

Training

eGuide



CYBEREQUAL



Co-funded by
the European Union

About CyberEqual

The aim of CyberEqual is to educate and raise the awareness of young people on Cyber Violence Against Women and Girls (CVAWG) and its associated implications. More specifically, interactive activities on CVAWG have been developed and were complemented by a training guide to be used by youth workers, educators and other relevant professionals interested to deliver such training to young people, either through the school environment or through their organisational activities.

For more information about the project visit www.cyberequal.eu

CyberEqual Consortium



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Introduction

This CyberEqual e-Guide was developed within the framework of the Erasmus+ project CyberEqual, which aims to build knowledge, skills, and practical tools for addressing online and digital violence.

The training material provides a complete learning programme on Cyber Violence Against Women and Girls (CVAWG).

It includes one introductory module on CVAWG and five thematic modules: Cyberstalking, Online Gender-Based Hate Speech, Non-Consensual Intimate Image Abuse (NCIIA), Doxxing, and Defamation.

The modules can be delivered as a full two-day training package, or each module may be used independently, either on its own or in combination with the introductory module.

The CyberEqual e-Guide outlines all essential information for trainers: module descriptions, educational objectives, expected outcomes, required materials and resources, and suggested timeframes.

The indicated durations are flexible; trainers are encouraged to adapt activities based on the needs of their group and the time available.



Module 1:

Cyber Violence Against Women & Girls (CVAWG) Overview



Practical Information

Estimated Duration	30-40 minutes
Mode of Delivery	In Person or Online
Sources Used	www.learningapps.org , www.slido.com
Target Group	Ages 15-35
Required Resources	Canva Interactive Presentation, Flipchart, Pen, Paper, Project, WiFi, Soft ball/stress ball

Description

This introductory module familiarises participants with the CVAWG landscape, key terminology, and the most frequent forms currently observed. It introduces the CVAWG Pyramid to illustrate how everyday behaviours are interconnected and can escalate into severe forms of cyber violence. Participants then engage in an interactive exercise to practise identifying and naming each form. An interactive identification activity deepens recognition skills, and the session concludes with concrete prevention tips and reporting pathways that practitioners can use with young people.

Educational Objectives

Through this activity the participants are expected to:

- Understand what CVAWG is, recognise its major forms, and situate them against current prevalence in their country.
- Explain the CVAWG Pyramid and how everyday practices/behaviours can escalate into severe forms of cyber violence.
- Work with real-world scenarios to identify and name the major forms of CVAWG.
- Outline first steps for response, including documenting incidents, strengthening digital security, controlling online visibility, and recognising and reporting abuse with awareness of rights.
- Strengthen empathy and use survivor-centred, non-blaming language, adopting a zero-tolerance stance toward “everyday digital misogyny.”

Expected outcomes

After completing the activity, participants will be able to:

- Improve their understanding of Gender-Based Violence (GBV) and describe how it manifests online.
- Accurately define CVAWG and list at least six forms.
- Distinguish everyday practices at the base of the CVAWG pyramid from more severe forms, explaining how escalation can occur.
- Communicate at least three prevention actions, including documenting incidents, strengthening digital security, controlling online visibility, and recognising/reporting abuse with awareness of rights.

WELCOME

Duration: 8' | **Material:** A soft ball/stress ball to throw for the ice-breaker

A. INTRODUCTION (3')

Welcome participants, introduce the facilitator(s), and give brief information about the CyberEqual project.

B. ICE BREAKER (5')

[The icebreaker is an example; any ice breaker activity can be used.]

Each person says their name and their favourite food/hobby/movie. Pass a soft ball to the next person until everyone has had a turn.

Inclusion tip: If there are mobility or visual needs, point/call names instead of throwing the ball.

SECTION 1: CVAWG DEFINITION

Goal: Build a common language with participants and help them grasp the scale of the problem.

Duration: 10' | **Material:** Presentation

A. CVAWG definition

Follow the notes to define Cyber Violence Against Women & Girls (CVAWG) asking the included questions and providing the associated info.

B. Prevalence

Present key findings from the CyberEqual survey and selected global studies to show how widespread CVAWG is.

SECTION 2: FORMS OF CVAWG

Goal: Ensure participants can identify and name the seven forms of CVAWG and link each to real-world impacts and fear responses.

Duration: 10' | **Material:** Presentation, Slido

Ask the participants to respond to the Slido question and then present the various forms of CVAWG along with their definitions.

[Please replace the QR code of the Slido link, using your own Slido account. In case you do not have a Slido account, you can visit www.slido.com for free and create an account. Then you can create a Slido wordcloud poll using the question "**What forms of CVAWG do you know?**".]

SECTION 3: THE PYRAMID OF CVAWG

Goal: Ensure participants understand escalation and early intervention points.

Duration: 10' | **Material:** Presentation

Explain why the pyramid model is used for GBV and explore with the participants what can fit in this pyramid and why (detailed instructions on running the activity are available in the notes of the Presentation).

Section 4: CVAWG CROSSWORD

Goal: Assess the understanding gained by the participants

Duration: 10' | **Material:** Online Game ([Learning Apps](#))

Run the CVAWG crossword online asking participants to identify which CVAWG threat each presented scenario relates to.

SECTION 5: PREVENTION OF CVAWG

Goal: Translate training insights into action, what can be done to prevent and address CVAWG.

Duration: 5' | **Material:** Presentation

Explain how participants can apply several measures to protect themselves and prevent CVAWG.

