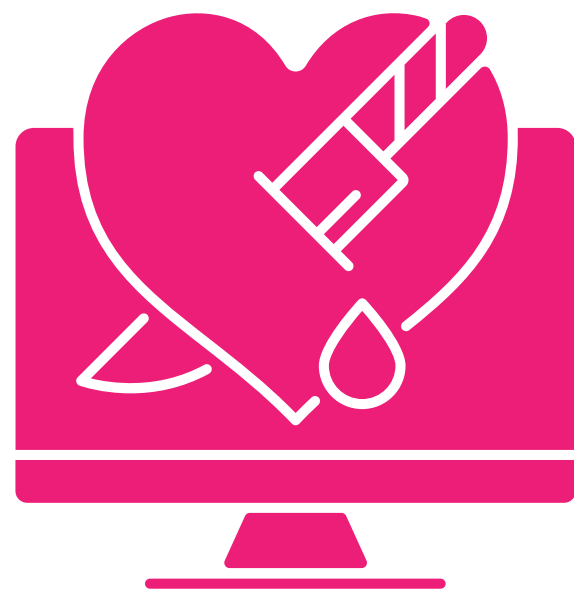


*Guide to
Sexually-Related
Online Risks
Training*



Guide to Sexually-Related Online Risks Training

RISC - Research & Innovation Center for Social and Educational Sciences
DLI - Digital Leadership Institute International

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This guide has been prepared in the context of the OnSafe project, funded by the Erasmus+ Programme of the European Union. OnSafe focuses at equipping young people and teenagers with the necessary knowledge, skills and tools to prevent being exposed to sexually related online risks and threats (Sexting, Sextortion, Grooming/Child Sexual Abuse Material, Non-Consensual Intimate Image Abuse), through the development, piloting and implementation of a series of interactive workshops.

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Child Sexual Abuse Material / Grooming

Description


The aim of the training is to raise the awareness and educate teenagers on sexually related online risks with emphasis on Child Sexual Abuse Material (CSAM) & Grooming.

Objectives

The objectives of the CSAM / Grooming Training are to:

- Educate teenagers on what Child Sexual Abuse Material (CSAM) / Grooming is;
- Raise their awareness on the legal framework covering CSAM/Grooming in Cyprus;
- Help them understand what the impact of CSAM / Grooming can be and how it can be prevented and counteracted.

Practical Information

Total Duration	60-90 minutes
Sources	https://inhope.org/  Grooming - Keeping children safe online
Participant Ages	12+
Preparation & Activity Material	Small Pieces of Paper or Sticky Notes Presentations Quiz Video Flashcards Crossword Flyer Questionnaire

WELCOME - ICE BREAKER

Duration	20'	Material	Small Pieces of Paper or Sticky Notes, Quiz
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A. INTRODUCTION (3')

Welcome participants! Thank them for having you there and introduce yourself (who are you, what are you doing etc).

B. ICE BREAKER (7')

[The following ice breaker is an example. You can use any ice breaker you like]

Game: Guess Who Am I

Hand out a small piece of paper to the group (or class) and ask them to write something about themselves that no one else would know.

Collect all papers in a box and randomly pick one.

Read it out loud and ask the group (or class) to guess to whom this paper belongs to.

[You can read aloud as many papers you want, given the time availability you have]

C. PRE-ASSESSMENT (10')

Run the Quiz questions to assess the pre-existing knowledge of the participants on CSAM / Grooming by launching a live session on Canva.

SECTION 1: Legal Framework on CSAM & Grooming

Duration	15'	Material	Presentation
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Activity 1: Presentation

Present a real case where the term “child pornography” is used and ask the audience what they understand by this term. Ask them to browse online and search the term “child pornography” to see how often it appears on the news. Then, invite them into a discussion to investigate whether this term is acceptable as it gives the impression that the child is acting as a paid pornstar who consensually participates in sexual acts. As the term is wrongly used, many EU countries have suggested the use of the term “Child Sexual Abuse Material”.

Activity 2: Legal Framework

Then, present the legal framework on CSAM & Grooming in a simple and comprehensible manner.

