

digi.NOW
In Dialogue against Digital Violence

**A curriculum for prevention work
with young people between the ages of 15 and 27
on the subject of sexualised violence using digital media
(SVUDM)**

May 31, 2023

Introduction

The following curriculum is directed toward educators and practitioners involved in prevention work.

It includes ideas for designing prevention programmes on the subject of sexualised violence using digital media (SVUDM).

The curriculum is comprised of basic knowledge and presents ideas for the methodological and didactic design of prevention programmes for young people between the ages of 15 and 27.

We recommend making age-related adjustments when designing prevention programmes for younger children or adults.

Introduction

The structure of the curriculum

- Part 1 [Basic knowledge about sexualised violence using digital media](#)
- Part 2 [Basic knowledge for the prevention of sexualised violence using digital media](#)
- Part 3 [Goals for the prevention of sexualised violence using digital media](#)
- Part 4 [Methodological and didactic ideas for prevention programmes with young people between 15 and 27 years of age](#)

Part 1

Basic knowledge about sexualised violence using digital media (SVUDM)

Basic knowledge about SVUDM

The section “Basic knowledge about SVUDM” provides information about and raises awareness of the characteristics of SVUDM:

- ▶ What is sexualised violence using digital media?
- ▶ What methods are used by perpetrators of violence?
- ▶ Who perpetrates SVUDM?
- ▶ How widespread is SVUDM?
- ▶ What are the consequences of SVUDM for adolescents who are affected by it?

Basic knowledge of SVUDM
What is SVUDM?

What is SVUDM?

“We define SVUDM as...

- a) violating acts with which
- b) perpetrators intentionally assert their own needs
- c) at the expense of the sexual self-determination and/or consent of children and adolescents
- d) aided by digital media (e.g., initiation of physical assaults via chat) or in a digital setting (e.g., crime scene in the case of circulating nude pictures).”

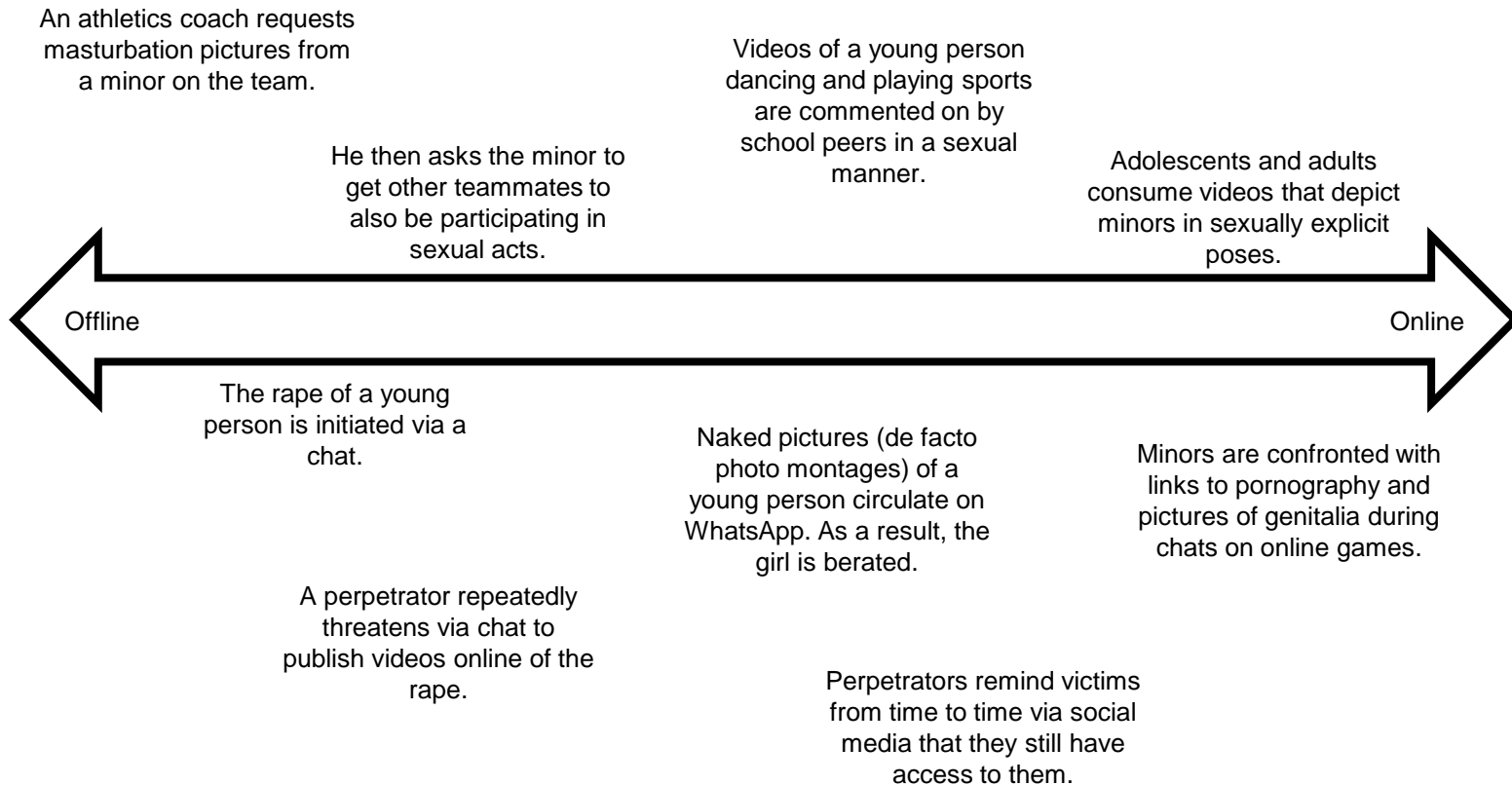
[\(Vobbe & Kärger 2022, p. 11\)](#)