Module 2: Cyberstalking



** This module includes interactive activities that can run online or on paper.
Review the materials, choose the format that best suits your group, and prepare the resources accordingly.*

Practical Information

Estimated Duration	60-90' minutes
Mode of Delivery	In Person or Online www.slido.com
Sources Used	https://www.abc.net.au/news/2020-11-18/cyber-stalking-victim-says-phones-computers-hacked-by-ex-partner/12894584 https://www.sessionlab.com
Target Group	Ages 15-35
Required Resources	Pen, Paper, Projector or TV, HDMI cable (if using TV), Laptop, WiFi, Large Cards with one letter written at each in capitalised bold or Soft ball/stress ball for the ice-breaker ,Printouts of the Checklist & the Evaluation if they do not run online

Description

This module explains what cyberstalking is, the legal context, and the practical steps professionals and platforms use to respond. It helps participants spot how cyberstalking happens (e.g., impersonation, constant messaging, monitoring, breaking into accounts, spyware, GPS/location tracking). It also looks at what makes it easier or more likely (personal habits, technology features, wider social norms) and the effects on wellbeing, safety, study/work, and relationships. Finally, it offers simple guidance on what to do, how to protect accounts, collect evidence, use platform tools, and seek further help. Learning is delivered interactively (e.g., Slido warm-up, small-group factors activity, online exercise). The session ends with a true/false quiz to recap key points and refresh participants' memory of what they learned today.

Educational Objectives

Through this activity the participants are expected to:

- Understand what cyberstalking is and learn its definition and main characteristics (intentional, repeated, fear/harassment).
- Learn by what means cyberstalking is achieved (how it happens online).
- Identify contributing risk factors (individual, technological, societal).
- Recognise key impacts on wellbeing, safety, education/work, and social life.
- Outline first response steps: documenting evidence, blocking/reporting on platforms, and applying digital-security and visibility controls, with awareness of applicable rights and reporting options.

Expected outcomes

After completing the activity, participants will be able to:

- Improve their understanding of cyberstalking by stating its definition and main characteristics (intentional, repeated, fear/harassment).
- Describe common means through which cyberstalking is carried out (e.g., impersonation, persistent messaging, monitoring, account break-ins, spyware/stalkerware, GPS/location tracking).
- Recognise and acknowledge impacts on wellbeing, safety, study/work, and relationships, responding with empathy and survivor-centred language.
- Explain basic ways to respond, how to protect accounts, document incidents, and use platform tools, and also be able to support a friend to navigate these steps.
- Recognise the legal background: understand that cyberstalking is addressed in law and that protections and reporting options exist.

WELCOME

Duration: 8' | **Material:** Presentation, Soft ball/stress ball or Large Cards with Letters

A. INTRODUCTION (3')

Welcome participants, introduce the facilitator(s), and give brief information about the CyberEqual project.

If participants are the same as in the first module, you can skip the Welcome section and run an Energizer instead of an Icebreaker.

B. ICE BREAKER (5')

[The icebreaker is an example; any ice breaker activity can be used.]

Each person says their name and their favourite food/hobby/movie. Pass a soft ball to the next person until everyone has had a turn.

OR

C. ENERGIZER (5')

[The energiser is an example; any energizer activity can be used.]

Ask seven people to come to the front of the room and stand in a straight line facing the audience. Distribute the letter cards (large cards with one letter at each written in capitalised bold containing the letters of the word you want to anagram), one to each participant. Ask each person to hold the letter card above their head, so the audience can easily read it.

Explain that the letters spell an English word. Ask members of the audience to call out directions to the letter holders to rearrange them in the correct order to spell the word. (Examples: One of the people with the letter E, please move to the beginning of the word. The person with the letter D, move to the end.) Ask the letter holders to follow the directions from the audience. Give some hints to speed up the process, if necessary.

When the word is correctly formed, ask everyone to read it aloud at the count of three. Thank the letter holders, collect the cards, and send them back to their seats. Lead a round of applause for the entire group for rapidly solving the anagram. Inclusion tip: If there are mobility or visual needs, point/call names instead of throwing the ball.

Inclusion tip: If there are mobility or visual needs, point/call names instead of throwing the ball.

• If training the same group, you can skip names and ask a different quick question.

SECTION 1: DEFINITION OF CYBERSTALKING

Goal: Build a common language with participants and help them grasp the scale of the problem.

Duration: 5' | **Material:** Presentation

A. Cyberstalking definition

Follow the notes to define Cyberstalking (CVAWG) asking the included questions and providing the associated info.

B. Prevalence

Present key findings from the CyberEqual survey and selected global studies to show how widespread CVAWG and cyberstalking are.

SECTION 2: LEGAL FRAMEWORK

Goal: A short orientation to the legal context so youth know this behaviour is addressed by law and how they can report.

Duration: 10' | **Material:** Presentation

Briefly explain how your country's legal framework addresses/criminalises this behaviour (use the exact wording from

national law or official guidance), and then move on to the relevant directive/s at a European level.

[The legal framework of your country will need to be added on to the slide and if needed you can add an extra slide to better explain the legislation].

SECTION 3: UNDERSTANDING CYBERSTALKING

Goal: Help participants identify how cyberstalking happens and the factors that make it more likely (individual/personal, technological, societal/structural).

Duration: 10' | **Material:** Presentation, Slido, Pens and Papers (for the group work)

A. Cyberstalking Forms

Ask the participants to respond to the Slido question and then present the various forms of CVAWG along with their definitions.

[Please replace the QR code of the Slido link, using your own Slido account. In case you do not have a Slido account, you can visit www.slido.com for free and create an account. The you can create a Slido live interaction poll using the question "By what means can cyberstalking be achieved?"]