Activity 3: Cases

Present the reported cases of CSAM in Cyprus which are escalating year after year. However, many CSAM cases do not reach the police authorities for various reasons. To identify the reasons behind this, introduce the following monologue activity: **Each person should come up with a short play to demonstrate the process s/he may follow in order to decide whether to make a complaint to the police or not.** This mental process should dig into the positive (e.g. the predator will be arrested, no more children will face the consequences of online abuse, psychological support to the victim) and mainly negative aspects of the report from the victim's point of view in order to understand why many cases are not reported after all.

SECTION 2: How do Offenders Operate

Duration	15'	Material	Video, Stages Presentation
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Activity 4: Stages of Grooming (INHOPE)

Video played & discussion initiated with INHOPE's stages presented as the discussion progresses.

<https://www.youtube.com/watch?v=TZ6bvYydog4>

BREAK

SECTION 3: CSAM & Grooming at a Glance

Duration	20'	Material	Flash Cards, Crossword, Flyer
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Activity 5: Vulnerable Youth

Ask the audience to browse over the internet to find out who is more susceptible to becoming a victim of CSAM & Grooming and report their findings.

Then, complement the discussion with the flashcards.

Activity 6: Impact of CSAM & Grooming

Solve the crossword! CSAM & Grooming has devastating consequences on its victims. Ask the group to solve the crossword to reveal the consequences of CSAM & Grooming to the victims. Discuss the outcomes.

Activity 7: Counteracting CSAM & Grooming

Suppose that you have just received an inappropriate message from an unknown Instagram user. How would you respond?

REFLECTION - IMPACT

Duration	20'	Material	Quiz, Evaluation Questionnaire
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POST-ASSESSMENT

Run the Quiz questions again to assess the knowledge gained on the topic after the training.

GROUP REFLECTION

Create a circle or arrange the chairs in a U-shape so that there is direct eye contact between all members of the group and ask them the following questions:

- Share one word describing your emotions after the activity;
- What is the most important thing (e.g. knowledge, skill, competence, attitude) you keep from this workshop today?
- If you could share one piece of advice or information from this workshop with a friend or family member, what would it be?
- How can you contribute to creating a safer online environment for others, particularly younger or more vulnerable individuals in your community?

CLOSURE - EVALUATION

CLOSING UP

ACTIVITY EVALUATION

Sexting

Description

The aim of the training is to raise awareness and educate teenagers on online safety risks with emphasis on sexting.

Objectives

Through this activity participants are expected to:

1. Learn what sexting is and why young people are doing it;
2. Understand the impact and risks of sexting;
3. Get familiar with ways to deal with sexting both in terms of preventing and coping;
4. Enhance their creativity through the development of scenarios for sexting;
5. Increase their digital skills through the development of comics for sexting.

Practical Information

Total Duration	60-90 minutes
Sources	https://www.betterinternetforkids.eu/
Participant Ages	12+
Preparation & Activity Material	Small Pieces of Paper or Sticky Notes Quiz Presentation Questionnaire Device with Internet Comics Creation App (www.pixton.com)

WELCOME - ICE BREAKER

Duration	20'	Material	Small Pieces of Paper or Sticky Notes, Quiz
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A. INTRODUCTION (3')

Welcome participants! Thank them for having you there and introduce yourself (who are you, what are you doing etc).

B. ICE BREAKER (7')

[The following ice breaker is an example. You can use any ice breaker you like]

Game: Guess Who Am I

Hand out a small piece of paper to the group (or class) and ask them to write something about themselves that no one else would know.

Collect all papers in a box and randomly pick one.

Read it out loud and ask the group (or class) to guess to whom this paper belongs to.

[You can read aloud as many papers you want, given the time availability you have]

C. PRE-ASSESSMENT (10')

Run the Quiz questions to assess the pre-existing knowledge of the participants on Sexting by launching a live session on Canva.

SECTION 1: What is Sexting?

Duration	10'	Material	Presentation
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Activity 1: Presentation or Comic Display

Presentation of what sexting is and why it is important to raise awareness about it.

OR

Present the comic created to young people and ask them to guess which online risk it addresses.

Activity 2: Discussion

Discuss about what sexting is and why people sext.

SECTION 2: Impact & Risks associated with Sexting

Duration | 15' | **Material** | Presentation

Activity 3: How would you feel?