What is SVUDM?

The various forms of sexualised violence using digital media move fluidly between online and offline environments. Affected children and adolescents also experience the consequences and stresses resulting from SVUDM both online and offline ([Kärgel, Vobbe & Cylus 2023a](#)).

The following figure situates examples of SVUDM along a continuum to illustrate the seamless transition between online and offline violence.

What is SVUDM?



What is SVUDM?

Taken collectively, the following situations constitute sexualised violence using digital media:

- Photos or videos of children and adolescents that become the subject of sexualised comments
- Children and adolescents becoming enmeshed in sexualised conversations via digital media
- Encouraging children and adolescents to share intimate photos or videos in which they are lightly clothed or nude
- Blackmail or threats that are used to pressure children and adolescents to spread intimate chats, pictures or videos

What is SVUDM?

- Encouraging children and adolescents to be photographed or recorded (live) while performing sexual acts on themselves and/or third parties
- The use of digital media to keep sexualised violence secret – for example, by monitoring or controlling those affected
- The consumption and/or dissemination of intimate photos or videos depicting children and adolescents
- The confrontation of children and adolescents with pornography (via links) and/or jointly consuming abuse images / pornography together with children or adolescents

[\(Kärgel, Vobbe & Cylus 2023a\)](#)

Basic knowledge of SVUDM

What strategies are used by perpetrators of violence?

What strategies are used by perpetrators of violence?

Perpetrators of violence take advantage of the media habits of children and young people in that they do not have to disclose or justify their intentions and motivations.

After all, young people often share photos and videos online as part of their exploration of (sexual) identity ([Döring 2019](#); [Matthiesen & Dekker 2016](#)).

This makes it more difficult to differentiate between a relationship that respects sexual boundaries versus one that violates them.

What strategies are used by perpetrators of violence?

When nude photos circulate in teen peer groups, they could be photos that were previously shared consensually within a romantic relationship.

But, it is also possible that pressure had been exerted on the photographed person.

When teens engage in romantic or sexual relationships online, the other person may be the same age and have similar expectations. However, it is also possible that those who use violence manipulate those affected by deceiving them with regard to their age, gender and/or motivation (so-called cybergrooming).

What strategies are used by perpetrators of violence?

The goal of cybergrooming is to facilitate online and/or offline SVUDM.

When perpetrators react to hesitation or a 'no' with disappointment or indicate that they have lost interest in further contact, the victim's fears of losing the relationship grow, as does the feeling that they have to fulfil the expectations of the other person.

Perpetrators often exploit victims' feelings of shame and guilt by feigning romantic intentions or threatening to publish intimate photos.

What strategies are used by perpetrators of violence?

They may have previously established trust with and paid attention to their victims, for example by giving gifts, such as digital devices (e.g. tablet, drone), as a sign of their supposed affection.

Perpetrators may suggest to children and adolescents that consensual participation in sexualised interactions also means having to fulfill fantasies that the other person has expressed.

The proverb "in for a penny, in for a pound" aptly describes the situation in which children and young people find themselves – caught between maintaining and crossing boundaries.

What strategies are used by perpetrators of violence?

The scope for decision-making suddenly feels limited. Those affected fear that their counterpart will perceive a 'no' as inconsequential and inauthentic.

Most feel ashamed at the perception of having previously willingly participated in the interaction. Perpetrators exploit this shame and exert pressure on the affected person by threatening to publish chat histories, for example, that “prove” the person’s involvement ([Broome et al. 2018](#); [Whittle et al. 2014](#)).

