

## Step by step guide for the trainers

*Provided by FILIA for the student's workshops (WP2)*

### **PART 1: KICK-OFF (approx. 5 mins)**

#### **Intro - SLIDE 1 (cover page)**

Welcome to the workshop "Double Tap for Gender Awareness: Social Media's Role in Shaping Youth Views on Gender Stereotypes and Gender-Based Violence."

**Trainer's Note:** *Feel free to introduce yourself and your organisation/school and explain why is this happening today.*

#### **3 key takeaways from today's session - SLIDE 2**

Today's discussion will focus on how social media impacts perceptions of gender, stereotypes, and online violence.

Through this workshop, we aim to have an open conversation about these issues and explore solutions for a safer, more balanced digital space. If we had to choose three key takeaways for you to remember by the end of this session, they would be:

- A better understanding of how social media shapes perceptions of gender and violence.
- Recognizing gender stereotypes and different forms of cyber violence.
- Developing critical thinking skills when consuming online content.

We're here to learn from each other—so let's dive into these topics together!

#### **Rules for a safe space - SLIDE 3**

To ensure this session is a respectful and welcoming space for everyone, let's agree on a few simple rules:

- Confidentiality – What we discuss here stays here.
- Mutual Respect – We listen to each other actively and without judgment.
- Learning Together – Feel free to ask questions by raising your hand.

Great! Now we can officially begin.

#### **Mood Barometer - SLIDE 4**

Let's start with a quick and fun activity to warm up before diving into serious discussions. We want to check in on how you're feeling today—it's important for us to understand your mood before we begin the workshop.

So, we'll do a Mood Barometer—all you need to do is pick an animal that best represents how you feel today. Ready?

**Trainer's Note:** *This slide includes images of animals representing different moods (sad, happy, sleepy, etc.), and students will be invited to choose the one that matches their current mood. For an interactive experience, you can use platforms like Mentimeter or Kahoot. Once the students respond, take a brief moment to reflect on the general mood, share how you're feeling, and discuss any observations.*

## Setting expectations - SLIDE 5

Before we get into deeper discussions, we'd love to hear what questions or curiosities you have about today's topic. We invite you to write down or share a question or something you'd like to explore during this session.

**Trainer's Note:** *Each participant can write or say a question, curiosity, or topic they'd like to discuss during the workshop. Collect and review the responses together, considering how they align with the workshop's objectives.*

*This activity can be done verbally, using sticky notes, or via an interactive tool like Mentimeter. The entire process should take no more than 2-3 minutes.*

## PART 2: UNDERSTANDING GENDER STEREOTYPES (approx. 30 mins)

### Interactive exercise: Explaining life on earth to aliens! - SLIDE 6

**TIMING:** 20 minutes total (2 minutes: Preparation + 8 minutes: Group work + 4 minutes: Presentation of conclusions - 2 minutes per group + 6 minutes: Debriefing together)

We have some news for you... A group of very curious aliens is about to arrive on Earth (they just informed us)! The thing is, they know absolutely nothing about humans and are eager to learn how we live, what we look like, what we do every day, and how we behave. But... unfortunately, they have never seen a human before! So, it's your mission to explain everything about us—in detail!

To make it easier and faster, we'll divide the class into two groups:

- One group will describe girls and women.
- The other group will describe boys and men.

Each group will answer the following questions to help clarify things for the aliens:

- How does society expect women/men to look and dress?
- How does society expect women/men to behave?
- What kinds of jobs can women/men have on Earth?

- What are the unwritten rules or "norms" for women/men? For example, how are household chores divided? What happens with careers or childcare in a couple?
- What would happen if someone didn't follow these "norms"?

At the end, each group will choose a representative to present their descriptions of women/men. The other group can then add any necessary clarifications.

**Trainer's Note:** *We recommend printing 2-3 copies of the game instructions. At the end of this guide, we will include an annex with a worksheet that can be placed on the tables for each group in the class.*

## Let's talk about gender stereotypes! - SLIDE 7

### Debriefing (6 mins)

(After the groups finish their presentations) You did a fantastic job—thank you! We believe the aliens will really appreciate your help. Now, let's take a closer look at the characteristics you wrote down and discuss what they really mean.