In small groups, ask young people to discuss the scenarios provided with the guidance of the questions provided in exploring how they would feel if they were a sexting victim. Then, explain the impact and risks associated with sexting.

Activity 4: Discussion

Link the previous discussion to what can be done to prevent being a victim of sexting and how to deal with the situation in case it has happened to them.

SECTION 3: Dealing with Sexting

Duration | 20' | **Material** | Presentation, Pixton

Activity 5: Comics Creation

Once all the information about sexting has been delivered, ask young people to log into Pixton and create their own comics on the topic, by creating their own scenarios.

Activity 6: Discussion

Have them discuss their comics in light of the provided questions.

REFLECTION - IMPACT

Duration | 20' | **Material** | Quiz, Evaluation Questionnaire

POST-ASSESSMENT

Run the Quiz questions again to assess the knowledge gained on the topic after the training.

GROUP REFLECTION

Create a circle or arrange the chairs in a U-shape so that there is direct eye contact between all members of the group and ask them the following questions:

- Share one word describing your emotions after the activity;
- What is the most important thing (e.g. knowledge, skill, competence, attitude) you keep from this workshop today?
- If you could share one piece of advice or information from this workshop with a friend or family member, what would it be?
- How can you contribute to creating a safer online environment for others, particularly younger or more vulnerable individuals in your community?

CLOSURE - EVALUATION

1. CLOSING UP

2. ACTIVITY EVALUATION

Sextortion

Description

The aim of the training is to raise the awareness and educate young adults on online safety risks with emphasis on Sextortion

Objectives

The objectives of the Training on Sextortion are to:

- Raise the awareness of young adults on the different sextortion types;
- Help participants understand how a sextortion case can be set in order to recognize its signs;
- Facilitate understanding the impact of sextortion and how to deal with potential incidents.

Practical Information

Total Duration	60-90 minutes
Sources	https://www.betterinternetforkids.eu/practice/articles/article?id=6707169 'Sextortion': Online blackmail of men
Participant Ages	18+
Preparation & Activity Material	Small Pieces of Paper or Sticky Notes Quiz Presentation Video Device with Internet Questionnaire

WELCOME - ICE BREAKER

Duration	20'	Material	Small Pieces of Paper or Sticky Notes, Quiz
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A. INTRODUCTION (3')

Welcome participants! Thank them for having you there and introduce yourself (who are you, what are you doing etc).

B. ICE BREAKER (7')

[The following ice breaker is an example. You can use any ice breaker you like]

Game: Guess Who Am I

Hand out a small piece of paper to the group (or class) and ask them to write something about themselves that no one else would know.

Collect all papers in a box and randomly pick one.

Read it out loud and ask the group (or class) to guess to whom this paper belongs to.

[You can read aloud as many papers you want, given the time availability you have]

C. PRE-ASSESSMENT (10')

Run the Quiz questions to assess the pre-existing knowledge of the participants on Sextortion by launching a live session on Canva.

SECTION 1: Understanding Sextortion

Duration	15'	Material	Presentation
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Activity 1: What is Sextortion?

Start the activity by asking participants to define sextortion. Then, provide the definition.

Present the two real testimonies from victims of sextortion and ask them to identify some of the main differences between the two types (i.e., sextortion from a known person vs sextortion from an unknown person online).

SECTION 2: How do Offenders Operate

Duration	15'	Material	Presentation, Video
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Activity 3: Stages of Sextortion from unknown online users

Play the video & discuss with the participants the main steps for online sextortion cases in order to facilitate understanding on how offenders operate.

Activity 4: Sextortion through scam emails

A new form of sextortion takes the form of a scam email in which, unlike the previous example, the interaction between the offender and the potential victim is not established through social media. The email is demonstrated inviting the participants to reflect on it and explore its effectiveness.

Ask the participants how they would feel if they receive such an email, especially if they are married or in a relationship.

Finally, ask them to check the syntax and poor structure of the email and reflect on how AI generated content might be used by predators to create convincing scam emails.

BREAK

SECTION 3: Why do people fall victims of sextortion?

