



CONSCIOUS YOUTH BEHAVIOURS.
IN EMERGING REALITIES

Non-formal education practices:

Revenge Porn

R2 CYBER TOOLKIT



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#14	Online Resilience: Fortifying Teenagers Against the Perils of Cyber Abuse
Threat(s)	Revenge Porn
	Revenge porn is defined as the sharing or publishing of private, explicit images or videos of an individual without their consent, typically by a former partner or acquaintance, with the intent to cause distress, humiliation, or harm. This form of cyber-threat exploits the trust and intimacy once shared in a relationship, leveraging the ubiquity and permanence of online platforms to inflict lasting damage on the victim's personal and professional life.
Typology	Narrative storytelling sessions
Duration	130 minutes/2 hours & 10 Minutes (can be adjusted based on depth of activities)
Modality	In-presence [classroom setting]
Aim	The aim of this practice is to equip teenagers with the knowledge and skills necessary to protect their privacy online, support victims of revenge porn, navigate legal recourse, and promote responsible online behaviour.
Learning Objectives	<p>Enhanced Digital Literacy and Privacy Protection: Employ digital literacy skills to protect their privacy online, demonstrating an understanding of how to securely manage personal and intimate content.</p> <p>Empathy and Support for Victims: Show increased empathy for victims of revenge porn and actively support individuals who have been affected, utilizing knowledge of available support services and resources.</p> <p>Effective Legal Literacy: Navigate the legal system with respect to revenge porn, understanding how to report incidents and pursue legal recourse.</p> <p>Responsible Online Behaviour: Commit to responsible online behaviour, respecting the privacy and autonomy of others and refraining from actions that could contribute to the spread of revenge porn.</p>
Trainee profile	<p>Age Group: 15-17 years old</p> <p>Educational Background: general educational background</p> <p>Prerequisites: Basic understanding of internet use and social media platforms</p>
n° participants	15-20 (ideal for facilitating group discussions and activities)
Materials	<p>Internet-connected devices (laptops/tablets)</p> <p>Projector and screen for presentations</p> <p>Whiteboard and markers</p> <p>Printed handouts with key information and resources</p> <p>Story script (or storytelling session)</p> <p>Notebooks and pens for participants</p>

<p>Preparation</p>	<p>Set Up Venue: Arrange the seating in a semi-circle to encourage interaction. Set up the projector and screen.</p> <p>Prepare Materials: Ensure all digital devices are connected to the internet and pre-load relevant websites and examples. Print handouts and prepare digital presentations and scripts for storytelling.</p>
<p>Implementation</p>	<p>Introduction (10 minutes):</p> <p>Welcome participants and introduce the session's objectives.</p> <p>Briefly discuss the issue of revenge porn and its impact.</p> <p>Digital Literacy and Privacy Protection (20 minutes):</p> <p>Presentation on managing privacy settings on social media.</p> <p>Demonstration of tools and practices for securing personal content.</p> <p>Narrative Storytelling Session (30 minutes):</p> <p>Facilitators narrate a well-prepared story of a fictional victim of revenge porn. (See annex)</p> <p>Encourage participants to discuss the emotions and thoughts of the characters involved.</p> <p>Empathy and Support (20 minutes):</p> <p>Group discussion on how to support victims, including accessing resources and support services.</p> <p>Role-playing activity where participants practice offering support to a peer.</p> <p>Legal Literacy (20 minutes):</p> <p>Presentation on legal aspects of revenge porn, including how to report and seek help.</p> <p>Q&A session to clarify doubts and provide additional information.</p> <p>Responsible Online Behaviour (20 minutes):</p> <p>Interactive activity where participants brainstorm and discuss scenarios of online behaviour.</p> <p>Development of a personal pledge to engage in responsible online behaviour.</p>



	<p>Wrap-up and Feedback (10 minutes):</p> <p>Summarize key points from the session.</p> <p>Distribute and collect feedback forms (optional).</p>
Tips and hints	<p>Encourage open and respectful dialogue. Use active listening and validate participants' contributions.</p> <p>Use real-life examples and relatable scenarios to make the content more impactful.</p> <p>Be prepared to handle sensitive emotions; have a support person available if a participant needs to step out or talk.</p>
Safety measures	<p>Ensure internet safety during online activities.</p> <p>Create a supportive environment where participants feel safe to express their thoughts and emotions. Inform participants about confidentiality and the availability of support resources.</p>
Added value	<p>Participants will learn how to effectively manage their online privacy settings and protect their personal information.</p> <p>Through narrative storytelling and role-playing, participants will develop a deeper understanding and empathy for victims of revenge porn.</p> <p>Participants will gain a clear understanding of the legal frameworks and resources available to combat revenge porn, equipping them to take appropriate actions if needed.</p> <p>Responsible Online Conduct: By engaging in discussions and activities focused on responsible online behaviour, participants will commit to ethical internet use, fostering a safer online environment for everyone.</p> <p>Support Network: Participants will learn how to provide and seek support within their peer group, enhancing community resilience against cyber threats.</p>
Feedback and Evaluation	<p>Encourage participants to provide feedback at the end of the session to improve future practices.</p>
Conclusion	<p>This practice is a comprehensive, interactive educational session designed to address the pressing issue of revenge porn among teenagers. The multifaceted approach, involving practical demonstrations, narrative storytelling, group discussions, and role-playing, ensures that participants engage deeply with the content, making the learning experience both impactful and memorable.</p>

Annex. The Story of Emily: A Fictional Victim of Revenge Porn

Introduction:

Emily was a 17-year-old high school senior, known for her academic excellence and involvement in various extracurricular activities. Emily was respected by her peers and teachers alike. She had a close-knit group of friends and a supportive family that encouraged her ambitions.