B. Cyberstalking Factors

Split participants into 3 groups (detailed instructions are available on the notes of the presentation) and ask them to write down the factors (personal, technological & societal) that contribute to cyberstalking.

SECTION 4: IMPACT OF CYBERSTALKING

Goal: Deepen background understanding of how cyberstalking affects a person, using a short case study and an interactive exercise with cards.

Duration: 30' | **Material:** Presentation, Matching Cards Game

A. Case study

Present Kate's story exactly as shown on the slide (non-graphic, plain language). Keep it short, just enough for participants to notice the effects described in the case (e.g., feelings, changes in daily life). The purpose here is to highlight that impacts are real and varied.

B. Cyberstalking Impact Game

Participants explore the impacts of cyberstalking by matching Impact Cards (orange) to the corresponding Description Cards (blue). Ask one person at a time to indicate a matching combination.

When the game is over, show the full cards and ask participants to reflect on how these consequences affect the victims personally and socially.

SECTION 5: COPING WITH CYBERSTALKING

Goal: Give a clear, plain-language overview of how to cope with cyberstalking

Duration: 3' | **Material:** Presentation

Use the slides to outline simple steps a young person can take to protect accounts and reduce exposure (e.g., password/2FA/privacy basics) and to look after wellbeing. Emphasise that these are immediate, practical actions shown on the slides.

SECTION 6: REPORTING OF CYBERSTALKING

Duration: 2' | **Material:** Presentation

Inform the participants on the mechanisms for reporting incidents of Cyberstalking.

[Change the reporting ways and relevant info to those of your country]

SECTION 7: PREVENTION OF CYBERSTALKING

Goal: Give a brief, plain-language overview of everyday prevention habits, exactly as shown in the slides.

Duration: 7' | **Material:** QR code or Printed Checklist, Pens (if the checklist is printed)

Browse through the prevention measures of cyberstalking and then ask the participants to check (by using the QR code or the printed version) which protective measures they already use. Urge them to address those they haven't checked.

SECTION 8: CYBERSTALKING QUIZ

Goal: Recap and reinforce key points from the session in a quick and interactive manner.

Duration: 10' | **Material:** Presentation

The 8 true/false statements are a quick, easy way to refresh the main ideas from this session. They're not a full summary, just a fast reminder of what we covered.

SECTION 9: CLOSING UP & EVALUATION

Goal: Evaluation of the training

Duration: 5' | **Material:** Printed Questionnaire or Google Form

Handout the evaluation questionnaire and ask participants to complete it.

[If online, provide the participants with the QR code of the evaluation questionnaire and ask them to complete it].



Module 3:

Online Gender-Based Hate Speech (O-GBHS)



** This module includes interactive activities that can run online or on paper.*

Review the materials, choose the format that best suits your group, and prepare the resources accordingly.

Practical Information

Estimated Duration	100' minutes
Mode of Delivery	In Person or Online www.slido.com
Sources Used	https://www.pcpd.org.hk/english/news_events/media_statements/press_20240705.html , https://www.sessionlab.com , https://www.mural.co/
Target Group	Ages 15-35
Required Resources	Pen, Paper, Projector or TV, HDMI cable (if using TV), Laptop, WiFi, Large Cards with one letter written at each in capitalised bold or soft ball/stress ball to throw for the ice-breaker, Printed sheets for section 4 (one per impact category: psychological / professional / social), Paper Tape or Thread, Flipchart + markers (fallback for the pledge wall if phones aren't allowed), Paper or sticky notes for section 7 if offline, Printouts of the Checklist & the Evaluation if offline.

Description

This module explains what Online Gender-Based Hate Speech (O-GBHS) is, and how to recognise it, including where the boundary lies between free expression and hate speech. It gives a brief legal context and uses a short case story to explore psychological, professional/educational, and social impacts. The session closes with coping and reporting steps, along with a short prevention part that invites participants to commit to simple everyday habits.

Educational Objectives

Through this activity the participants are expected to:

- Understand what online gender-based hate speech (O-GBHS) is and learn a simple language definition.
- Recognise O-GBHS in context: assess the post/message together with who it targets, how and where it's said, any repeated pattern, and its effect, and apply the slide's criteria to decide if it crosses from free expression into hate speech.
- Identify the basic elements of O-GBHS (target, content, context/pattern, effect) and explain why addressing it matters for young people's wellbeing, safety, and participation online.
- Acknowledge key impacts (psychological, professional/educational, social) and explain why addressing O-GBHS matters for young people's wellbeing, safety, and participation online.
- Outline simple steps to cope, save evidence, report, and engage with prevention in everyday habits.

Expected outcomes

After completing the activity, participants will be able to:

- Improve participants' understanding of what counts as online gender-based hate speech and identify the gender dimension of cyber violence.
- Learn how to draw the line between protected speech and hate speech using the key criteria, noting how context, intent, and impact shape interpretation.
- Recognise and acknowledge the psychological, professional, and social impacts of O-GBHS.
- Learn basic actions for coping, saving evidence, reporting, and adopt everyday prevention habits.
- Recognise the legal background: understand that online gender-based hate speech is addressed in law and that protections and reporting options exist.

WELCOME

Duration: 8' | **Material:** Presentation, Soft ball/stress ball or Large Cards with Letters

A. INTRODUCTION (3')

Welcome participants, introduce the facilitator(s), and give brief information about the CyberEqual project.

If participants are the same as in the first module, you can skip the Welcome section and run an Energizer instead of an Icebreaker.

B. ICE BREAKER (5')

[The icebreaker is an example; any ice breaker activity can be used.]

Each person says their name and their favourite food/hobby/movie. Pass a soft ball to the next person until everyone has had a turn.

