peer expert training project

make-IT-safe

A manual for peer-2-peer
activities on online safety

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make-IT-safe

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Financed with the support
from the Daphne Programme
of the European Union

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Content

Foreword

The "make-IT-safe peer experts" project

"Make-IT-safe peer experts" is a peer education project supporting children and young people to become responsible digital citizens and champions of online safety. Funded by the European Commission, the project is a collaborative effort between five ECPAT partners across Europe – ECPAT Austria, ECPAT Belgium, ECPAT Germany, ECPAT Netherlands and ECPAT UK.

In collaboration with schools, youth groups and youth centres, 90 youngsters aged 12-18 were trained during the project in 2013 and 2014. The make-IT-safe peer experts learned about the safe use of new technologies, the prevention of online violence and how to promote their knowledge and assist their peers to deal with risks and problems. They are supported by their "coaches", trained adults from their schools and youth groups (e.g. teachers and group leaders).

For more information on the project, visit the project website: www.make-it-safe.net

How to use this handbook

This handbook is for young people who want to work as peer experts on online safety. It should only be used by trained peer experts. If you want to start a peer project, take a look at our handbook for "coaches" first: "make-IT-safe. Coaching peer-2-peer educators on online safety" (see www.make-it-safe.net).

So you are a trained peer expert and want to get started? This handbook should give you some ideas on how to educate other young people. All activities in this manual are "peer proved" by our make-IT-safe peer experts, who have used these methods in their workshops. Before you conduct a workshop or another activity, prepare yourself thoroughly. If possible try out the methods first within a group that you know and trust, e.g. other peer experts or a group of friends. They can give you helpful feedback and the opportunity to test your "trainer-self" within a protected environment.

In the **INTRODUCTION**, you can learn more about the concept of peer education and find definitions of the most important terms for your work. The chapter **GETTING STARTED** includes four activities that can be used as "ice breakers" and getting to know each other games. **LEARN AND PRACTICE** comprises six activities on safe use of the internet, data protection and online privacy. The chapter **RESPECT AND PROTECT** provides you with eight activities to reflect on violence,

group pressure and unsafe or disrespectful online behaviour. In the last chapter **EVALUATION AND FOLLOW UP** you can find ideas to top up your workshop and get feedback. **WORKSHEETS** for the activities can be found in the Annex. If you are looking for a method on a specific topic, please have a look at our **KEYWORD** list in the **ANNEX**!

Of course, there are many more activities out there than we could fit in this manual! If you are looking for more methods you might find inspiration here:

www.epto.org (English)

http://ecpat.at/fileadmin/download/DARE2BEAWARE_PDF.pdf (English)

www.saferinternet.at (German)

www.klicksafe.de (German)

www.juuupoint.de/infos-downloads/ (German)

webhelm.netzcheckers.net/assets/webhelm/dateibox/1326983586_webhelm_Methoden.pdf (German)

www.enseignement.be/index.php?page=26149 (French)

www.childfocus.be/fr/prevention/securite-en-ligne/adolescents (French and Dutch)

http://www.kennisnet.nl/themas/mediawijsheid/ (Dutch)

We hope you find this handbook useful. Thank you for taking the time and showing the responsibility to work as a peer expert on online safety!

Introduction

Why peer education?

We all know about the great benefits of the internet and social media. Young people are online virtually 24/7 and use the internet and smartphones for socialising, receiving and sharing information and as helpful gadgets for their daily life (how did they get around in the 1990s, seriously?). But the internet can also leave young people at risk of significant harm through sexting, grooming or cyber bullying. Young people need to be able to keep themselves safe from these risks. Adults are often not able to assist them in the online world. Therefore, children and young people frequently turn to their friends and peers rather than to adults for support and advice. **This is where peer education comes into play!**

A **peer** is a person who belongs to the same social group as another person. Peers might share the same age, sex, social class, religion, ethnicity, occupation or other connecting elements. Similarly, a peer group is defined as a group in which the members share some common characteristics, such as age. A peer group can have substantial influence on its members, changing their attitudes, values or behaviour in a negative but also positive way.

Peer education makes use of similar ages or backgrounds of educators, who inform, educate, train or counsel their "peers". Peer education happens when young people carry out informal or organized activities with other young people to develop their knowledge, skills, beliefs, attitudes and behaviour, enabling them to be responsible for themselves and others. Peer education can be implemented in different ways. Peer information is aimed at informing, raising awareness and changing the attitude of peers by distributing material to them. Peer training is more intensive, using structured education (e.g. a workshop) to build the skills of peers. Peer counselling means giving direct support and advice to peers.

Peer education is an **effective way of sharing knowledge**. Young people are more likely to listen to their peers because they can more easily identify with them and speak the same "language". This adds to the **credibility of the information and experiences shared** by peer educators. Their messages often come across more relevant, meaningful, authentic and honest and – lastly – not authoritarian.

Ethical guidelines
for peer experts

As already mentioned, peer education can be implemented in different ways, e.g. through peer information, peer training or peer counseling. Independent of which activities you carry out, some **basic rules and ethical guidelines** should govern your work:

—— Everything that you do should be guided at all times by a primary concern for the **best interest and well-being of young people** – that of your peers as well as yours!

—— **Always consider your own emotional well-being.** If you are exposed to distressing information and experiences or feel over-whelmed, immediately seek help from your coach.

—— Whatever you do, think of the principle of "at first **do no harm**!" Never cause any risk to your peers.

—— Do not condone or participate in behaviour of your peers that is **illegal**, **unsafe or abusive** (e.g. sexting, sharing inappropriate pictures, bullying etc.)