Beginning of the Relationship:

Emily started dating Jack, a charismatic and popular student in her grade. They shared a love for movies and sports, often spending weekends together watching films or attending games. Their relationship developed quickly, and Emily trusted Jack deeply.

Trust and Intimacy:

As their relationship grew more serious, Jack asked Emily to share some intimate photos with him. Despite feeling uncomfortable, Emily eventually agreed after Jack reassured her that the photos were for his eyes only and promised they would remain private. She believed in their relationship and trusted Jack implicitly.

The Breakup:

The pressures of lessons and personal differences led to increasing tension between Emily and Jack. After a series of arguments, they mutually decided to break up. Although the breakup was painful, Emily was determined to focus on her studies and future.

The Betrayal:

A few months after the breakup, Emily's life took a devastating turn. She began receiving strange messages and noticed whispers and stares from her classmates. To her horror, she discovered that the intimate photos she had shared with Jack were posted online. The images quickly spread through social media, and Emily felt a profound sense of betrayal and humiliation.

The Impact:

The emotional impact on Emily was immediate and severe. She felt exposed and violated, struggling to understand how someone she trusted could do this to her. The constant judgement from peers made her school environment unbearable. Emily's grades began to slip, and she withdrew from her social activities.

Seeking Help:

Recognizing her distress, Emily's best friend, Sarah, encouraged her to speak to a trusted teacher. Emily confided in Mrs. Thompson, her English teacher, who provided a safe space for Emily to share her experience. Mrs. Thompson immediately informed the school administration and Emily's parents, who were shocked but supportive.

Legal Recourse and Support:

Emily's parents contacted the police and filed a report. They also sought legal advice from a lawyer specializing in cybercrimes. The police investigation revealed that Jack, in a moment of anger and poor judgment, had shared the photos with a friend who then posted them online. Both Jack and his friend faced legal consequences for their actions.

Healing and Moving Forward:

The path to recovery was long and challenging for Emily. She began attending therapy sessions to help process the trauma and rebuild her self-esteem. With the unwavering support of her family, friends, and Mrs. Thompson, Emily gradually regained her confidence. She returned to her activities, finding solace in her passions and the support of those who cared about her.

Emily also decided to use her experience to help others. She became an advocate for digital privacy and consent, speaking out about the dangers of revenge porn and the importance of respecting others' privacy. Emily's story inspired her community to take a stronger stance against cyberbullying and support victims more effectively.

Annex. Group Discussion on How to Support Victims

Objective: To encourage participants to discuss ways to support victims of revenge porn, including accessing resources and support services.

Activity Steps:

Introduction: Begin by briefly reviewing Emily's story, emphasizing the importance of support systems in her recovery.

Discussion Prompts: Divide participants into small groups and provide them with the following discussion prompts:

What immediate steps should a victim of revenge porn take?

How can friends and family members support a victim emotionally and practically?

What professional resources and support services are available for victims of revenge porn (e.g., counselling, legal assistance)?

How can schools and communities create a supportive environment for victims?

What are some ways to raise awareness about revenge porn and its consequences?

Group Sharing: After the discussion, have each group share their key points with the larger group. Facilitate a discussion on the common themes and unique ideas presented.

Resource List: Provide participants with a list of resources and support services, including:

National and local hotlines for victims of cybercrimes

Counselling and mental health services

Legal aid organizations specializing in cybercrimes

Online safety and privacy organizations

Educational materials on digital literacy and privacy protection

Annex. Role-Playing Activity: Practicing Offering Support

Objective: To give participants practical experience in offering support to a peer who is a victim of revenge porn.

Activity Steps:

Introduction: Explain the purpose of the role-playing activity: to practice offering empathetic and practical support to a victim of revenge porn.

Scenario Setup: Provide a brief scenario to set the stage:

"Imagine that your friend, Alex, recently discovered that intimate photos of them have been shared online without their consent. Alex is feeling devastated, scared, and unsure of what to do next. As their friend, it's your role to offer support and help them navigate this difficult situation."

Role Assignment: Divide participants into pairs. One person will play the role of Alex, and the other will play the role of the supportive friend. After a few minutes, they will switch roles.

Role-Playing Prompts: Provide the following prompts for the supportive friend:

Empathy and Listening:

Ask Alex how they are feeling and listen without judgment.

Offer words of comfort and reassurance.