***What are these unwritten rules? (We take responses from the class, then explain)***

Norms are actually expectations, requirements, and rules that society imposes on girls and boys. They are like separate boxes that contain descriptions of what girls and boys should be like. These are what we call gender stereotypes.

These stereotypes teach us how girls and boys are expected to be and behave in society. For example, think about what is expected from a girl compared to a boy: a girl is expected to be quiet, empathetic, and sensitive. A boy is expected to be energetic, restless, strong (not sensitive), and to hide his emotions.

***Who teaches us these rules and when do we learn them? (We take responses from the class, then explain)***

We usually learn these rules from the people around us—parents, school, peers, religion, and even the media (TV, movies, social media). And it happens from a very young age.

As soon as parents find out their baby's biological sex, they already start forming ideas about their future—what color the room should be, what toys to buy.

- If it's a girl, she might have long hair, earrings, dolls, and pink clothes.
- If it's a boy, he might have short hair, toy cars, and blue clothes.

All these unwritten rules shape ideas about what we "should" do or how we "should" be.

A small challenge for you! Next time you visit a supermarket, take a moment to look at the toy section.

- What colors dominate the toys for girls vs. boys?
- What kinds of toys are in each section? (For example, dolls and kitchen sets for girls, cars and construction kits for boys.)

This shows how children are guided toward certain roles defined by society from an early age.

***How easy is it to step outside these "boxes"?*** (We take responses from the class, then explain)

It's actually quite difficult because society expects everyone to behave in a certain way. When someone doesn't fit into these norms, they might be judged or even criticized.

***Are there people who don't fit these expectations?*** (We take responses from the class, then explain)

Not all boys and girls behave the same way or fit into these stereotypes.

- Not all girls like dolls.
- Not all boys are interested in sports.

But how are these people viewed? Sometimes, those who don't conform are seen as "different" or "unusual."

- You may have heard phrases like:
  - "Girls don't play football."
  - "A girl should be delicate, not climbing trees."
  - "Boys don't cry or play with dolls."

These are ways of forcing boys and girls back into their "boxes." Parents or others might try to make them conform again by correcting their behavior and telling them what they "should" do.

**Norms are not set in stone! They can change!** Traditions, culture, media, and people (families, communities) play a huge role in shaping and spreading these norms. But because norms are created by society, they can also be changed. Each of us has the power to question and reshape these norms.

## **Why does this matter? - SLIDE 8**

When people are forced into boxes, it limits their ability to reach their full potential. Every person is unique and complex and deserves to be respected for who they truly are.

## PART 3: UNDERSTANDING CYBER VIOLENCE (approx. 10 mins)

### It's a vicious circle! - SLIDE 9

Gender stereotypes can contribute to cyber violence in several ways, as they create unrealistic expectations and strict norms about how boys and girls should behave. When someone does not conform to these expectations, they can become the target of aggressive or humiliating online behaviour. For example, girls may be insulted for being judged solely on their appearance—too fat, too thin, too ugly, etc.—while boys may be ridiculed for showing their emotions—"look at this one crying," "look how groomed he is," etc. What is even more concerning is that these generalized ideas make online violence easier to accept or even justify.

Cyber violence is any form of harassment, abuse, or aggression that takes place on the internet or on social media.

We will now discuss the main forms of cyber violence and ask you to raise your hand if you have ever encountered any of these forms.

### 8 forms of cyber violence - SLIDE 10

EIGE (European Institute for Gender Equality) identifies 8 forms of cyber violence:

**cyber stalking** - When someone repeatedly tracks or harasses you online, making you feel unsafe. For example, your ex secretly uses a location-sharing app to monitor where you go without your consent.

**cyber harassment & bullying** - When someone repeatedly attacks or humiliates you online. For example, after you post a selfie, a group of people starts sending you hateful messages and making fun of you in the comments.

**online hate speech** - When someone spreads violent or sexist messages targeting you. For example, you share your opinion on gender equality, and strangers flood your DMs with threats and misogynistic insults.

**revenge porn** - When someone shares your private photos or videos without consent. For example, you send a private photo to someone you trust, but later they threaten to leak it unless you send more (sextortion).