Mobile devices, and associated sexualised activities, such as jointly consuming pornographic content or taking sexualised photos, promise social revaluation through exclusive or community/group-oriented sense of belonging, in accordance with the heteronormative gender orders and hegemonic notions of masculinity and femininity in which they are embedded.

What strategies are used by perpetrators of violence?

Intimate and damaging photo and video recordings or saved communication histories (e.g. screenshots of chat conversations, emails) often serve to perpetuate the violence and maintain secrecy. Those affected often fear publication of their communication history so much that they perceive the situation as hopeless.

In some cases, the sole purpose of digital communication is to exert control and enforce silence.

Young people, not unlike their adult relatives and professionals, may struggle to recognise the line between sexual self-determination and sexualised violence when establishing and/or maintaining romantic and sexual relationships online.

[\(Vobbe & Kärgel, 2022; Kärgel, Vobbe & Cylus 2023a\)](#)

Basic knowledge of SVUDM

Who perpetrates SVUDM?

Who perpetrates SVUDM?

SVUDM may be perpetrated by the following:

- Adults and adolescents
- Men* and women*
- People from within the social environment (e.g. family, friends, neighbours, school peers, coaches, tutors) and strangers
- Contacts established online or offline

Perpetrators often belong to the affected person's social environment.

(Kärgel, Vobbe & Cylus 2023a)

Basic knowledge of SVUDM

How widespread is SVUDM?

How widespread is SVUDM?

According to national and international surveys, one-third of young people between the ages of 12 and 27 report that pictures or videos of them have been disseminated against their consent ([Powell et al. 2022](#)).

Around a quarter of those surveyed say they have forwarded intimate images or videos without the consent of those depicted ([Powell et al. 2022](#)).

According to Europol, the number of abusive images circulating on the Internet has been increasing across the EU for years ([Europol 2021](#)).

How widespread is SVUDM?

Just as crime statistics do not show the entire picture, surveys also offer only an orientation.

The number of unreported cases is presumably much larger.

German institutions that work with children and adolescents affected by sexualised violence and/or young people who perpetrate boundary violations report that digital media play a role in almost all cases ([Kärgel, Vobbe & Cylus 2023a](#)).

Basic knowledge of SVUDM

What are the consequences of SVUDM for affected adolescents?

What are the consequences of SVUDM for affected adolescents?

Affected adolescents often suffer in multiple ways.

When intimate recordings circulate in the social environment of affected adolescents, they are often exposed to (further) blame, humiliation and sometimes ostracisation (so-called victim blaming).

This secondary victimisation puts a strain on victims and can (re)traumatise them, particularly when photos or videos are repeatedly recirculated.

Each circulation constitutes a new violation (so-called revictimisation) via sexualised violence using digital media.

[\(Kärgel, Vobbe & Cylus 2023a\)](#)

What are the consequences of SVUDM for affected adolescents?

Victims often feel that they are haunted by their violent experiences wherever they go.

Intimate pictures, videos and chats can be published/distributed years later and across national borders. Thus, publication and dissemination can never be ruled out beyond a doubt.

Perpetrators often spread rumours about victims when intimate pictures or videos circulate.

What are the consequences of SVUDM for affected adolescents?

Likewise, it is possible that after many years, a violent experience could be disclosed unexpectedly without the knowledge and against the will of those affected.

Adolescents also relive experiences of violence when perpetrators try to contact them again via digital media.

[\(Kärgel, Vobbe & Cylus 2023a\)](#)

What are the consequences of SVUDM for affected adolescents?

Affected adolescents are afraid.

It can be frightening and traumatic to feel unable to control whether and when a violent experience will lead to further consequences.

It is not uncommon for victims to report anxiety even into adulthood.

The consequences of most concern depend significantly on a person's social environment, including the groups (so-called social systems) they belong to outside of their (foster) family or residential group (e.g. daycare centre, school, club, social networks). What experiences have they had there? How do they experience being with others as well as their own role in the group? Which norms and values are formative?

What are the consequences of SVUDM for affected adolescents?

Affected adolescents have mixed feelings about using digital media.

It can be stressful for affected persons to use digital media. This can unleash uncomfortable feelings, often the same feelings as during and immediately after the acute violence they experienced.

At the same time, using digital media can bring a sense of control. Some victims specifically search the Internet looking for their photos and videos to a) make sure they are not circulating, b) gather evidence of the violence they experienced, or c) to cope with negative feelings (e.g., panic).

[\(Kärgel, Vobbe & Cylus 2023a\)](#)

Part 2

Basic knowledge for the prevention of sexualised violence using digital media

Basic Knowledge for the prevention of sexualised violence using digital media

The section “Basic knowledge for the prevention of SVUDM” provides basic principles for prevention:

- ▶ [What is prevention?](#)
- ▶ [What are prerequisites for the prevention of SVUDM?](#)
- ▶ [What characterises a preventative approach?](#)

Basic knowledge for the prevention of SVUDM

What is prevention?