OR

C. ENERGIZER (5')

[The energiser is an example; any energizer activity can be used.]

Ask seven people to come to the front of the room and stand in a straight line facing the audience. Distribute the letter cards (large cards with one letter at each written in capitalised bold containing the letters of the word you want to anagram), one to each participant. Ask each person to hold the letter card above their head, so the audience can easily read it.

Explain that the letters spell an English word. Ask members of the audience to call out directions to the letter holders to rearrange them in the correct order to spell the word. (Examples: One of the people with the letter E, please move to the beginning of the word. The person with the letter D, move to the end.) Ask the letter holders to follow the directions from the audience. Give some hints to speed up the process, if necessary.

When the word is correctly formed, ask everyone to read it aloud at the count of three. Thank the letter holders, collect the cards, and send them back to their seats. Lead a round of applause for the entire group for rapidly solving the anagram. Inclusion tip: If there are mobility or visual needs, point/call names instead of throwing the ball.

• If training the same group, you can skip names and ask a different quick question.

SECTION 1: DEFINITION OF O-GBHS

Goal: Build a common language with participants and help them grasp the scale of the problem.

Duration: 5' | **Material:** Presentation

A. Online-Gender Based Hate Speech Definition

Follow the notes to define Online-Gender Based Hate Speech (O-GBHS) asking the questions included and providing the associated info.

B. Prevalence

Present key findings from the CyberEqual survey and selected global studies to show how widespread CVAWG and cyberstalking are.

SECTION 2: LEGAL FRAMEWORK

Goal: A short orientation to the legal context so youth know this behaviour is addressed by law and how they can report.

Duration: 10' | **Material:** Presentation

Briefly explain how your country's legal framework addresses/criminalises this behaviour (use the exact wording from national law or official guidance), and then move on to the relevant directive/s at a European level.

[The legal framework of your country will need to be added on to the slide and if needed you can add an extra slide to better explain the legislation].

SECTION 3: RECOGNIZING O-GBHS

Goal: Help participants identify O-GBHS in context using the examples on the slides.

Duration: 30' | **Material:** Presentation, Paper Tape or Thread (for the group activity)

A. Guided discussion (2')

Using the slides, briefly talk through what O-GBHS looks like in practice. Keep language plain and non-graphic.

B. Group Activity (8')

Run the on-slide exercise: show each example and ask the group to decide whether it is O-GBHS based on the slide's cues. Take a quick vote, reveal the intended answer, and move on. Stick to the wording on the slides.

C. Freedom of expression VS hate speech (10')

Help participants tell the difference between free expression and online gender-based hate speech and practise using the key criteria from the slides.

D. Is it Free or Hate Speech? (10')

Participants match the Statement Cards (orange) with the corresponding Speech Cards (blue) to understand the fine line between free and hate speech. Finalize this section with a brief introduction of the core elements of GBHS.

SECTION 4: IMPACT OF O-GBHS

Goal: Help participants recognise the psychological, professional/educational, and social impacts of O-GBHS through a short case and group work.

Duration: 20' | **Material:** Presentation, Flipchart, Marker, Pens & Papers

Present the case exactly as written on the slide. Ask participants to listen for signs of impact (psychological, professional and social). Divide participants into three groups. Each group works on one impact area using the prompt sheet.

SECTION 5: COPING WITH O-GBHS

Goal: Give a clear, plain-language overview of how to cope with OGBHS

Duration: 5' | **Material:** Presentation

Share a few every day, easy-to-use tips that youth can apply right away to reduce the impact of this form of cyber-violence (e.g., limit exposure, keep evidence, use platform tools, and seek support). These are immediate measures, quick steps to help minimise harm while longer actions (like formal reporting) are underway.



SECTION 6: REPORTING OF O-GBHS

Duration: 2' | **Material:** Presentation

Inform the participants of the ways of reporting incidents of Online-Gender based hate speech .

[Change the reporting ways and relevant info to those of your country]

SECTION 7: PREVENTION OF O-GBHS

Goal: Give a brief, plain-language overview of everyday prevention habits, exactly as shown in the slides.

Duration: 10' | **Material:** Presentation, Slido, Sticky Notes & Pens (if activity is run offline)

Pledge Wall Prevention

Use the final slides as a reflection-to-action moment. Keep it plain and brief: give a short recap of the main preventive measures, then ask participants to choose one or two simple habits they will adopt and commit to them on the pledge wall (QR/online or in-person on the whiteboard/sticky notes).

Ask the participants to respond to the Slido question and then present the various forms of CVAWG along with their definitions.

[Please replace the QR code of the Slido link, using your own Slido account. In case you do not have a Slido account, you can visit www.slido.com for free and create an account. Then you can create a Slido live interaction using the question "One action I commit to take to prevent Online Gender-Based Hate Speech."]

SECTION 8: CLOSING UP & EVALUATION

Goal: Evaluation of the training

Duration: 5' | **Material:** Printed Questionnaire or Google Form

Handout the evaluation questionnaire and ask participants to complete it.

[If online, provide the participants with the QR code of the evaluation questionnaire and ask them to complete it].