—— **Respect the right to privacy** of your peers and your commitment to **confidentiality**. If you need to talk to your co-peer expert,

coach or other persons, respect the wishes of the peer not to be mentioned by name or any other identifying details.

— You should always treat your peers with **kindness and respect**. **Avoid judgmental statements** and do not impose your opinions and values on a peer. Listen to her/him, ask what would make her/him feel better and if he/she would like to talk to an adult.

— **Agree with your coach on guidelines** on how to react to specific situations and who to inform when. Remember that prosecution is mandatory for the police if they are informed about a suspicion of a criminal offense.

— Provide your peers with **contact information on services, help-lines or organisations** that they could turn to in order to seek support and help if they would like to do so.

— Try to express yourself in a clear and **non-confrontational** manner when assisting/informing peers.

— Where you have a concern that a peer or another person is **at risk of serious harm or has experienced abuse** (e.g. grooming), please **inform your coach**.

— If you are informed about abusive situations, encourage your peer to **inform an adult trust person**. You can offer to accompany him/her. Try to find a solution together with him/her about who is going to be informed.

— However, **if your peer does not wish to tell anyone else, you may still need to take action**! Sometimes there is no other way than to immediately inform adults of what has happened to a peer. But in this case, explain this to your peer and **tell him/her that you are obliged to inform an adult**.

— Try to value, **respect and understand your peers within the context of their own culture, religion, ethnicity or gender.** If you think you are not able to understand or relate to his/her problems, discuss with your co-peer about the problem or get help from your coach or the ECPAT staff.

— Sometimes, when particular sensitive issues are addressed, it might be appropriate that **a same-gender peer expert** is helping a peer. If this is not possible, it might be good to seek advice from your coach.

Lastly, some simple ground rules for communicating with your peers:

— Listen carefully.

— If you don't know, say so.

— When in doubt, check it out.

— Take everything that occurs as relevant.

— Protect yourself!
You are not a therapist!

Online safety : definitions and tips

TIP: As already advised in the introduction you should always prepare yourself thoroughly before conducting activities with peers on online safety. This not only applies to methods but also to contents. Inform yourself beforehand about your national legislation. Agree with your coach on guidelines on how to react to specific situations and who to inform when. Remember that prosecution is mandatory for the police if they are informed about a suspicion of a criminal offense such as stalking, coercion, sexual harassment, grooming or child sexual abuse images (even when committed by a minor!). Make sure to have a list of contact details with you to provide your peers with different options where to seek help (helplines, reporting agencies, youth welfare, police etc.).

DATA AND PRIVACY PROTECTION

Data privacy is the privacy of personal information and usually relates to personal data in computer systems. Data protection is a fundamental right of every person. Data protection laws regulate who is allowed to possess and use data under which circumstances. All member states of the European Union have to protect personal data (EU data protection directive). Personal data is information relating to a person identifiable by an identification number or by factors specific to his/her physical, physiological, mental, economic, cultural or social identity. Personal data comprises information like name, address, birth date

or age, as well as sensitive data about a person's health, political and religious beliefs, ethical background and sexual life. In case your data is misused or published, you usually have the right to compensation.

Furthermore, every person has the right to one's own image, including the right to control the use of one's image and to refuse its publication. Usually this includes the right to delete published pictures and videos.

In general, every person can decide what kind of personal information about themselves they want to share with others. But especially online, the protection of personal data can never be fully guaranteed. Every time you are online, you leave behind traces and the internet has a long memory. Once information is online, it can hardly be controlled or deleted.

Tips for your peers

Before publishing pictures and information always ask yourself:

—— Could it be disadvantageous or disreputable for me?

—— Could it be unpleasant or embarrassing in the future (in 5 years)?

— Could it be disadvantageous or disreputable for others?

— Would I show/tell this to my parents/teachers/a stranger in the park?

More tips:

— Set your profile on private.

— Put your chat history on.

— Don't accept friend requests of strangers.

— Don't send naked pictures of yourself to others (especially where you are recognisable).

— If you don't trust something, don't do it!

— Don't put your birth year in your nickname.

— Establish your boundaries so you will not be surprised with questions (what do you show of yourself on the internet and what kind of information of yourself do you give online?)

CYBER BULLYING

Cyber bullying is deliberately insulting, threatening, compromising, harassing, mobbing or excluding another person by using digital media. Cyber bullying might take place on the internet (social networks, chat rooms, emails...) or on mobile phones (sms and instant messenger apps, annoying phone calls, mobile phone pictures and videos). Persons who are being cyber bullied are often bullied in "real life" as well. Additionally, young people who are cyber bullied have a harder time getting away from the behaviour, because it can happen 24 hours a day, 7 days a week, and reach a person even when he or she is alone. Cyber bullying messages and images can be posted anonymously and distributed quickly to a very wide audience. Cyber bullying can have serious social, physical and psychological consequences such as social exclusion, isolation, pain, insomnia, self-doubt, shame, anxiety, lack of concentration, irritability, depression or even suicide.

Cyber bullying is more than a prank. It can also be criminal! Cyber bullying can constitute stalking, libel and slander, coercion or sexual harassment, depending on the act and your national legislation. Some countries even have specific laws penalising cyber bullying. In addition, the distribution of pornographic pictures or videos of

a person below the age of 18 constitutes child sexual abuse and is illegal. Furthermore, data protection laws might be violated as well as the right to one's image (see above).

Tips for your peers

What to do against cyber bullying...

— Protect your privacy! Be aware of what you share. Your personal data (email address, home address, phone number, private pictures) can be used against you.

— Know your rights! Nobody is allowed to publish compromising pictures of you on the internet without your permission.

— Trust in yourself! Don't let others get to you and don't insult or compromise others.