Practical Support:

Suggest immediate steps Alex can take (e.g., contacting a trusted adult, documenting evidence, seeking professional help).

Provide information on available resources and support services.

Encouraging Action:

Encourage Alex to report the incident to the authorities or a trusted school official.

Discuss the importance of seeking counselling to help process the trauma.

Offer to accompany Alex to talk to a counsellor or legal advisor.

Switch Roles: After 5-10 minutes, have participants switch roles and repeat the exercise.

Group Debrief: Bring the group back together to discuss their experiences. Ask the following questions:

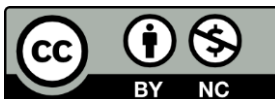
How did it feel to offer support?

What was challenging about the role-playing activity?

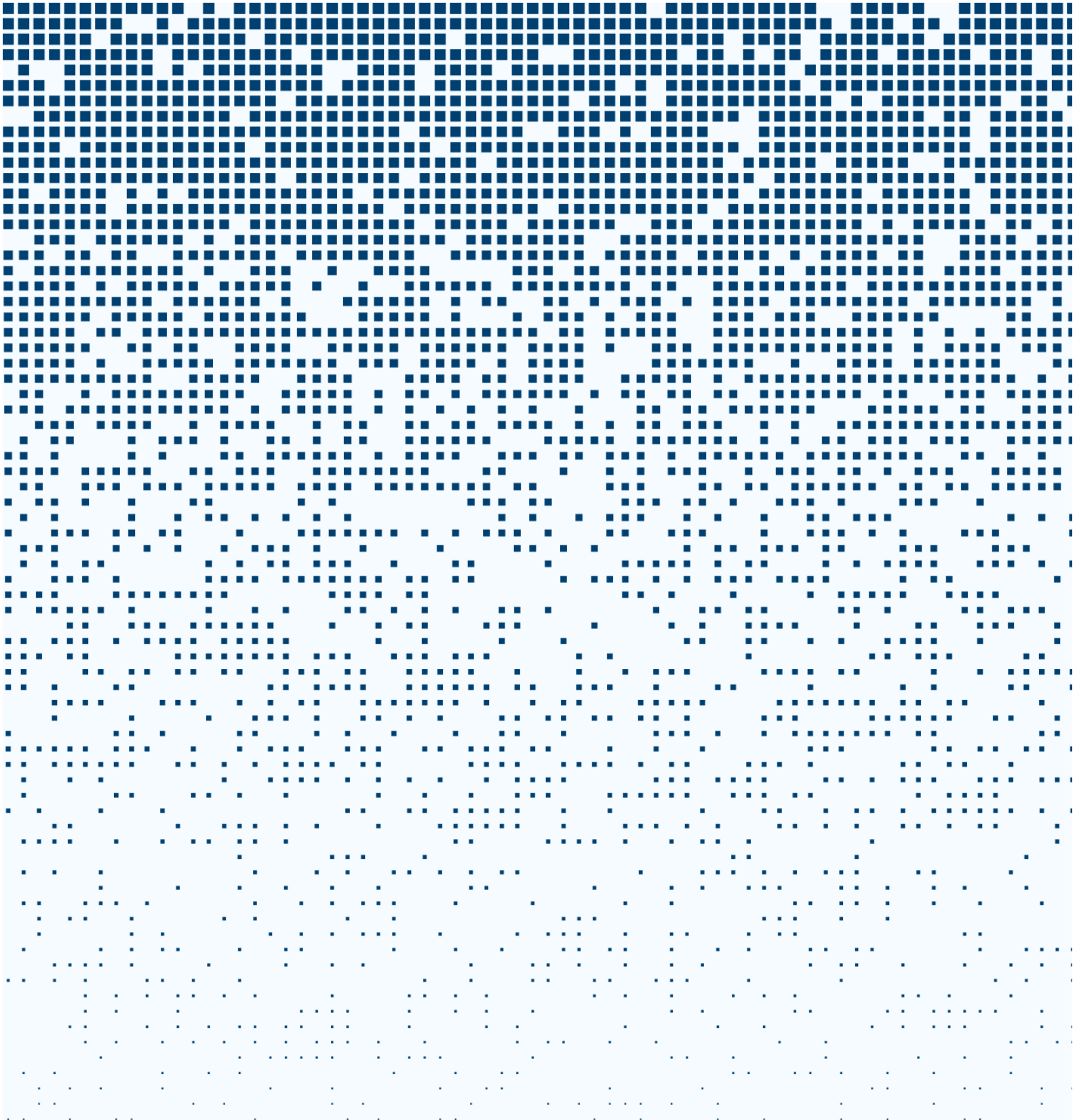
What strategies did you find most effective in offering support?

How can you apply these skills in real-life situations?

Reflection: Conclude with a reflection on the importance of empathy, listening, and practical support for victims of revenge porn. Reinforce the message that everyone can play a role in creating a supportive environment for those affected by such cybercrimes.







Conscious Youth Behaviours in Emerging Realities

Erasmus+ KA2 Cooperation Partnerships in School Education

[Reference n. 2023-1-EL01-KA220-SCH-000156982]



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