Duration	40'	Material	Presentation, Video, Role Playing Scenarios
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Activity 5: Vulnerable online users

Ask the participants to browse over the internet and find out why there is such a high prevalence in sextortion cases with victims of various genders as well as social, economic and educational backgrounds.

Activity 6: Impact of sextortion

The participants work in teams to identify the impact of sextortion to the victims. Extracts from real sextortion cases can be found online to facilitate the process.

Activity 7: Copying with Sextortion: Role Play

Role play scenarios will be executed based on the following instructions:

Role play 1: You are on social media when you suddenly receive a message from an unknown, yet good looking man/woman. The conversation is initiated in a normal and friendly mode followed by sexual inferences and requests. The victim sends an intimate photo to the offender followed by threats for more photos as well as money in order not to publish the photos. The goal of the activity is to explore how the victim should respond in each of the different stages of the ongoing sextortion case: a) Request to send an intimate photo; b) Request to send additional photos; c) Request to pay money to the offender.

The main characters in the role play involve the offender, the victim and the friend(s) of the victims who become aware of the situation.

Role play 2: You are in distress as you have just received a threatening sextortion message “Pay 100 euro or your video will be released”. You immediately call a friend for advice.

The main characters involve the victim and the friend.

REFLECTION - IMPACT

Duration	20'	Material	Quiz, Evaluation Questionnaire
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POST-ASSESSMENT

Run the Quiz questions again to assess the knowledge gained on the topic after the training.

GROUP REFLECTION

Create a circle or arrange the chairs in a U-shape so that there is direct eye contact between all members of the group and ask them the following questions:

- Share one word describing your emotions after the activity;
- What is the most important thing (e.g. knowledge, skill, competence, attitude) you keep from this workshop today?
- If you could share one piece of advice or information from this workshop with a friend or family member, what would it be?
- How can you contribute to creating a safer online environment for others, particularly younger or more vulnerable individuals in your community?

CLOSURE - EVALUATION

1. CLOSING UP

2. ACTIVITY EVALUATION

Non-Consensual Intimate Image Abuse

Description

The aim of the training is to raise awareness and educate teenagers and young adults on sexually related online risks with emphasis on Non-Consensual Intimate Image Abuse (NCIIA).

Objectives

The objectives of the NCIIA Training are to:

- Educate teenagers and young people on what NCIIA is and who is mainly involved in such abuse;
- Raise the participants' awareness on the legal framework covering NCIIA as well the various terms that are used to describe this type of abuse;
- Enhance their understanding on the impact of NCIIA;
- Help them understand how to deal with NCIIA.

Practical Information

Total Duration	60-90 minutes
Sources	▶ Nearly 19,000 victims of so-called revenge porn in ... "Revenge Porn": 5 important reasons why we should not call it by that name
Participant Ages	13+
Preparation & Activity Material	Small Pieces of Paper or Sticky Notes Quiz Presentation Video Device with Internet Flashcards Questionnaire

WELCOME - ICE BREAKER

Duration	20'	Material	Small Pieces of Paper or Sticky Notes, Quiz
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A. INTRODUCTION (3')

Welcome participants! Thank them for having you there and introduce yourself (who are you, what are you doing etc).

B. ICE BREAKER (7')

[The following ice breaker is an example. You can use any ice breaker you like]

Game: Guess Who Am I

Hand out a small piece of paper to the group (or class) and ask them to write something about themselves that no one else would know.

Collect all papers in a box and randomly pick one.

Read it out loud and ask the group (or class) to guess to whom this paper belongs to.

[You can read aloud as many papers you want, given the time availability you have]

C. PRE-ASSESSMENT (10')

Run the Quiz questions to assess the pre-existing knowledge of the participants on NCII by launching a live session on Canva.