Module 4:

Non-Consensual Intimate Image Abuse (NCIIA)



** This module includes interactive activities that can run online or on paper. Review the materials, choose the format that best suits your group, and prepare the resources accordingly.*

Practical Information

Estimated Duration	90- 100' minutes
Mode of Delivery	In Person or Online
Sources Used	www.slido.com , https://www.sessionlab.com , www.mentimeter.com/ , StopNCII.org
Target Group	Ages 15-35
Required Resources	Pen, Paper, Projector or TV, HDMI cable (if using TV), Laptop , WiFi, Large Cards with one letter written at each in capitalised bold or soft ball/stress ball for the ice-breaker , Poster-size paper, Red and yellow cards (paper or actual cards), for the interactive activities, Offline option for Section 1: Print the handouts and have each group complete them on paper if phones aren't allowed, Printouts of the Checklist & the Evaluation if they do not run online

Description

This module explains what Non-Consensual Intimate Image Abuse (NCIIA) is and explores why “revenge porn” is misleading. It gives a brief legal context (EU and national levels) and uses a short case story to explore psychological, professional/educational, and social impacts.

The session then covers coping, evidence preservation, reporting steps, and everyday prevention. The session ends with “accept or report” scenarios to recap key points and refresh participants’ learning.

Educational Objectives

Through this activity the participants are expected to:

- Understand what NCIIA is and learn a simple language definition.
- Recognise where consent begins and ends: consent to create/share with one person ≠ consent to re-share; coercion, threats, extortion.
- Differentiate NCIIA from related harms, such as deepfake abuse (AI-generated sexualised content without a real intimate image is deepfake abuse, not NCIIA), while noting that both are abusive and require action.
- Acknowledge key impacts (psychological, professional/educational, social) and the risk of long-term online persistence.
- Outline first response steps: use survivor-centred language, preserve evidence, seek support, follow reporting/takedown routes, and adopt simple everyday prevention habits.

Expected outcomes

After completing the activity, participants will be able to:

- Explain what counts as NCIIA in plain language and why the term “revenge porn” is misleading.
- Identify consent boundaries in image sharing (creation, sharing/forwarding without consent, threats/blackmail, coercion to produce images).
- Recognise and acknowledge the psychological, professional, and social impacts of NCIIA.
- Outline basic first actions: preserve evidence, seek support, request takedown/report via the routes shown, adopt everyday prevention habits, and know that legal protections exist.

WELCOME

Duration: 8' | **Material:** Presentation, Soft ball/stress ball or Large Cards with Letters

A. INTRODUCTION (3')

Welcome participants, introduce the facilitator(s), and give brief information about the CyberEqual project.

If participants are the same as in the first module, you can skip the Welcome section and run an Energizer instead of an Icebreaker.

B. ICE BREAKER (5')

[The icebreaker is an example; any ice breaker activity can be used.]

Each person says their name and their favourite food/hobby/movie. Pass a soft ball to the next person until everyone has had a turn.

OR

C. ENERGIZER (5')

[The energiser is an example; any energizer activity can be used.]

Ask seven people to come to the front of the room and stand in a straight line facing the audience. Distribute the letter cards (large cards with one letter at each written in capitalised bold containing the letters of the word you want to anagram), one to each participant. Ask each person to hold the letter card above their head, so the audience can easily read it.

Explain that the letters spell an English word. Ask members of the audience to call out directions to the letter holders to rearrange them in the correct order to spell the word. (Examples: One of the people with the letter E, please move to the beginning of the word. The person with the letter D, move to the end.) Ask the letter holders to follow the directions from the audience. Give some hints to speed up the process, if necessary.

When the word is correctly formed, ask everyone to read it aloud at the count of three. Thank the letter holders, collect the cards, and send them back to their seats. Lead a round of applause for the entire group for rapidly solving the anagram. Inclusion tip: If there are mobility or visual needs, point/call names instead of throwing the ball.

• If training the same group, you can skip names and ask a different quick question.

SECTION 1: DEFINITION OF NCIIA

Goal: Build a common language with participants and help them grasp the scale of the problem.

Duration: 20' | **Material:** Presentation, Google Doc or Printouts & Pens (for the word battles), Tables or Smartphones

A. NCIIA definition (3')

Follow the notes to define Non-Consensual intimate abuse (NCIIA) asking the questions included and providing the associated info.

B. Word battles (15')

Divide participants into two groups and ask them to scan the QR code in order to record their answers comparing the terms "revenge porn" and "NCIIA". This will set the base for understanding why the term "revenge porn" is misleading.

Scan the QR to open the shared Google Doc.

Offline option: print the handouts and have each group complete them on paper.

C. Prevalence (2')

Present key findings from the CyberEqual survey and selected global studies to show how widespread CVAWG and NCIIA are.

SECTION 2: LEGAL FRAMEWORK

Goal: A short orientation to the legal context so youth know this behaviour is addressed by law and how they can report.

Duration: 10' | **Material:** Presentation

Briefly explain how your country's legal framework addresses/criminalises this behaviour (use the exact wording from national law or official guidance), and then move on to the relevant directive/s at a European level.

[The legal framework of your country will need to be added on to the slide and if needed you can add an extra slide to better explain the legislation].

SECTION 3: DETANGLING NCIIA

Goal: Help participants identify there are no blurred lines in consent.

Duration: 10' | **Material:** Presentation

Read each step exactly as on the slide. After each reveal, ask: "Is this NCIIA? Why/why not?" Then, explain what is deepfake and why they are associated with NCIIA.

SECTION 4: NCIIA IMPACT

Goal: Help participants recognise the psychological, professional/educational, and social impacts of NCIIA.

Duration: 15' | **Material:** Presentation, Mentimeter or Paper & Pens

Present the case exactly as on the slide, split participants into groups (one per impact category) and ask them to respond to the MentiMeter question. After they submit their views, take a quick share-back.

*[Please replace the QR code of the MentiMeter link, using your own MentiMeter account. In case you do not have a MentiMeter account, you can visit www.Mentimeter.com for free and create an account. Then you can create a Slido live interaction using the question "What do you think happens next in their life; how might they feel, how might others treat them, and what challenges could they face?."]

