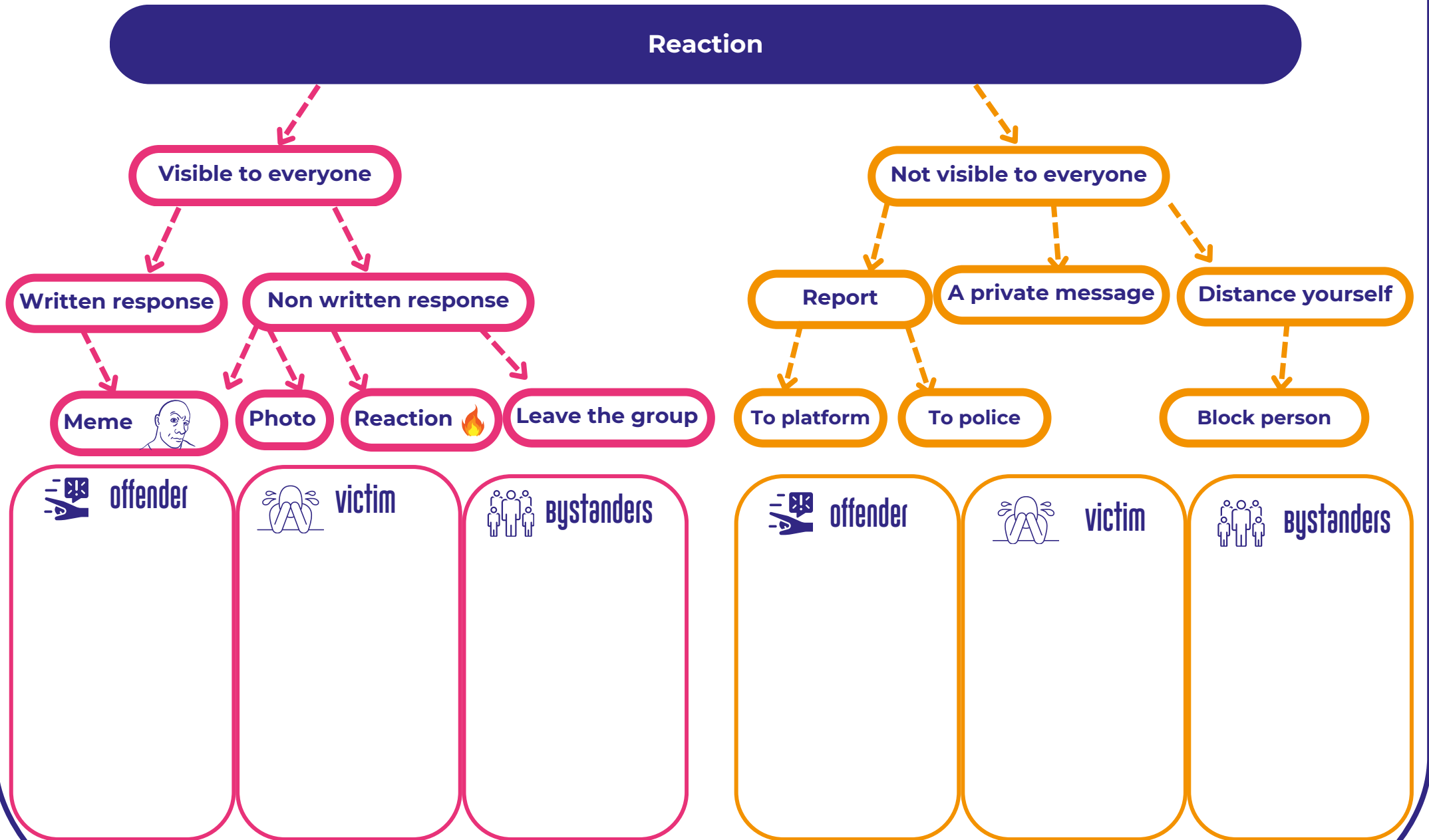
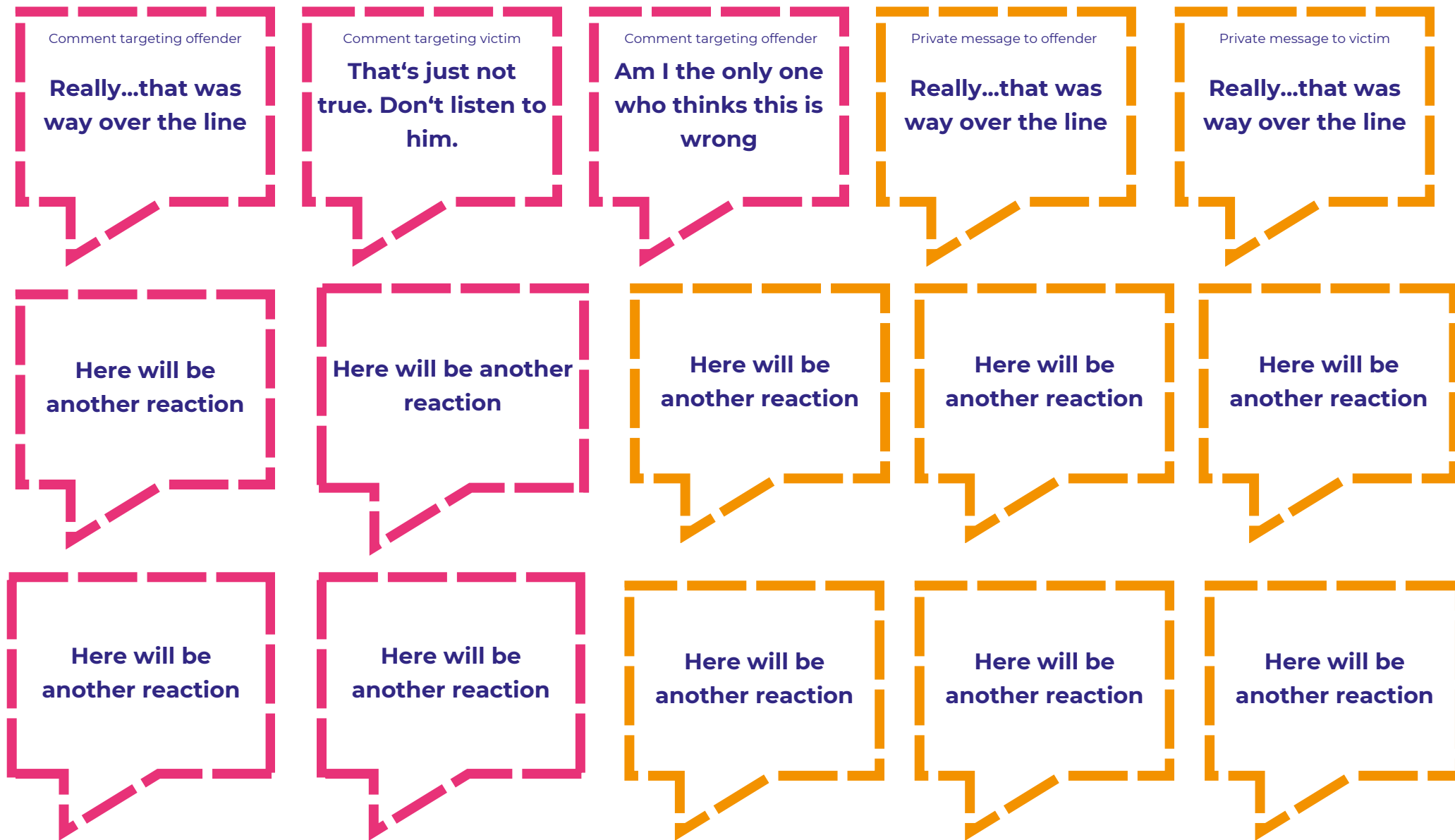


Figure 3: Specific actions - Pink indicates a public reaction, and orange indicates a PM reaction.



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Figure 4: Possible positive effects of a given reaction.

I don't risk any conflict with offender or other bystanders, that might agree with the offender



I show my support for the victim



I show the abuser that she/he can't just say things like that without someone speaking out



I can convey my dislike in a way that's less confrontational



Here will be another positive effect



Here will be another positive effect



Here will be another positive effect



Here will be another positive effect



Here will be another positive effect



Here will be another positive effect



Here will be another positive effect



Here will be another positive effect



Here will be another positive effect



Here will be another positive effect



Here will be another positive effect