SECTION 1: Understanding Non-Consensual Intimate Image Abuse

Duration | 15' | **Material** | Presentation, Video

Activity 1: Presentation

Start the discussion with a video describing some key details of non-consensual intimate image abuse followed by its definition

https://www.youtube.com/watch?v=kF_X7CfDZII&ab_channel=ABCNews

During the discussion, make sure that the following questions are addressed:

- Who are mainly involved in this type of abuse?
 - In most of the cases, we are talking about ex partners. The content may have voluntarily been shared between the partners but once the relationship is over, one of them makes the content publicly available (e.g. dedicated websites, social media)
- Why are people involved in non-consensual intimate image abuse?
 - Different factors may explain the reasons behind the decision of an ex-partner to get involved in revenge porn
 - Tool for revenge as the person may feel hurt, angry, or betrayed by their former partner and use intimate images or videos to inflict emotional pain or embarrassment in return.
 - Perpetrators may seek to exert power and control over the victim. Sharing explicit content without consent can be a way to manipulate and intimidate the victim.
 - Some individuals may use revenge porn as a means of publicly shaming or humiliating the victim, often for personal gain or entertainment.
 - Jealousy or envy can drive someone to engage in non-consensual intimate image abuse, especially if they feel threatened by the victim's current or potential relationships.

SECTION 2: Legal considerations & Statistics

Duration | 15' | **Material** | Presentation, Device with Internet

Activity 2: Legal considerations

During the video, the term “revenge porn” was used. Ask the participants whether they agree with this term or whether the term is misleading and problematic (["Revenge Porn": 5 important reasons why we should not call it by that name](#)).

Activity 3: Legislation

Ask the audience to scan the QR code and navigate through the legislation in order to identify the current provisions of the legislation with regards to NCII abuse against women.

Activity 4: Statistics and Real numbers

Present statistics on reported cases of NCII abuse and divide the participants in working groups to identify the main reasons behind the discrepancy between the number of real cases vs the number of reported cases. Reading the extract from the news can be a helpful approach to facilitate the discussion.

BREAK

SECTION 3: IMPACT & DEALING WITH NCIIA

Duration	15'	Material	Device with Internet, Presentation, Flashcards
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Activity 5: Impact

Ask the participants to browse the internet and find real case studies/news of NCII in order to identify the impact of this crime to victims.

Then, complement the discussion with the flashcards.

Activity 6: Coping with NCII

Begin a discussion on how to cope with NCII if you are a victim following the key points identified in the presentation.

Activity 7: The Concept and Respect Challenge

In order to prevent NCII cases, emphasis should be placed on promoting the importance of consent and respect within relationships.

For this activity, distribute small pieces of paper to the participants and instruct them to write down one action or statement that exemplifies consent, open communication, or respect within a relationship. This could be something like, "Ask for permission before videorecording an intimate moment" or "Listen to your partner's boundaries and feelings." Ask participants to keep their statements anonymous.

Collect the statements and read one after the other ensuring that considerable time for discussion and reflection on each statement is provided. Emphasise why this action or statement is important in maintaining healthy, respectful relationships and preventing NCII.

REFLECTION

Duration	20'	Material	Quiz, Evaluation Questionnaire
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POST-ASSESSMENT

Run the Quiz questions again to assess the knowledge gained on the topic after the training.

GROUP REFLECTION

Create a circle or arrange the chairs in a U-shape so that there is direct eye contact between all members of the group and ask them the following questions:

- Share one word describing your emotions after the activity;
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CLOSURE - EVALUATION

1. CLOSING UP

2. ACTIVITY EVALUATION

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Research & Innovation Center for Social and Educational Sciences



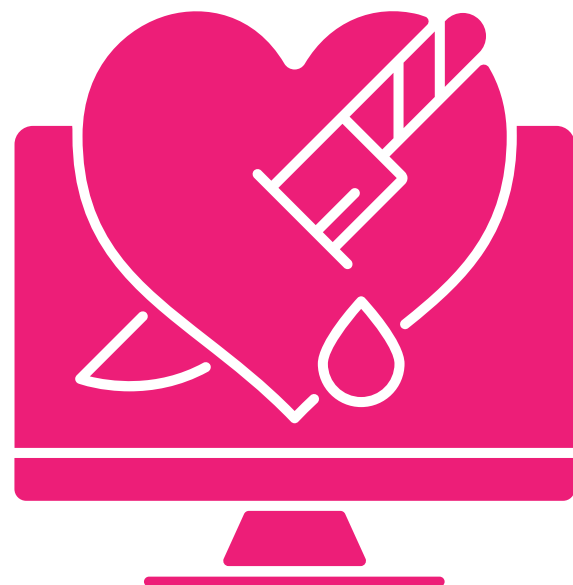
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