SECTION 5: COPING WITH NCIIA

Goal: Deliver a calm, survivor-centred overview of the slide's coping mechanisms

Duration: 5' | **Material:** Presentation

Share a few essential, easy-to-use steps youth can apply immediately to reduce harm (e.g., document everything, safeguard accounts- passwords/2FA/privacy- and use report/takedown routes). Emphasize also the importance of acknowledging your feelings, rejecting self-blaming, and seeking support.

SECTION 6: REPORTING OF NCIIA

Duration: 2' | **Material:** Presentation

Inform the participant of the ways of reporting incidents of NCIIA.

*[Change the reporting ways and relevant info to those of your country



SECTION 7: PREVENTION OF NCIIA

Goal: Give a brief, plain-language overview of everyday prevention habits, exactly as shown in the slides.

Duration: 20' | **Material:** Presentation, Smart phones or paper & pens for TikTok script. For the poster option, an A3 paper & markers.

Use the final slides as a reflection-to-action moment. Keep it plain and brief: give a short recap of the main preventive measures, then ask participants to design a TikTok script to be used for raising awareness about NCIIA.

*Alternatively, hand out pieces of paper or prepare a MentiMeter so that they can add their text for the TikTok script. If possible, ask them if they'd like to run it on TikTok.

**If a TikTok script is not applicable, they can design an NCIIA prevention poster.

SECTION 8: LEARNING CENTRE

Goal: End with a simple, interactive recap that helps participants decide what's acceptable or not around intimate images (online or offline).

Duration: 10' | **Material:** Red and yellow cards (paper or actual cards) for each participant.

A. Red card to harassment

Read out a series of short scenarios or behaviours (from the slide). Ask the room to decide whether the behaviour is harassment or not. Take a quick vote, reveal the intended answer, and give everyone the chance to elaborate on their opinion.

Keep it concise, this is a final check-in that reinforces today's key points on consent, boundaries, and when to act.

*The facilitators should print a yellow and red card x the number of groups they want to make.

SECTION 9: CLOSING UP & EVALUATION

Goal: Evaluation of the training

Duration: 5' | **Material:** Printed Questionnaire or Google Form

Handout the evaluation questionnaire and ask participants to complete it.

*[If online, provide the participants with the QR code of the evaluation questionnaire and ask them to complete it].

Module 5:

Doxxing

** This module includes interactive activities that can run online or on paper. Review the materials, choose the format that best suits your group, and prepare the resources accordingly.*



Practical Information

Estimated Duration	100' minutes
Mode of Delivery	In Person or Online
Sources Used	www.slido.com , https://www.sessionlab.com , https://www.mural.co/ , https://www.pcpd.org.hk/english/news_events/media_statements/press_20240705.html
Target Group	Ages 15-35
Required Resources	Pen, Paper, Projector or TV, HDMI cable (if using TV), Laptop, WiFi, Large Cards with one letter written at each in capitalised bold or Soft ball/stress ball for the ice-breaker, paper and/or sticky notes (if offline, Section 3), Poster-size paper (offline, section 7), Printouts of the Checklist & the Evaluation if they do not run online.

Description

This module explains what Doxxing is and how to recognise it. It gives a brief legal context (EU and national levels) and uses a short case story to map the “anatomy” of a doxxing case, the contributing factors and then explores its impact. The session ends with coping, evidence preservation, reporting steps, and everyday prevention with an activity.

Educational Objectives

Through this activity the participants are expected to:

- Understand what doxxing is in plain language and how it shows up in real cases.
- Recognise the types of personal data exposed, and the factors that contribute to doxxing.
- Acknowledge key impacts (psychological/emotional, financial/professional/ and physical-safety related).
- Outline first steps to cope, save evidence, lock accounts, report & request removal, seek support.
- Adopt everyday prevention habits across personal information and security/privacy.

Expected outcomes

After completing the activity, participants will be able to:

- Explain what counts as doxxing and name common personal data used in this form of CVAWG.
- Describe contributing factors (digital trace/oversharing, public data/tools, weak privacy, motivations, anonymity/accountability gaps, culture of public shaming).
- Recognise and acknowledge the psychological, professional, and physical-safety related impacts of doxxing.
- Outline basic first actions: preserve evidence, secure accounts, report/takedown, communicate with close contacts, get support
- Know available reporting pathways (platform tools + national contacts to localise) and that legal protections exist.

WELCOME

Duration: 8' | **Material:** Presentation, Soft ball/stress ball or Large Cards with Letters

A. INTRODUCTION (3')

Welcome participants, introduce the facilitator(s), and give brief information about the CyberEqual project.

If participants are the same as in the first module, you can skip the Welcome section and run an Energizer instead of an Icebreaker.

B. ICE BREAKER (5')

[The icebreaker is an example; any ice breaker activity can be used.]

Each person says their name and their favourite food/hobby/movie. Pass a soft ball to the next person until everyone has had a turn.

OR

C. ENERGIZER (5')

[The energiser is an example; any energizer activity can be used.]

Ask seven people to come to the front of the room and stand in a straight line facing the audience. Distribute the letter cards (large cards with one letter at each written in capitalised bold containing the letters of the word you want to anagram), one to each participant. Ask each person to hold the letter card above their head, so the audience can easily read it.

Explain that the letters spell an English word. Ask members of the audience to call out directions to the letter holders to rearrange them in the correct order to spell the word. (Examples: One of the people with the letter E, please move to the beginning of the word. The person with the letter D, move to the end.) Ask the letter holders to follow the directions from the audience. Give some hints to speed up the process, if necessary.