— Report problems! Don't put up with harassment. Inform the website operator or the police in case of illegal harassment.

— Support victims! If you are witness to cyber bullying, don't look away. Help and report!

What to do when you are harassed…

— Don't question yourself! You are all right just the way you are! Block the bullies!

— Don't reply! Don't react to harassing messages. This is exactly what bullies often want.

— Secure evidence (e.g. with screenshots)! This way you can show others what has happened. The bully can be found more easily and held accountable.

— Talk to somebody! (peer experts/their coach, adult/person of trust, helplines, police…)

SEXTING

Sexting is a word formed by joining two others: sex and texting, where the latter is meant in the wide sense of sending a text possibly with images. Sexting describes the use of technology to share sexual and sexually implied content, including texts, photos of partial nudity and sexual images or videos. This could be shared between partners, peers and strangers via mobile phones, on social networks,

in chat rooms etc. Pictures and videos might show the person who is sending it, his/her (ex-) partner or others. Sexting might be voluntary and consensual but it can also be coerced, blackmailed, or be part of a revenge action (e.g. by an ex-partner) or bullying behaviour.

Once these pictures or videos are out there, their distribution can hardly be controlled and they can easily fall into the wrong hands. Pornographic pictures and videos made and shared by young people may land on computers of pedophiles. And even after many years such images can turn up again and harm the person on the picture (e.g. in job seeking, new relationships).

Sexting might even be illegal! Pornographic pictures and videos of people below the age of 18 years constitute child abuse. It is forbidden to produce child sexual abuse images (e.g. taking such pictures or videos with a smartphone, a camera or a web cam). It is also illegal to offer, distribute and transmit child sexual abuse images or make it available (e.g. via smartphone, email, bluetooth, on a website, social networks, apps etc.). Furthermore, acquisition and possession (e.g. on your phone, in your pocket, on your computer) as well as knowingly accessing child sexual abuse images (by looking at it on the internet) is prohibited. Thus, if you are old enough to be criminally responsible in your country, you can be held criminally responsible for sexting.

Tips for your peers

It is not advisable to distribute nude pictures of yourself! Once they are out there, you lose control over what happens with these images. If you are old enough to be criminally responsible you might even be liable for producing and/or distributing child sexual abuse images! If you still want to do sexting, be aware of some ground rules:

— Only send pictures that you feel comfortable in showing to everybody (e.g. your parents, your teachers, the public). But think twice. What you feel OK with today might feel embarrassing tomorrow. And don't forget that you might commit a crime by distributing child sexual abuse images.

— Make sure that your genitals and your face are not shown.

— You can also show pictures personally to someone without sending them.

— If an erotic picture or video of you is out there, you have to react quickly. Contact the website operator in order to get the picture or video off the website. Seek help (from peer experts/ their coach, an adult/person of trust, helplines, police...)!

CYBER GROOMING

Grooming means that an adult is getting to know and befriending a child with the intention of sexually abusing him/her. Grooming doesn't have to be online, but the internet gives perpetrators the anonymity to act more freely and access children who are not under direct parental supervision. Online groomers may pretend to be a child's friend, hiding their true identity. They may ask about intimate information, engage in sex talk and encourage the child to send sexually explicit photos and videos. Sometimes the child is blackmailed with the threat of sending this material to families and friends or posting it online. Groomers might try to talk the child into a meeting in order to abuse him or her "offline".

There are three different forms of grooming to distinguish:

1. Adults approach children on child-friendly websites with chat-forums or on social networks, such as Facebook. Mostly their profile-pictures or the nicknames are the reason why they got approached. The chat starts inconspicuous with questions about the age, hobbies or school. After a while the perpetrator asks questions about the sexual experience and tries to talk the children into switching the webcam on and showing themselves topless or fully naked. Often they save the broadcasts with the aim to blackmail the children.

There are mainly two types of groomers: those who pretend to be younger and those who truly reveal their identities. Even if a perpetrator builds trust and friendship and pretends that this relationship is special, one can assume that this isn't his only conversation. Usually they approach twenty or more children, wait for responses and continue to chat with everyone who is answering. Mainly the victims are female, but there are male victims, too.

2. Sometimes the initial contact isn't started by adults but by children. Some just want to get to know other people and entertain themselves. But there are also children whose aim it is to make some money on the internet. Some young people, especially boys, sign on to specific forums and request naked pictures, live broadcast in front of a webcam or even a personal meeting for money. There are some communities where contact details with potential "customers" are shared.

3. "Loverboys" often use social media to come in contact with potential victims. On social media it is easy for them to talk to many girls at the same time. They can see how girls present themselves on the internet, if they go out often and what their hobbies are. It is easier to gain their trust. They compliment the girls and present themselves as their best friend. They ask if they could see a little more of them, because they are so beautiful. As soon as they have a (half) naked

picture of them, they have means to blackmail the girl into doing things for him, ultimately working for him as a prostitute.

Grooming is a criminal offense! It is important to be aware and report cases of grooming.

Tips for your peers

In order to detect cyber grooming, watch out for "false identities". Pay attention to suspicious online behaviour, e.g. if your online acquaintance:

— makes a lot of compliments about your body, especially if you just got to know each other recently.

— is interested in details from your real life soon after you get to know each other, e.g. your telephone number, your real name, your address, school etc.

— asks in detail about your looks and does not shy away from inti- mate questions (e.g. "Do you already have your period?", "Have you had sex before?").

— doesn't want you to talk with others about your chat contact.

— tries to lure you with gifts or job offers (e.g. to become a model).

— asks very soon if you have a webcam, especially if the person does not have one his/herself.

— asks for nude pictures. Time and again girls and boys let themselves get carried away by compliments.