What is prevention?

The goals of prevention include the following:

- stopping sexualised violence from happening (primary)
- addressing the needs of young people who are at risk of sexualised boundary violations or have already experienced them, and enabling those around them to recognise these violations and stop them early (secondary)
- dealing with sexualised violence, promoting healing processes, improving future protection and promoting self-determination for those affected

([Caplan 1964](#) as applied to sexualised violence according to [Vobbe & Kärgele 2022](#))

What is prevention?

Prevention encompasses a wide range of measures aimed at the following:

- prevention
- deterrence
- recognising and stopping SVUDM
- making it easier for those affected and their social environment to get help

What is prevention?

Although it would be ideal to endeavour to prevent violence completely, this is unfortunately unrealistic.

Perpetrators of violence will always find ways to defy protection measures ([Kärgel, Vobbe & Cylus 2023b](#)).

Thus, prevention programmes are aimed at empowering young people's sense of sexual self-determination.

Was ist Prävention?

Early prevention approaches	Professionally-substantiated prevention work from the early 1980s	Professionally-substantiated prevention approaches
<p>Don't take candy from strangers.</p> <p>Don't go places with strangers.</p> <p>Who is afraid of the black man?</p>	<p><i>Victim-oriented violence prevention</i></p> <p>I am no one's sweetie! (Blattman)</p> <p><i>Emancipatory sex education</i> Enlightened children are strong children! (Petze)</p>	<p>You don't owe anyone anything for a gift.</p> <p>There are good and bad secrets.</p> <p>Victims are never to blame.</p> <p>Affected persons have the right to help.</p> <p><i>The goal of these prevention messages is empowerment of (potential) victims.</i></p>

What is prevention?

When discussing the prevention of SVUDM there are predominantly prevention messages that – surprisingly – emphasise averting risk and personal regulation:

“It is best to never send sexy pictures of yourself to anyone. You cannot be certain in whose hands the pictures or videos will end up.”

“Be very careful in online relationships.”

Basic knowledge for the prevention of SVUDM

What are prerequisites for the prevention of SVUDM?

What are prerequisites for the prevention of SVUDM?

Prevention of SVUDM takes into account that persons affected by SVUDM may be among the participants in a prevention programme (secondary prevention).

Prevention programmes are generally carried out by at least two people – if possible of different genders – in order to take into consideration how the programming may impact the participants.

In addition, prevention programmes must be sensitive to gender and culture.

Prevention programmes must also take into account the age/developmental level of the participants.

What are prerequisites for the prevention of SVUDM?

Prevention of SVUDM takes the following into account:

- Adolescent sexuality takes place on and via digital media.
- Adolescents are ambivalent about how they experience sexuality vis-à-vis digital media.

Prevention therefore takes place in everyday exchanges with children and young people, in families or in institutions (e.g. school, club, home, child and adolescent psychiatric facilities).

Basic knowledge for the prevention of SVUDM

What characterises a preventative approach?

What characterises a preventative approach?

A preventative approach recognises and accepts that SVUDM can happen to anyone.

A preventative approach ascribes to the following conviction:

- young people affected by violence should not be held responsible for what they experienced
- they have the right to a violence-free life and to the necessary support

These principles apply regardless of how they behave or act online.

What characterises a preventative approach?

When considering the conflict between protection and empowerment, all efforts to prevent SVUDM must be assessed to ensure that they do not reinforce feelings of guilt in those affected and do not promote a reversal of guilt (so-called victim-blaming).

[Kärgel, Vobbe & Cylus 2023b](#)

What characterises a preventative approach?

A preventative approach respects a person's right to sexual self-determination in digital media.

In order to be perceived by young people as trustworthy, it is important to demonstrate a positive attitude towards digital media.

Even if you personally are not very enthusiastic about online dating, sexting and posting pictures via what feels like constantly changing app trends, young people need to feel that their media behaviour is taken seriously and respected.

Show your interest and enter into the conversation without prejudice and with openness to the perspectives of young people.

What characterises a preventative approach?

Otherwise, young people may not feel accepted in their lifestyle and thus in their right to self-determination.

At the same time, a media-sceptical and/or negative attitude often prevents young people from confiding in adults. Those affected feel all the more ashamed and (partly) guilty.

[Kärgel, Vobbe & Cylus 2023b](#)

What characterises a preventative approach?

A preventative approach should refrain from prohibitions of media or forced changes in behaviour.

The advice to "be very careful in online relationships" may sound reasonable at first glance.