When the word is correctly formed, ask everyone to read it aloud at the count of three. Thank the letter holders, collect the cards, and send them back to their seats. Lead a round of applause for the entire group for rapidly solving the anagram. Inclusion tip: If there are mobility or visual needs, point/call names instead of throwing the ball.

• If training the same group, you can skip names and ask a different quick question.

SECTION 1: CVAWG EXAMPLE & DEFINITION OF DOXXING

Goal: Build a common language with participants and help them grasp the scale of the problem.

Duration: 10' | **Material:** Presentation

A. Doxxing definition (8')

Follow the notes to define Doxxing asking the questions included and providing the associated info.

B. Prevalence (2')

Present key findings from the CyberEqual survey and selected global studies to show how widespread CVAWG and doxxing are.

SECTION 2: LEGAL FRAMEWORK

Goal: A short orientation to the legal context so youth know this behaviour is addressed by law and how they can report.

Duration: 10' | **Material:** Presentation

Briefly explain how your country's legal framework addresses/criminalises this behaviour (use the exact wording from national law or official guidance), and then move on to the relevant directive/s at a European level.

[The legal framework of your country will need to be added on to the slide and if needed you can add an extra slide to better explain the legislation].

SECTION 3: THE ANATOMY OF A DOXX CASE

Goal: Help participants identify what constitutes doxxing and the factors that contribute to it.

Duration: 30' | **Material:** Presentation, Slido, Paper & Pens (for offline), Mural, sticky notes (for offline)

A. Case study story (10')

Present the short scenario and ask participants to respond via Slido. After displaying the collected answers, reveal the categories of personal data that are typically exposed in doxxing on the next slide.

[Please replace the QR code of the Slido link, using your own Slido account. In case you do not have a Slido account, you can visit www.slido.com for free and create an account. Then you can create a Slido live interaction using the question "What personal information could Alex possibly publish about Mary?"]

B. Generic factors brainstorm (10')

Ask participants to think and answer through Slido, factors that contribute to doxxing, then present the generic factor categories from the next slide.

[Please replace the QR code of the Slido link, using your own Slido account. In case you do not have a Slido account, you can visit www.slido.com for free and create an account. Then you can create a Slido live interaction using the question "What factors contribute to doxxing?"]

C. Components of each of the general factors (10')

Split participants into small groups to cluster specific components under each generic factor, using Mural or paper. In case you do not have a MURAL account, you can visit www.Mural.co for free and create an account. Then you can create a Mural cluster sticky notes. .

*If Slido/Mural isn't possible or phones aren't allowed, use paper. Collect responses and invite a few participants to read them aloud.

SECTION 4: IMPACT OF DOXXING

Goal: Help participants recognise the impact of doxxing across three areas

Duration: 10' | **Material:** Presentation

Case story & group activity

Use the case in the slide to bring forth the impact of doxxing, then show the impact map and examples (psychological/emotional; financial/professional; physical-safety related).

SECTION 5: COPING WITH DOXXING

Goal: Deliver a calm, survivor-centred overview of the slide's coping mechanisms

Duration: 5' | **Material:** Presentation

Share a few essential, easy-to-use steps youth can apply immediately to reduce harm (e.g., document everything, lock accounts, report and takedowns). Emphasize also the importance of seeking support.

SECTION 6: REPORTING OF DOXXING

Duration: 2' | **Material:** Presentation

Inform the participant of the ways of reporting incidents of doxxing.

*[Change the reporting ways and relevant info to those of your country]

SECTION 7: PREVENTION OF DOXXING

Goal: Turn learning into simple prevention habits

Duration: 20' | **Material:** Canva link or poster size paper & pens (for offline)

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Use the final slides as a reflection-to-action moment. Read the short scenario, split participants into two groups and ask them to create a brochure with prevention measures (Group I: Personal Information, Group II: Security & Privacy).

*Use the Canva link provided in the slides or alternatively, hand out pieces of poster-size paper to design it.

SECTION 8: CLOSING UP & EVALUATION

Goal: Evaluation of the training

Duration: 5' | **Material:** Printed Questionnaire or Google Form

Handout the evaluation questionnaire and ask participants to complete it.

*[If online, provide the participants with the QR code of the evaluation questionnaire and ask them to complete it].



Module 6:

Defamation

** This module includes interactive activities that can run online or on paper.*

Review the materials, choose the format that best suits your group, and prepare the resources accordingly.



Practical Information

Estimated Duration	105' minutes
Mode of Delivery	In Person or Online
Sources Used	www.slido.com , https://www.sessionlab.com , www.learningapps.org , https://www.pcpd.org.hk/english/news_events/media_statements/press_20240705.html
Target Group	Ages 15-35
Required Resources	Pen, Paper, Projector or TV, HDMI cable (if using TV), Laptop, WiFi, Large Cards with one letter written at each in capitalised bold or Soft ball/stress ball for the ice-breaker, Printouts of the Checklist & the Evaluation if they do not run online.

Description

This module explains what Defamation is, how it shows up online, and how to recognise it. It gives a brief legal context (EU and national levels), maps common forms (rumours, fake screenshots, impersonation, workplace defamation, image-based manipulation), explores gendered patterns, and uses a case story to examine impacts. The session closes with coping, reporting, prevention, and a short quiz.

Educational Objectives

Through this activity the participants are expected to:

- Understand what defamation is in plain language and where/how it appears.
- Recognise common forms of defamation and gendered patterns.
- Apply simple distinctions: opinion/critique vs false statements as fact, insult/harassment vs defamation, manipulated content that fabricates facts.
- Acknowledge key impacts (personal, social, and professional).
- Outline first steps to cope, save evidence, lock accounts, report & block, seek support.
- Adopt everyday prevention habits across personal information and security/privacy.