When you ask for proof of his/her identity with a picture, don't settle for a normal picture. Ask for a funny one that people don't have at hand or cannot find on Google easily, e.g. with a cucumber on the head! This way you can make sure that the person on the picture is the one you are chatting with.

In case you want to meet an online acquaintance, keep yourself safe: bring a friend, make sure your phone is charged and turned on, tell others where you are and meet in a public place, preferably at day time.

If you feel uncomfortable or something has happened, talk about it! Seek help (from peer experts/their coach, an adult/person of trust, helplines, police...)!

Getting Started

TIP: Before you conduct a workshop or another activity, prepare yourself thoroughly. If possible try out the methods first within a group that you know and trust, e.g. other peer experts or a group of friends. They can give you helpful feedback and the opportunity to test your "trainer-self" within a protected environment.

Activity N°1
Clap and jump

Intention / purpose	To get the peer experts loosening up and laugh a bit
Duration	5-10 minutes
Number of participants	Any
Complexity	Easy
Setting	Space for everybody to stand in front of each other
Resources	None
Preparation	None
Description of activity	Make couples of 2 and ask them to stand in front of each other. Show the exercise to the group with another trainer or a volunteer from the group. You start by saying 1, the person in front of you says 2 and you say 3. The person in front of you says 1, you say 2 and the other person 3 and so on. After doing that for several times, you explain that instead of saying 1 you jump. So you start with a jump, the person in front of you says 2 and you say 3. Than the person in front of you jumps, you say 2 and the other says 3. After doing that for a while you explain that instead of saying 2 you clap your hands. So you start with a jump, the person in front of you claps his hands and you say 3. Then the person in front of you jumps, you clap your hands and the other says 3.

Because this exercise is more difficult than it seems, the participants need to think with everything they do. It also makes them laugh because it is quite difficult to do it without mistakes. You can also make it even more difficult by adding more numbers and tasks. |
| Source | ECPAT Netherlands |
| Keywords | Energizer |

Activity N°2

Name ball

Intention / purpose	Warm up, getting to know each other
Duration	Approx. 10- 15 min.
Number of participants	5-20
Complexity	Easy to advanced
Setting	Participants stand in a circle
Resources	5 balls (e.g. juggling balls)
Preparation	None
Description of activity	The participants stand in a circle. Focus on one person in the circle, call his/her name and throw the ball at him/her. Ask him/her to do the same with another person in the circle. The participants who already had the ball raise their hand. When all hands are raised the ball is tossed back to you. Now start again in the same sequence but a little bit faster than before. Introduce a second ball into the circle and follow the same procedure. Gradually introduce up to 5 balls into the circle. To increase the level of difficulty, let one ball go the other way round, reversing the sequence.
Source	Henk Göbel, HILFE-FÜR-JUNGS e.V., Berliner jungs
Keywords	Energizer, getting to know each other

Activity N°3
Who else?

Intention / purpose	Energizer, get to know each other
Duration	As long as the group wants to
Number of participants	Any
Complexity	Easy
Setting	Chairs in circle, one less than participants
Resources	None
Preparation	None
Description of activity	The participants sit in a circle; there will be one less chair than there are people. One person stands in the middle of the circle. This person mentions one characteristic, e.g. "I like to use Skype"; "I have a little sister." Now everyone sharing this characteristic, including the person in the centre, has to stand up and look for a seat before the others do. The person that is left is next to stand in the centre...
Source	ECPAT Austria
Keywords	Energizer, getting to know each other

Activity N°4
Two lies, one truth

Intention / purpose	Get to know each other, learn new or fun facts about the others, learn that it is not always easy to tell truth from lies
Duration	Depending on the size of the group 5-15 min.
Number of participants	Any
Complexity	Easy
Setting	Chairs in circle
Resources	Green and red flash cards, paper, pencils
Preparation	None
Description of activity	Each participant gets a green and red flash card and a small piece of paper. Let them write down three statements about themselves of which one is true and two are false (e.g. "I once worked as a shepherd during the summer." "I go sailing." "I have no siblings."). Now each of them reads them out and the others get to vote which one is true/false using the flashcards. After the exercise tell them that it is much more difficult to tell the truth from a lie online and that we should be careful who to trust!
Source	ECPAT Austria
Keywords	Getting to know each other, grooming

Learn and practice

Activity N°5
Benefits and risks of the internet

Intention / purpose	Encouragement to think about own internet use
Duration	60 min.
Number of participants	8-20
Complexity	Easy
Setting	Inside or outside
Resources	Moderation cards, chart, pencils
Preparation	None
Description of activity	First divide the group into teams of 3-5 and let them brainstorm about the benefits and risks of the internet. Let them write them down on moderation cards and present them to the whole group. After that categorize them in special topics in a discussion (e.g. **Benefits of social networks**: communication with friends from school, being up to date with what happens in their friends lives etc.; **Risks of social networks**: cyber mobbing, sexting etc.)
Source	ECPAT Germany / ECPAT Austria
Keywords	Online safety, opinion

Activity N°6
Association exercise (brainstorming)

Intention / purpose	Explanation of a concept
Duration	10 minutes
Number of participants	Any
Complexity	Easy
Setting	Any
Resources	Flip chart or school board
Preparation	Make sure that you have some examples so the youngsters know which direction they should think. Explain that there are no false associations.
Description of activity	Write down the topic you want to discuss in the middle of the flip chart or school board and circle it, for instance cyber bullying, online safety, sexting, grooming, smartphone etc. Ask the youngsters what they think of when they hear this word and write that down. Discuss the items on the board/flip chart. This can also be done in group work. The participants might also be allowed to look the term up online from their smartphones in case they need inspiration.
Source	ECPAT Netherlands
Keywords	(Cyber) bullying, grooming, online safety, privacy, sexting