However, it runs the risk of reinforcing feelings of guilt or helplessness among those affected and their friends, as the message can be interpreted as critical of media behaviour or as an insinuation of shared responsibility for experiences of violence.

If, on the other hand, children and young people perceive that their views on digital media, including conflicted and burdensome feelings, are taken into account, that the rules created around using digital media are justified and can be negotiated as they mature, this stands in contrast to the arbitrariness that characterises sexualised violence.

What characterises a preventative approach?

A preventative approach is critical of norms that promote violence.

The basic assumption that digital media can play a positive role in the lives of children and young people does not mean ignoring all critiques of it.

Prevention is critical of norms that promote violence through online service providers, algorithms, advertising, challenges, influencers and peer groups. Prevention confronts one-sided, sexist group norms. It identifies denigration as injustice.

[Kärgel, Vobbe & Cylus 2023b](#)

Part 3

Goals for the prevention of sexualised violence using digital media

Goals for the prevention of SVUDM

The section “Goals for the prevention of sexualised violence using digital media” outlines the goals for preventing SVUDM based on the previously discussed principles of prevention and the maxims of a preventative approach.

Goals for the prevention of SVUDM

Goal 1

Prevention hinders sexualised violence by making people aware of the fact that violence will be perpetrated despite all efforts and can easily be initiated and perpetuated through digital media.

Goal 2

Prevention makes it easier for those affected to recognise and disclose boundary violations.

Goal 3

Prevention thus refutes attempts to reinterpret sexualised violence with excuses such as "it's somehow the victim's own fault, just look at the pictures on their profile", "I was just kidding" or "I didn't mean it that way".

Goals for the prevention of SVUDM

Goal 4

Prevention strengthens the sexual self-determination of young people.

Goal 5

Prevention supports (potential) victims. It relieves victims of the idea that they are responsible for the violence they have experienced and expands their scope of action as well as that of their friends and supporters.

Goal 6

Prevention raises awareness that SVUDM is painful, frightening and embarrassing, but that something can be done about it.

[Kärgel, Vobbe & Cylus 2023b](#)

Part 4

Methodological and didactic ideas for prevention programmes with young people between 15 and 27 years of age

Methodological and didactic ideas for prevention programmes with young people between 15 and 27 years of age

The section “Methodological and didactic ideas for prevention programmes with young people between 15 and 27 years of age“ provides a collection of suggestions for how to conceptualise prevention programmes:

- ▶ [Prevention messages and images](#)
- ▶ [Topics / content](#)
- ▶ [Methods](#)

These suggestions are the result of the joint cooperation between young people – the participants in prevention programmes – and practitioners within the framework of digi.NOW.

Methodological and didactic ideas for prevention programmes

Prevention messages and images

Prevention messages and images

We are consciously choosing to begin the methodological and didactic section by discussing prevention messages and images.

(Prevention) practitioners often report concerns that they are not able to effectively communicate with young people about their experiences on and with digital media in general and on SVUDM in particular.

They have the impression that all attempts at providing information and entering into a dialogue are failing because of the way that they as professionals/adults try to reach young people.

Prevention messages and images

In the context of digi.NOW, we entered into a dialogue with young people and professionals to address the question of which messages and images best reach young people in the context of prevention work.

However, we did not come to a definitive answer.

In addition to the short duration of the project, we struggled with the fact that messages and images are sometimes interpreted very differently by young people. The perception of messages as relatable or acceptable (partly) depends on the individual.

Prevention messages and images

We exchanged ideas with young people living in German-speaking countries.

However, prevention messages and images must be adapted to be culturally sensitive.

The following outline the lowest common denominator.

These are prevention messages and images that were rated as appealing and effective based more on their content than the exact wording.

Prevention messages and images

We present ideas for the following:

- a) how to present an authentic preventative approach when working with young people between the ages of 15 and 27
- b) how dialogue and interaction in prevention programmes can succeed
- c) the variety of topics that require space for reflection and discussion within the framework of prevention programmes

Prevention messages and images

To start off, we present prevention messages that young people – the participants of prevention programmes – have developed together with practitioners within the framework of digi.NOW.

These are prevention messages that have been further developed on the basis of the existing prevention messages in German-speaking countries.

We are expanding the pool of prevention messages and images with a collection of researched prevention materials that have been evaluated by young people and professionals in the context of digi.NOW and have been deemed suitable for further development.