**IoT-facilitated violence** - When someone hacks your smart devices to harass or control you. For example, your home security camera suddenly moves on its own, and you realize someone is watching you without permission.

**trolling** - When people deliberately insult or provoke you online. For example, you're streaming a game and random users start spamming sexist comments to make you feel unwelcome.

**doxing** - When someone shares your private details online, putting you at risk. For example, after you criticize an influencer, your phone number and home address get posted online, and strangers start harassing you.

**grooming** - When an adult manipulates you into sharing explicit content. For example, you meet someone online who says they're your age, but over time, they pressure you to send personal photos.

(After finishing presenting the examples of the 8 forms) We can now see how gender-based violence has started to take new forms due to the development of social media platforms. On these platforms, people can talk or write things without having to meet face to face. This gives them a sense of protection because they don't have to show their face and there are no immediate consequences like in real life. It's much easier to insult or say hurtful things online than to do it directly, face to face.

Additionally, many platforms don't have clear rules or do not enforce penalties when someone behaves badly or offensively. These two factors—anonymity and lack of consequences—make some people feel like it's acceptable to insult, humiliate, or even threaten others.

Furthermore, often, online violence does not stop when you close your laptop or phone—it extends beyond the virtual space. For example, if a child is insulted or ridiculed online by a classmate, this type of behaviour can continue physically when the two meet at school.

## Effects of CVAWG - SLIDE 11

What effects do you think such behaviours can have? (We take responses from the class, then explain)

This type of online violence leaves marks in real life.

- Effects on self-esteem: People who are harassed online may start feeling insecure and helpless.
- Depression and anxiety: Someone who is the target of online bullying might feel increasingly isolated, not wanting to go to school, or avoiding interaction with others.
- Fear of using the internet: If someone receives threats through messages or sees mean comments on their photos, they may feel insecure and avoid posting in the future.
- Self-censorship due to online abuse.
- School difficulties due to isolation and concentration issues, stress.

## What can we do in such situations? - SLIDE 12 & SLIDE 13

We want to give you a few tips on what you can do if you're facing cyber violence yourself:

### Block & report

If someone is harassing you online, you can start by blocking that person and withdrawing from that conversation or platform. Make sure to use the privacy settings of the platforms to protect your personal information. You can also report the problematic content.

**Remember, you are not alone**

When facing cyber violence, it's important to talk to someone you trust. This could be a close person or an adult. Many people have gone through similar experiences and can help you understand the steps to take. If the person harassing you online is a classmate, talk to your homeroom teacher or another trusted teacher about your experience and ask them to intervene.

**Collect evidence**

Keep screenshots of the harassing messages, comments, or posts. Record any interaction that can prove you were harassed online.

**Look for others who have gone through the same thing**

If you notice that someone is harassing you, and maybe others too, try to find out if there are other victims who have had similar experiences. They can gather common evidence, which can strengthen your case.

**Contact authorities**

If online harassment continues, it's important to report it. Many social media platforms have options to report abusive behaviours. Also, local authorities can help in serious cases of cyber violence (such as threats or online blackmail)—for these, you need to go to the police, file a complaint, and request a registration number.

(Perhaps most importantly) **Don't minimize your own experience!**

Even though cyber violence might seem easier to overlook, it's important to recognize that its effects can be very serious and long-lasting. You should not underestimate how you feel. Talk about it and take action!

**It's never your fault**

Remember: if someone has treated you with violence, it is never your fault. The responsibility lies solely with the person who acted that way, not with you. It doesn't matter what you were wearing, how you spoke, or what you did. No one has the right to hurt you or disrespect you.

And if you ever feel guilty, think about this: the blame belongs only to the person who commits the violence, never to the person who experiences it.

**Silence is also an action:**

if you witness violence and choose not to take a stand, you are, in effect, siding with the aggressor. Your responsibility is to inform a teacher or a trusted adult so they can take action. Staying silent also makes you part of the problem.