Activity N°7
Discussing a movie

Intention / purpose	Awareness raising
Duration	"Let´s fight it together" (6:30 min) and then plan another 20- 30 min for discussion.
Number of participants	8-20
Complexity	Easy
Setting	Inside
Resources	Movie "Let´s fight it together" (projector, laptop, internet connection, screen) http://www.youtube.com/watch?v=dubA2vhIlrg
Preparation	Check if your laptop and the internet connection work
Description of activity	Let the group watch the short movie and have a discussion afterwards. Questions for the discussion could be "How does the victim feel?", "Why does the other school kid do something like that?", "If you had been in this situation what would you´ve done?"
Source	ECPAT Germany
Keywords	Cyber bullying, opinion, self-reflection

Activity N°8
Identity riddle

Intention / purpose	Self-reflection on how much they reveal online
Duration	Approx. 10- 20 min
Number of participants	8-20
Complexity	Advanced
Resources	Enough surveys (see annex) and pencils for every participant
Preparation	Depending on the group, you should change the order of the questions in the survey if necessary. For example, if all of them are from different schools or cities, the first question should not be: "Where are you going to school?" (they would know right away who is meant...).
Description of activity	First, pass the surveys out to the group and let them fill out their survey by their own and truthfully. Then select one survey and read out loud one question and answer. (e.g. The person who filled out that survey has brown hair) and ask if they can imagine who it might be (probably they are not able to identify the person yet). Go on like that and read the questions and answers. After every answer the group can try to identify the person. If somebody names the wrong person he/she has to exit the round (of course he/she can come back for the next person). When the person is identified let him/her come and get her survey. (**Be sure not to leave surveys behind because of the personal data**!) Let them discuss the data they would put on their social network pages. Would they reveal all the things they wrote on their surveys online, too? Also let them think about how it could be dangerous to reveal a little bit here and there. One could still check all their social network pages and collect a lot of data. Also it's easy to reveal things "by accident", e.g. not writing your whole name on social networks but being part of a group called "Family X".
Source	Innocence in danger e.V.
Keywords	Data protection, online safety, privacy

Activity N°9
Security on social networks

Intention / purpose	Awareness raising on the personal information posted on the internet and social networks privacy parameters
Duration	40 min.
Number of participants	5-15
Complexity	Easy
Setting	Inside, chairs in circle
Resources	Paper, pens, flipchart, computer with internet access
Preparation	Prior to the meeting, look for information online on three of the participants using just their names. This exercise works best if the participants don't know each other very well. Be aware that you might also find false information, especially if the person has a common name. Do not use information that might be used for bullying.
Description of activity	Start the session by telling what you know about the three people you found information on (for example: I know that Juliette has a brother; she is in school X and likes to watch movies...). Most information is found on social networks and this is to show that just with one name you can find a lot of information about someone. Then ask the participants if they are surprised by the information collected or even shocked by it. Take a look at the privacy parameters, e.g. of Facebook, and discuss the kind of information that each person posts online and how this could potentially be used against them. Alternative: You can also do this exercise like a "job interview" with the person you have information on. During the "interview" confront him/her with what you found.
Source	ECPAT Belgium/Material from Koan Legal Advice
Keywords	Data protection, online safety, privacy, social network

Activity N°10a
Private or public?

Intention / purpose	Learn to distinguish between private and public data and reflect on sharing personal data
Duration	20-30 min.
Number of participants	Any
Complexity	Easy
Setting	Inside
Resources	Flip chart or school board, post-its with different kinds of information on them, e.g. my address, name of my pet, name of my school, picture of me on the beach, my email address, my telephone number, my weight, shoe size etc.
Preparation	Prepare the post-its with different sorts of information on them. Divide the school board/flip chart into four parts: public, just for friends, private and not sure.
Description of activity	Read the information on the post-its out loud and ask the group where to put the post-it. Ask different participants about their opinions. If there is no consensus, let the group vote where to put the post-it. Let them discuss the outcomes afterwards.
Source	ECPAT Austria / Adapted from www.saferinternet.at and www.klicksafe.de
Keywords	Data protection, online safety, privacy, self reflection, social network

Activity N°10b

Private or public?

Intention / purpose	Learn to distinguish between private and public data, reflect on sharing personal data
Duration	20-30 min.
Number of participants	Any
Complexity	Easy
Setting	Space to move around.
Resources	Four sheets with different symbols on them (representing "private", "just for friends", "not sure" and "public") and a list of different information (see alternative 1)
Preparation	Prepare the list of information. Prepare four sheets (public, just for friends, private and not sure) and lay them into the four corners of the room.
Description of activity	The group stands in the middle of the room. Explain that you will now read out different sorts of information and that everybody should decide if it is private, public etc. To show their opinion, they should stand in the respective corner. Start a discussion by asking different people why they are standing in their respective corner.
Source	ECPAT Austria / adapted from www.saferinternet.at and www.klicksafe.de
Keywords	Data protection, online safety, privacy, self reflection, social network

Respect
and reflect

Activity N°11
Stop!