Prevention messages and images

Prevention messages and images explored in the context of digi.NOW

<p>“Sex(ting) ist not the problem, but rather the problem is when someone betrays your trust.”</p>	<p>With this message, a) the sole responsibility for SVUDM is ascribed to the perpetrators of violence, b) the media behaviour of young people - including sexting - is accepted, c) solidarity is shown to those affected insofar as subliminal reference is made to normal stresses, d) the situation of those affected is met empathetically, since for many the loss of trust and relationships is the most burdensome.</p>
<p>“What are you really up for? Talk about what you are into and what you are not into.”</p>	<p>This message a) points out that sex(uality) online and offline presupposes that both parties want it / enjoy it and that this b) can only be found out through a conversation. Sex(uality) is normalised by encouraging young people to talk about their sexual needs, desires and insecurities. At the same time, it conveys the message that it's absolutely okay not to want something.</p>

Prevention messages and images

<p>“Trust is when you have the feeling that you can openly say what you are not interested in doing.”</p>	<p>The definition of one's own limits and the preservation thereof is a challenge for young people. This especially applies to sex(uality) on and via digital media as well as romantic relationships via digital media. The question of trust plays a decisive role here. This prevention message therefore addresses the question of what trust is/how you can tell that you can trust someone in a way that respects the autonomy and sexual self-determination of young people and which dispenses with generally applicable guidelines. At the same time, it invites young people to (critically) reflect on their relationships.</p>
<p>“Your boundaries are as unique as you.” “Your boundaries apply, even if you don't always know what you want.” “Just because others think it's okay/normal doesn't mean it's okay/normal for you.”</p>	<p>These three messages empower and guide young people by pointing out that boundaries are individual/personal and should never be pushed by the perspectives/perceptions/narratives of their peer group and/or (dating) partner.</p>

Prevention messages and images

<p>“Saying no is a sign of openness and trust.”</p>	<p>This message also offers guidance to young people on the question of boundaries and trust. It makes it possible to enter into a discussion with young people about situations when someone does not accept ‘no’ (e.g. (temporarily) breaking off contact, being offended questioning feelings/trust) as an indication of emotional blackmail and/or an attempt at boundary shifting/crossing.</p>
<p>“Nude photos online. Let’s talk about it.“</p>	<p>This message tries to remove the taboo from and destigmatise the consequences of SVUDM; it refers to the right to seek help.</p>

Prevention messages and images

Prevention messages and images: best practices

Core message	Example of implementation
<p>Affected persons also have the right to get help.</p>	<p>"You've been sent nudes that you don't want? Let me help you. There are plenty of resources to help you when sexting doesn't go the way you want it to." (Safer Sexting 2023)</p>
	Explanation
	<p>This example was successful because it destigmatises becoming unknowingly involved in SVUDM by calmly accepting the fact that it can happen and offering unrestricted support and help.</p>

Methodological and didactic ideas for prevention programmes with young people

Topics / content

Topics / content

In this section we outline topics that should be dealt with in prevention programming for young people between the ages of 15 and 27.

The topics were derived from the discussions between young people and practitioners through the digi.NOW project.

Some of them have already come up in the section about prevention messages and goals of prevention.

The subject areas are modular. Their order corresponds to our didactic recommendation.

The next section will include suggestions for methodological implementation.

Topics / content

Digital media and feelings

Prevention programmes on SVUDM for young people between the ages of 15 and 27 deal with the feelings that are triggered by using or not using digital media.

In doing so, digital media are accepted as an omnipresent part of young people's everyday lives. At the same time, the goal is to create a level playing field for discussion. Practitioners can gain insight into what young people do, think and feel.

Young people are encouraged to reflect on the role digital media play for them personally and how they feel about digital media.

It is important that you, as a practitioner, go into the conversation without prejudice or judgment. This is a prerequisite for an open and trusting exchange.

Topics / content

The critical examination of digital media and feelings includes the following:

- a summary and reflection on one's own media use including the feelings associated with it
- examination of one's feelings (ambivalences) and insecurities
- recognition of positive and negative feelings
- reflection on how to deal with insecure, ambivalent, and negative feelings
- an initial reflection on one's own boundaries and/or limits

Topics / content

Digital media and intimate relationships

Young people establish and maintain friendships as well as romantic and sexual relationships both online and offline.

It is not uncommon for young people to maintain online relationships and friendships over several months or years. They experience online relationships and online communication as just as trusting and intimate as offline relationships and offline communication.

Sexting – the consensual exchange of intimate pictures, videos and messages – is also part of the search for and leading of romantic and/or sexual relationships.

Topics / content

The search for and subsequent cultivation of friendships and partnerships is associated with with sex(uality) and many different (mixed) feelings, whether it takes place online or offline.

The question of one's own limits and how to protect them is becoming increasingly important.

Therefore, prevention programmes need to provide space to talk to young people about current intimate relationships and/or relationships they seek to have and maintain through digital media.