#### **PART 4: MEDIA ANALYSIS (approx. 10 mins) - SLIDE 14**

Do you follow influencers? Raise your hand if you do. Do you think they intentionally (or not) send messages about how we should behave as girls or boys, about the behaviour we should have? But do you think they ever talk about cyber violence? (We have a very brief open discussion)

As I mentioned earlier, we conducted a survey. Well, its purpose was to better understand these issues because we know that we spend a lot of time on the internet and that it influences the way we think. We wanted to see what you're most frequently exposed to. Are you curious to find out what we discovered? From the data we collected, we found that:

#### **SLIDE 15**

You are very active on Instagram and TikTok, preferring memes (87%) and video content (80%).

#### **SLIDE 16**

The impact of social media is not the same for everyone. Most of you think its influence is either limited (33%) or moderate (23%).

#### **SLIDE 17**

The majority of you (78%) agree that social media does not fully reflect reality or diversity, but rather an idealized and carefully selected version.

#### **SLIDE 18**

87% of you follow influencers, and 69% are active on social media every day!

#### **SLIDE**

**19**

Have you ever thought that some information we get online from influencers and popular trends might be problematic?

#### **Concrete examples – SLIDE 20**

Some influencers may reinforce traditional gender roles, like the idea that men should always be the breadwinners, and women should handle household chores – an example is the "tradwives" trend.

Especially in areas like fitness or lifestyle, some influencers may promote toxic masculinity, encouraging men to suppress their emotions, be aggressive, or avoid vulnerability – an example is Andrew Tate.



- The "girl math" trend, where women justify their spending or financial decisions through simplistic or humorous logic.
- The concept of "masculine and feminine energies" – some posts claim that men should embody "action, logic, and strength" (masculine energy), while women should focus on "intuition, care, and delicacy" (feminine energy).
- The "perfect couple" image – many influencers promote an idealized and flawless relationship dynamic, which can create pressure to conform to these standards and ignore the real complexity of relationships.

Have you heard of these trends? Do you know any others?

**Note for the trainer:** *you can update with other examples that are more common for your own audience.*

## **How do the posts and messages we see daily influence us, and how do they change the way we perceive ourselves and those around us? - SLIDE 21**

Social media has a big impact on the way we see the world and, especially, on how we see ourselves. On platforms like Instagram, TikTok, or Facebook, we are exposed to a lot of information that shapes our opinions and values. From influencers and celebrities to friends, everything we see/hear can influence what we consider "normal" or "not normal."

For example, we see more and more images with unrealistic beauty standards that make us feel pressure to look a certain way. In some cases, this pressure can lead to serious problems, such as bulimia, anorexia, or the constant stress of trying to meet the expectations set by society or influencers. We see on social media how others go on dream vacations or have expensive items, and this can create unrealistic expectations that make us constantly compare ourselves to others.

Social media can also shape our values by promoting certain ideas or behaviors. If an influencer we follow claims that girls should be treated a certain way to be attractive, we might start applying the same behaviors in real life. For example, insulting or humiliating someone just to seem cool or to follow the norms set by these influencers. However, it is important to know that social media can also be a place of support, where young people can learn about their rights, find support, and express their opinions. We just need to be aware of the impact these platforms have on us and learn to filter information, so we don't let social media define us in a negative way.

## **What we believe should change - SLIDE 22**

- We need more influencers to speak out about online harassment, body shaming, and online abuse to help combat harmful stereotypes and create a positive impact.
- Schools need to teach students how to recognize and combat gender stereotypes and gender-based violence.

- Online platforms should make it easier to report abuse and block harmful content or accounts.
- Authorities must develop and enforce laws that address online violence and discrimination.
- We need accessible resources and support for those who experience online abuse, especially gender-based violence, so they don't feel alone.

## **PART 5: Closing part (approx. 10 mins) - SLIDE 23**

We've made it to the finish line. We hope you enjoyed this workshop and that you learned some interesting things. Now we've reached the end, but before we leave, I'd like us to do a small exercise to see what you've remembered and how you felt at the end of this session. We invite you to take out your phones, and let's use them for a good purpose, to see what you remember from today's discussion.

Are you feeling more ready now? (invite them to raise their hands or say yes!)

## **Thank you! - SLIDE 24**

Thank you very much for your participation!

We appreciate your involvement and invite you to help us by completing the feedback form. Your opinions are very important to us!

**Trainer's Note:** *We recommend placing a QR code with the feedback form on the last slide. Furthermore, you can add your contact information.*