Intention / purpose	Self-reflection, personal space, to be aware of boundaries
Duration	Max 5-10 min
Number of participants	2-20
Complexity	Easy
Setting	Inside or outside
Resources	None
Preparation	Form teams of two
Description of activity	The participants form teams of two. One of them stands still while the other one comes closer to the partner. When he/she enters his team mates comfort zone the partner has to shout "STOP" and raise the hand. After that give them time to discuss their personal spaces, how close the other one could come and when they started feeling uncomfortable.
Source	Henk Göbel, HILFE-FÜR-JUNGS e.V., berliner jungs
Keywords	Boundaries/personal space, self-reflection, violence

Activity N°12
The barometer of violence

Intention / purpose	To learn about and reflect on violence
Duration	45 min. (the bigger the group, the more time you need to discuss)
Number of participants	10-30
Complexity	Medium
Setting	Inside, rooms for group work if necessary
Resources	Sheets with situations of (potential) violence on them (either case stories or pictures; you could differentiate between physical and psychological violence) and sheets with numbers on them (1-10, depending on number of case stories/pictures); see examples in Annex
Preparation	Prepare different pictures or case stories that contain a situation of (potential) violence. It is important to use situations that are unclear and leave room for interpretation. Prepare sheets with numbers written on them (from 1-10 depending on the number of cases/pictures). Split participants up into groups of a maximum of 10 people each. Be prepared to moderate and maybe limit extensive discussions, especially if adults are involved.
Description of activity	Each group needs some space within the room. Lay out the number sheets in a row on the floor. Explain that these numbers stand for the "barometer of violence" – from 1 ("not too bad") to 10 ("brute violence"). Distribute the case sheets top down around the barometer.

Let each participant select one sheet with a case story/ picture and ask her/him to explain what is on it. Then ask her/him to lay down the sheet next to a number depending on the severity of violence. Explain that there is no right or wrong and that this exercise is about perception and personal opinion. |

| Description of activity | After the first round ask the participants if they are satisfied with the location of each situation in relation to the others. If not, ask them to reallocate the sheets and explain why they think a situation should be rated higher or lower on the barometer of violence.

The discussion will demonstrate that what a person experiences as violence can vary. Just because something is no big deal for me, it does not mean that it is acceptable for everybody else. The severity of a situation also depends on the individual interpretation of a context which often reflects our prior experiences. |
|---|---|
| Source | Markus Trenn, Criminal Prevention Unit, Vienna Police & Samara – Verein zur Prävention von (sexualisierter) Gewalt, Vienna |
| Keywords | Boundaries/personal space, (cyber) bullying, grooming, opinion, self-reflection, sexting, violence |

Activity N°13a

Take a stand!

Intention / purpose	Reflection on personal knowledge and prejudices about internet, formation of opinion, reflection of possible myths about internet/ cybersex/ chat etc.
Duration	20-30 min.
Number of participants	Any
Complexity	Medium
Setting	The participants sit on chairs arranged in a circle.
Resources	One moderation card with "I agree" written on it and a list of statements to discuss. See Annex for examples of statements.
Preparation	Place the card ("I agree") into the centre of the circle of chairs. Explain discussion rules (listening, let each other finish, etc.). It is important to stress that there is no "right" or "wrong"; the activity is about sharing opinions and debate.
Description of activity	Explain that you will now read out some statements. Ask the participants to declare whether they agree or disagree by placing a personal item (e.g. a pen, a bracelet) within the circle. The nearer to the centre, the more they agree to the statement. The further away from the centre, the less they agree. After everybody has taken position, ask why they decided this way. Ask others to respond.
Source	ECPAT Austria / ECPAT Netherlands
Keywords	Boundaries/personal space, (cyber) bullying, data protection, grooming, opinion, privacy, self-reflection, sexting, violence

Activity N°13b
Take a stand!

Intention / purpose	Reflection on personal knowledge and prejudices about internet, formation of opinion, reflection of possible myths about internet/ cybersex/ chat etc.
Duration	20-30 min.
Number of participants	Any
Complexity	Medium
Setting	Space to move around
Resources	Two sheets with "agree" and "disagree" written on them and a list of statements to discuss. See Annex for examples of statements.
Preparation	Place the sheets (agree/disagree) on the floor at different ends of the room. Explain discussion rules (listening, let each other finish, etc.). It is important to stress that there is no "right" or "wrong"; the activity is about sharing opinions and debate.
Description of activity	Explain that you will now read out some statements. Ask the participants to declare whether they agree or disagree by positioning themselves between "agree" and "disagree". After everybody has taken position, ask some participants how they made these decisions. Ask others if they want to change position after hearing the argument.
Source	ECPAT Austria / ECPAT Netherlands
Keywords	Boundaries/personal space, (cyber) bullying, data protection, grooming, opinion, privacy, self-reflection, sexting, violence

Activity N°13c

Take a stand!

Intention / purpose	Reflection on personal knowledge and prejudices about internet, formation of opinion, reflection of possible myths about internet/ cybersex/ chat etc.
Duration	20-30 min.
Number of participants	Any
Complexity	Medium
Setting	Any
Resources	Three moderation cards in green, orange and red for each participant and a list of statements to discuss. See annex for examples of statements.
Preparation	Hand out the moderation cards. Explain discussion rules (listening, let each other finish, etc.). It is important to stress that there is no "right" or "wrong"; the activity is about sharing opinions and debate.
Description of activity	Explain that you will now read out some statements. Ask the participants to declare whether they agree or disagree by holding up a card (red=disagree, green=agree, orange=not sure). After everybody has put a paper in the air, ask some participants why they agree, disagree or don't know. Ask others to respond.
Source	ECPAT Austria / ECPAT Netherlands
Keywords	Boundaries/personal space, (cyber) bullying, data protection, grooming, opinion, privacy, self-reflection, sexting, violence