After completing the activity, participants will be able to:

- Explain what counts as online defamation and name typical examples.
- Tell the difference between protected opinion/criticism and defamatory falsehoods, and between insult/harassment and defamation.
- Recognise and acknowledge personal, social, and professional impacts and why they can persist even after content is removed.
- Recognise gendered defamation patterns and discuss why sexualised claims “stick” against women more readily.
- Outline basic first actions: preserve evidence, secure accounts, report/block, get support.
- Know available reporting pathways (platform tools + national contacts to localise) and that legal protections exist.

Expected outcomes

WELCOME

Duration: 8' | **Material:** Presentation, Soft ball/stress ball or Large Cards with Letters

A. INTRODUCTION (3')

Welcome participants, introduce the facilitator(s), and give brief information about the CyberEqual project.

If participants are the same as in the first module, you can skip the Welcome section and run an Energizer instead of an Icebreaker.

B. ICE BREAKER (5')

[The icebreaker is an example; any ice breaker activity can be used.]

Each person says their name and their favourite food/hobby/movie. Pass a soft ball to the next person until everyone has had a turn.

OR

C. ENERGIZER (5')

[The energiser is an example; any energizer activity can be used.]

Ask seven people to come to the front of the room and stand in a straight line facing the audience. Distribute the letter cards (large cards with one letter at each written in capitalised bold containing the letters of the word you want to anagram), one to each participant. Ask each person to hold the letter card above their head, so the audience can easily read it.

Explain that the letters spell an English word. Ask members of the audience to call out directions to the letter holders to rearrange them in the correct order to spell the word. (Examples: One of the people with the letter E, please move to the beginning of the word. The person with the letter D, move to the end.) Ask the letter holders to follow the directions from the audience. Give some hints to speed up the process, if necessary.

When the word is correctly formed, ask everyone to read it aloud at the count of three. Thank the letter holders, collect the cards, and send them back to their seats. Lead a round of applause for the entire group for rapidly solving the anagram. Inclusion tip: If there are mobility or visual needs, point/call names instead of throwing the ball.

• If training the same group, you can skip names and ask a different quick question.

SECTION 1: DEFAMATION DEFINITION

Goal: Build a common language with participants and help them grasp the scale of the problem.

Duration: 15' | **Material:** Presentation, Learning Apps (Quick Poll)

A. Defamation definition (13')

Follow the notes to define defamation, then use the quick poll examples to contrast opinion/critique vs defamation.

C. Prevalence (2')

Present key findings from the CyberEqual survey and selected global studies to show how widespread CVAWG and defamation are.

SECTION 2: LEGAL FRAMEWORK

Goal: A short orientation to the legal context so youth know this behaviour is addressed by law and how they can report.

Duration: 10' | **Material:** Presentation

Legal frame at a national and European level
Briefly explain how your country's legal framework addresses/criminalises this behaviour (use the exact wording from national law or official guidance), and then move on to the relevant directive/s at a European level.

[The legal framework of your country will need to be added on to the slide and if needed you can add an extra slide to better explain the legislation].

SECTION 3: UNRAVELING DEFAMATION

Goal: Help participants identify how defamation appears and explore gendered differences.

Duration: 25' | **Material:** Presentation, paper and pens

A. Forms of defamation (10')

Use the slide to cover the key forms of defamation.

B. Gendered defamation exercise (15')

Split into two mixed gendered groups: "If someone wanted to ruin a man's reputation..." vs "a woman's reputation..." (5 minutes list-making). Then, lead a short group discussion using the slide prompts in order to explore what these differences tell about gender stereotypes and why sexualised accusations are more often believed or used against women.

SECTION 4: DEFAMATION IMPACT

Goal: Help participants recognise the personal, social, and professional impacts of defamation.

Duration: 20' | **Material:** Presentation, paper and pens

Case study

Present Joanna's story, split participants in small groups and guide them to list impacts in three columns (personal, social, professional). Then discuss their findings, using the slide lists to consolidate. Conclude with the notes and discussion on visible vs hidden impacts.

SECTION 5: COPING WITH DEFAMATION

Goal: Deliver a calm, survivor-centred overview of the slide's coping mechanisms

Duration: 5' | **Material:** Presentation

Share a few essential, easy-to-use steps youth can apply immediately to reduce harm (e.g., document everything, secure accounts, report and block). Emphasize also the importance of seeking support.

SECTION 6: REPORTING OF DEFAMATION

Duration: 2' | **Material:** Presentation

Inform the participant of the ways of reporting incidents of defamation.

**[Change the reporting ways and relevant info to those of your country]*

SECTION 7: PREVENTION OF DEFAMATION

Goal: Encourage simple online habits that help prevent defamation

Duration: 5' | **Material:** Presentation

Present the slide with the prevention habits and briefly explain each point (e.g. what goes online can spread, be careful with privacy settings).

SECTION 8: THE DEFAMATION QUIZ

Goal: Recap key points from the session in a quick and interactive manner.

Duration: 10' | **Material:** Presentation, Learning apps (online quiz)

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Use the final slides as a reflection on today's learning. Run the online defamation quiz on screen so everyone can decide (show each item, take a quick vote, reveal the answer, give the one-line rationale from the notes).

SECTION 9: CLOSING UP & EVALUATION

Goal: Evaluation of the training

Duration: 5' | **Material:** Printed Questionnaire or Google Form

Handout the evaluation questionnaire and ask participants to complete it.

**[If online, provide the participants with the QR code of the evaluation questionnaire and ask them to complete it].*





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