Topics / content

A critical examination of digital media and intimate relationships includes the following:

- considering one's own perception of positive intimate relationships
- examining one's own needs within positive intimate relationships
- empowering young people to discuss within intimate relationships, both online and offline, what they find (less) good, and what they would or would not like to try
- dealing with how to say 'no' and/or 'stop' - regardless of whether you may have said 'yes' previously

Topics / content

- reflecting on how to deal with insecure, ambivalent, or negative feelings in intimate relationships
- recognising positive and negative feelings in intimate relationships
- the question of trust – What does trust mean for the individual? How do you recognise a mutually trusting relationship? What characterises trust / a trusting relationship?
- dealing with small doubts about the trustworthiness of the other party

Topics / content

Digital media and sexualised violence

Prevention programmes on SVUDM for young people between the ages of 15 and 27 provide information and raise awareness about SVUDM, including the following:

- Imparting basic knowledge about SVUDM
 - Definitions / forms of violence
 - Dynamics of violence
 - The role of the social environment
 - The role of institutions
- Educating about perpetrators and their strategies

Topics / content

- Information about the criminal liability of behaviour that violates sexual boundaries
- Strategies and options for action for affected persons or in the event of suspicion/knowledge that friends/acquaintances have been victims of SVUDM
 - dealing with unwanted intimate images, videos, messages
 - dealing with requests for intimate pictures, videos, messages
 - dealing with sexist and/or sexualising comments
 - technical and legal options for action
- Information about help and support, including contact points/contact persons

Methodological and didactic ideas for prevention programmes with young people

Methods

Methods

In addition to a preventative approach, an array of methods is necessary when working through the outlined topics for the prevention of SVUDM with young people between the ages of 15 and 27.

Below are examples of what we consider to be appropriate methods.

We tested some of these methods in digi.NOW. Other methods were recommended to us as best practices by the professionals participating in digi.NOW.

The methods below represent an incomplete collection, which can be expanded at your own discretion.

Methods

The methods outlined can be adapted as needed.

The use of the methods for specific topics/content is provided only as an example.
Some methods can also be used for other topics/content with appropriate adaptation.

Methods

Methods for the topic “Digital media and feelings“

Media usage scale	<p>The "media usage scale" is a positioning game that stimulates discussion on the questions of how an individual uses digital media and what feelings digital media / their media behaviour trigger.</p> <p>A media usage scale ranging from “never” to “several times a day” is marked with masking tape. In addition, participants can indicate negative and positive feelings on the scale.</p> <p>Participants are asked to position themselves with regard to different apps and media activities according to their personal use.</p> <p>A joint discussion follows.</p> <p>The exercise is recommended as an ice breaker to raise awareness of the fact that use of digital media can be emotionally charged.</p>
--------------------------	---

Methods

Methods for the topic “Digital media and feelings“

Body outline

The "body outline" exercise also raises awareness of feelings that are triggered by the use of digital media. At the same time, it helps participants visualise the importance that digital media play in their everyday lives.

Each participant is given an outline of a body. Alternatively, the participants are asked to draw a body outline on flipchart paper. The participants are then given time to write down along the body outline how they use digital media, what feelings the respective behaviour triggers in them and where in their body they would locate these feelings.

The body outline remains private, including personal insights. It is only shared voluntarily in the subsequent plenary discussion: *What were your observations? What do you use digital media for the most? Do positive or negative feelings predominate? What feelings do you associate with your media use? What are your takeaways? What will you change? What surprised you?*

Methods

Methods for the topic “Digital media and feelings“

Videos / Documentaries	Videos, films and documentaries, such as “ The Social Dilemma ” can be useful to help young people critically reflect on the profit model used by influencers and app providers as well as their impact on dominant ideals of beauty and role models.
-------------------------------	---

Methods

Methods for the topic “Digital media and feelings“

Evaluating photos differently

The exercise "Evaluating photos differently" starts at the interface between media behaviour, feelings, relationship-building and the transition to crossing boundaries. The aim of the exercise is to draw connections between the act of posting/sharing photos and videos to the act of commenting on other people's posts and in doing so, to reflect on why people post/share and to what extent public comments are (in)appropriate.

The group reviews (previously selected) photos from social networks one after the other. The participants are initially encouraged to adopt the perspective of the person depicted. The following questions guide the action: How would the person depicted want to be seen? What comments do you think the person depicted would like? What comments do you think the person doesn't want? Then the activity shifts perspective to look at the practice of commenting: What do you think of the comment? Who can leave such a comment? When would it be more inappropriate to leave such a comment? What might others think when they read such a comment? How would a person feel after receiving a comment like this?