Activity N°14

Compliment someone

Intention / purpose	To increase self-esteem of the participants and see if they are aware of the positive characteristics that others think of them
Duration	Minimal 15 minutes
Number of participants	Any
Complexity	Easy
Setting	Youngsters can sit in school setting, e.g. in a circle; it doesn't matter for this exercise. This exercise works best if the participants already know each other a little bit.
Resources	A piece of paper and a pencil for every participant.
Preparation	Explain to youngsters the idea of boundaries and how to show and respect them. Explain the importance of self-confidence and the influence of group pressure.
Description of activity	Ask every participant to write down 3 compliments about the person sitting on the right side of them (5 minutes). Let everybody say the compliments to their neighbour (one at a time). Ask if the person receiving the compliments if they are aware of these characteristics and how the compliments make them feel. Let them take the list of compliments home to read it over when they are feeling insecure about themselves.
Source	ECPAT Netherlands
Keywords	Group pressure, self-confidence

Activity N°15

The influence of group pressure

Intention / purpose	To let the participants experience the feeling of group pressure
Duration	Min. 20 minutes
Number of participants	Any (Complexity: Moderate)
Setting	You need to divide the room in two spaces. There also needs to be space for participants to walk to either side
Resources	6 easy questions with a correct answer and incorrect answer on papers
Preparation	Make 6 easy questions (for instance the capital cities of European countries) and make a paper with a correct answer and an incorrect answer. Make a piece of paper for everybody saying: "Answer the first 3 questions correctly and give a false answer to question 4, 5 and 6." Make a piece of paper for one person in the group with the text: "Participate actively and answer the questions to the best of your knowledge." Explain to the youngsters the idea of boundaries and how to show and respect them. Explain the importance of self-confidence and the influence of group pressure.
Description of activity	Hand out the cards to every participant. Make sure the participants haven't seen the difference in the cards and who has the card that deviates from the others. Remember who has the one card that differs from the rest. Divide the room in 2 areas. Read the questions out loud and put the correct answer on one side of the room and the incorrect answer on the other side. Make sure the question number is clear with every question. Except for one, the whole group will answer the last 3 questions incorrect. After the exercise, ask the person who got the piece of paper saying "Participate actively and answer the questions to the best of your knowledge" if he/she felt group pressure. Also ask other participants if they can imagine the influence of group pressure. Would they walk to the right answer, even though the whole group does it differently?
Source	ECPAT Netherlands
Keywords	Group pressure, self-reflection

Activity N°16
Role play cyber bullying

Intention / purpose	Insight through role-play, learn about the importance to emphasize with others, good to introduce the topic of cyber bullying
Duration	Min. 45 minutes. Leave enough time for discussion after the role play.
Number of participants	Min. 4
Complexity	Medium
Setting	Inside
Resources	TV or laptop/beamer, speakers, paper, pen, chairs
Preparation	Prepare the video; place five chairs next to each other in the middle of the room; hand out one red, one yellow and one green card to each participant.This method should be well prepared. If necessary ask your coach to accompany the activity. The group should be ready to participate in a role play. Be prepared to moderate the discussion if necessary.
Description of activity	Show the short movie "Let's fight together" to the group (https://www.youtube.com/watch?v=dubA2vhIlrg). Watch the movie up to the scene where Joe's mother is watching his video.

After the video, ask the participants to show their current mood by holding up a card. Red=not good, Yellow=okay, Green=fine.

Now ask the participants which individuals had a role in the movie. Write down the names/roles on different sheets and lay each down on the chairs. (Joe, students, teacher 1, teacher 2, mother) |

Description of activity (Activity N°16)	Ask for volunteers among the participants to select a role and sit down on the equivalent chair. This person has to put herself/himself into the shoes of the person (e.g. mother, Joe, teacher...). Only one chair at a time can be occupied. If you feel that they are hesitant, you can split them up into groups and assign one role to each group in order to make it easier to find volunteers.

Ask the person on the chair:

1. What are you thinking right now?

2. How do you feel?

3. What do you wish for?

4. How can this wish come true?

The trainer as well as all other participants can ask further if they feel so. Once the person is done another one can take up another role.

After the role play you can talk about the movie and summarise the options to help Joe. |
| Source | Schulze-Krumpholz et. al. (2012): Medienhelden: Unterrichtsmanual zur Förderung von Medienkompetenz und Prävention von Cybermobbing. Reinhardt-Verlag. |
| Keywords | Cyber bullying, opinion, self-reflection |

Activity N°17

Bully the bottle

Intention / purpose	Learn about group pressure and bullying and how to reflect on your own behaviour, learn how cyber bullying works
Duration	10-30 min.
Number of participants	8-20
Complexity	Easy
Setting	Any
Resources	Chair, bottle
Preparation	Place a bottle on the chair.
Description of activity	Explain to all participants that they may jump into the role play at any time. Now you bully the bottle! Laugh about it, make fun of it and insult the bottle. You may also take pictures of it with your mobile phone. Doing so, you can also involve the participants by talking directly to them about the bottle: "Such a fool, isn't he? Look how shabby he looks!" Try to make them join you in bullying. At some point the participants will react to you and either support your behaviour or start to defend the bottle. If the participants are hesitant, the second peer-trainer may interact at first or you may want to ask your coach in advance to help "break the ice" in such a case. The effect of the exercise is to demonstrate that it is important that people stand up for the person being bullied. Bullying feeds off its audience – bystanders and followers. But as soon as there is no more support for the attacker and people stand up for the victim, the foundation of bullying cracks.
Source	Markus Trenn, Criminal Prevention Unit, Vienna Police
Keywords	(Cyber) bullying, group pressure, self-confidence, self-reflection

Activity N°18

Who can I talk to?

Intention / purpose	For young people to think about where they could go for advice
Duration	15-20 min
Number of participants	5-20
Complexity	Medium
Setting	Enough space to sit
Resources	Paper and pens, scenarios on paper. Colour dots (green, yellow, red)
Preparation	Prepare the scenarios, e.g. "A friend states something on Facebook, which makes you feel sad." "You see something on social media, involving friends which you feel is bullying." "You post something on social media which you regret." Prepare sheets of paper in sections of friends, parents, teachers, professional, police etc.
Description of activity	In small groups discuss the scenarios and who you would talk to about it. On each scenario add a coloured sticker: red=very serious, green=not so serious. The group then discusses who they could talk to and how serious a problem it is. There will be different opinions, which is okay, these should be discussed.
Source	ECPAT UK
Keywords	Boundaries/personal space, (cyber) bullying, data protection, grooming, online safety, sexting, opinion, privacy, self-reflection, sexting, violence

Evaluation and follow up

Activity N°19
Hand evaluation

Intention / purpose	Reflect on and evaluate the workshop
Duration	10-15 min.
Number of participants	Any
Complexity	Easy
Resources	Copies of "feedback-hand" for all participants
Preparation	Draw a hand on a sheet of paper by tracing your own hand with a pencil. Copy the sheet for each participant.
Description of activity	Distribute a "hand" to each participant. Ask them to reflect and evaluate the workshop by writing into the fingers: • What they liked (thumb) • What they want to point out (forefinger) • What they didn't like (middle finger) • What they want to take home and remember (ring finger) • What was missed out/neglected (little finger)
Source	ECPAT Austria
Keywords	Evaluation

Activity N°20
Postcard

Intention / purpose	Reflect about and remember what you have learnt and plan something concrete
Duration	5-10 min.
Number of participants	Any
Complexity	Easy
Setting	Circle of chairs, postcards distributed in the middle
Resources	Different postcards to select from
Preparation	None
Description of activity	Ask the participants to look at the postcards and select one they like. They should now write on the back what they would like to do/achieve until the next meeting (or within the next X weeks/months) and complete the postcard with their address. Recollect the postcards and send them to the participants a week or two before the next meeting.
Source	ECPAT Germany
Keywords	Evaluation

Annex 1
Worksheet

Worksheet for Activity N°8: "Identity riddle"

S U R V E Y

Where are you going to school?

When is your birthday?

How tall are you?

What kind of clothes do you like to wear?

What colour of hair do you have?

What do you like to do in your free time?

Where did you spend your last vacation?

Are you member of a club? Which one?

What do you like?

What do you not like?

What is your name?

Worksheet for Activity N°12:
"The barometer of violence"

A 14 year old girl uploads intimate pictures on Facebook. She frequently gets friendship requests from two male teachers at her school. She accepts as she is afraid that she will be graded worse if she doesn't accept their friendship requests.

Several 13 year old boys film a girl on the school toilet with a mobile phone. They show the video to other boys at the school. A teacher first wants to take the mobile phone from them but then hesitates.

A 12 year old girl wears a tight and short t-shirt at a field trip. Her teacher takes a picture in order to demonstrate her "immorality" to her, although the girl explicitly expressed her wish not to be photographed.

The parents of a 9 year old boy don't allow their kids to watch TV or play video games. The boy tells his tutor that a neighbour offered him to watch TV at his place when the parents were not at home and that he would show him "other adult stuff."

A six-year-old girl that is new in the first grade asks the others: "Are we fucking here?"

A popular teacher asks his students to send him pictures of themselves and their siblings so he can put together a birthday calendar for the class.

A 9-year-old girl always comes to school unwashed. She looks neglected. The other children bully her: "You stink!" and don't want to sit next to her.

Please adapt to situation, e.g. change "teacher" to "youth leader" etc.
Text examples (© Samara, Austria)

Worksheet for Activity No.13: "Take a stand"

- I feel I am online too much / too much on the internet.
- I feel young people are online too much / too much on the internet.
- It's OK to send a picture of myself wearing a bathing suit to another person if my face is not shown.
- It's OK to send a picture of a friend wearing a bathing suit to another person if his/her face is not shown.
- If you send private pictures to other people, you can't be surprised if they end up in the internet.
- It's OK to send several text messages to my crush each day, even if he/she isn't interested in me. Maybe he/she changes his/her mind!
- It's OK to upload a video of a brawl. There is so much violence on the internet and in media anyway, it makes no odds.
- It's perfectly fine to be online friends with a teacher.
- It's easier to talk about intimate things online than in person.
- You can tell the age of a chat partner by what he/she is writing.
- Using Snapchat is much safer than WhatsApp because the pictures are deleted within seconds.
- It is harmless to accept strangers or loose contacts as online friends.
- Taking a picture of someone on the toilet is just a joke.
- Uploading private pictures on social media platforms is harmless.
- If a 15-year-old girl voluntarily wants to make a porn movie, it does not constitute child sexual abuse images.
- It's up to you if you want to sell your own nude pictures for money.
- Sending private pictures on a mobile phone is harmless.
- Child safety software is a good solution.
- There are hardly any cases of online abuse of children in [my country].

Annex 2 Keywords

Key Word	Activity N°
Boundaries	11, 12, 13, 18
(Cyber) bullying	6, 7, 12, 13, 16, 17, 18
Data protection	8, 9, 10, 13, 18
Energizer	1, 2, 3
Evaluation	19, 20
Getting to know each other	2, 3, 4, 8
Grooming	4, 6, 12, 13, 18
Group pressure	14, 15, 17
Online safety	5, 6, 8, 9, 10, 18
Opinion	5, 7, 12, 13, 16, 18
Privacy	6, 8, 9, 10, 13, 18
Self-confidence	14, 17
Self-reflection	7, 10, 11, 12, 13, 15, 16, 17, 18
Sexting	6, 12, 13, 18
Social network	9, 10
Violence	11, 12, 13, 18