Methods

Methods for the topic “Digital media and intimate relationships“

<p>Case studies / chat histories</p>	<p>Using case studies and chat histories is a good way to work with young people on their feelings, questions and insecurities in intimate relationships, including the challenges of recognising and communicating their own boundaries.</p>
<p>Consent – as simple as tea</p>	<p>Blue Seat Studios' "Consent - Simple as tea" - YouTube video is a great way to engage young people in conversations about consent, boundaries, and trust in intimate relationships. It can be applied to various forms of SVUDM, e.g. the demand for so-called nudes. Last but not least, the video is a success because it has a secondary and tertiary preventative effect.</p>

Methods

Methods for the topic “Digital media and intimate relationships“

<p>Why is it sometimes so hard...?</p>	<p>This interactive reflection activity with young people starts by addressing the ambivalences of young people (related to media use). It does not reduce prevention to the recommendation not to send any photos of yourself. It focuses on the difficulty of getting to know one's own limits and whether we want the same thing as others, how we actually decide that we want to trust someone, how we feel when we are insecure, and under which circumstances we find it difficult to assert our own feelings, desires and needs to others. In doing so, one's own actions are taken into account as well as the actions of third parties. It focuses on a collection of questions that start with the problems of young people. Further questions can be collected anonymously from the group.</p>
---	--

Methods

Methods for the topic “Digital media and sexualised violence“

Cyber violence scale	<p>The “Cyber violence scale” is a positioning game that stimulates discussions of what (cyber)violence is and where SVUDM begins. At the same time, the participants are made aware of the fact that there are many forms of SVUDM.</p> <p>A scale of violence is marked from "no violence" to "severe violence". A coordinate system about criminal liability can also be marked.</p> <p>Various scenarios are read aloud to the participants and they are asked to position themselves on the scale of violence and criminal liability according to their personal assessments. A joint discussion follows.</p> <p>The exercise is recommended as an ice breaker. Information about SVUDM, including its criminal liability, should then be shared.</p>
-----------------------------	--

Methods

Methods for the topic “Digital media and sexualised violence“

Films / videos	<p>Prevention films and videos are a good way to stimulate discussions with young people about the forms of SVUDM, including its dynamics (e.g. the role of the peer group/institution) and the consequences for those affected.</p> <p>Below are links to German and English language prevention films and videos:</p> <p>Nudes. Nackt im Netz Homevideo Upload Short collection of videos from Webwise</p>
-----------------------	--

Methods

Methods for the topic “Digital media and sexualised violence“

Chat histories / case studies	In addition to films and videos, working with case studies and example chat histories can help inform young people about the forms of SVUDM, including its dynamics and consequences for those affected. Depending on their design, case studies and chat histories are also suitable for raising awareness of perpetrator strategies and for talking about maintaining and communicating boundaries in intimate relationships and the question of trust.
--------------------------------------	---

Methods

Methods for the topic “Digital media and sexualised violence“

<p>Discussing prevention messages</p>	<p>Discussing example prevention messages – those that are more and less helpful – can be useful to generate discussions with young people about their own needs/wishes to feel empowered and to recognise and communicate their own boundaries.</p> <p>Of course, the messages under “Prevention messages and images” are also suitable for this exercise.</p>
--	---

Methods

Methods for the topic “Digital media and sexualised violence“

Keeping victim myths in check

Victim myths, victim blaming, but also trivialisation help shape young people's perspectives on violence. In our opinion, the consequences of warning children and young people that they should be aware of the risks of digital media is reflected in their interpretations that those affected are "stupid if they trust the wrong people" and "should not be surprised if they are harassed if they have posted sexy pictures of themselves". Paradoxically, children and young people told us that their peer group has norms and ideas about relationships that sometimes force them to send naked photos of themselves. This reinforces ambivalences, which are subsequently confirmed by victim myths, that inhibit disclosure in the event of violence. On the other hand, dealing with victim myths can be a means of facilitating disclosure and strengthening solidarity with those affected by violence.

Methods

Methods for the topic “Digital media and sexualised violence“

Help and contacts	<p>By the end of the prevention programme at the latest, it is important to inform young people about help and contact points:</p> <p>Help search portal in the respective EU countries</p>
Websites to raise awareness	<p>If you know of helpful educational websites for your country that (largely) do without media bans and behavioral imperatives, make these available towards the end of the prevention programme.</p>

digi.NOW

In Dialogue against Digital Violence

Funding Institution:	Baden-Württemberg Stiftung, Programm „Perspektive Donau“
Project Time Period:	September 2022 to May 2023
Project Partners:	SRH University Heidelberg, Faculty for Social Sciences and Law Missing Link, Caritas Vienna
Authors:	Ahmed Al-Jaderi, Rachel Cylus, Katharina Kärgel, Pelin Özmen, Margerita Piatti, Frederic Vobbe
Contact:	Katharina Kärgel katharina.kaergel@srh.de
Publication Date:	May 31, 2023