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**ENHAGA
Training Toolkit
and
Package**

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End Sexual Harassment in Gaming

Training Toolkit and Package

This toolkit is compiled by the Center for Social Innovation – CSI Cyprus, as the leading partner of Work Package 3.

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Partners

ENHAGA

End Sexual Harassment in Gaming

Training Toolkit and Package

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About the Training Toolkit and Package

The ENHAGA Training Toolkit and Package is part of the final outputs of the EU project ENHAGA that will help to enrich and institutionalize the prevention of gender-based violence while simultaneously develop critical thinking and proper information literacy among gamers. The package, together with the ENHAGA game, will be used as useful resource and mentorship practice.

The ENHAGA Training Toolkit and Package includes four modules that apply to different target groups and fulfill different goals. The overall training aims to benefit all gamers and generally the world of gaming, since the improvement in online behavior can only bring about beneficial transformations also in their offline actions.

All modules follow a similar format of blended learning including both face-to-face and online activities. Each module has a duration of 3 hours (2 hours of face-to-face activities + 1 hour for the online activities)

The ENHAGA Training Toolkit and Package is developed to be used both for the training of gamers and trainers. Male and female gamers will be trained through the practice guide to understand and recognize abusive behavior and psychological pressure. The aim is to reduce misunderstandings and gender-based hatred and enhance the quality of interaction in gaming settings encouraging an integrative environment for everyone involved. The toolkit is developed to be used by trainers, in the case of training stakeholders (civil society agents and educators), or gamers, offering guidelines and important tips that should be taken into consideration at the implementation of the training.

The theory of the ENHAGA project is to eliminate gender stereotypes that can lead to hatred and cyber bullying. This Training Toolkit and Package can be used as a tool to raise awareness, educate people and prevent cyber sexual harassment. It can be applied not only to the countries where the partners of the project are based but also internationally.

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Module 1: Definitions of gender-based violence and sexual harassment in digital settings

Restorative Justice for All, International Institute

UNITS

Unit 1: Definitions of Gender-Based Violence and Sexual Harassment in Digital Settings

Unit 2: Being Alert to Instances of Sexual Harassment

Unit 3: Demonstrating Better Communication with Players

Unit 4: Evaluate Approaches to Gender Based Violence and Sexual Harassment

Description of the module

This module aims at communicating legal definitions of harassment, including sexual harassment and gender-based violence to provide a valuable information resource to the players. In addition, this module aims to help players recognize harassment in "real-life" situations providing context within the game.

Target group(s):

Young people, gamers, and students. It can also be used as a training tool for professionals working in the field of criminal justice and advocacy, or those who work for NGOs, in policy of in education.

Duration: 3 hours (2 hours of face-to-face activities + 1 hour for the online activities)

Learning objectives of the Module

After the completion of this module, the learners should be able to:

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- Fully comprehend the key concepts of sexual harassment and gender-based violence and understand how they can affect not only their gaming behavior but also their psychosocial status

- Identify the importance of being alert to instances of harassment online

- Demonstrate better communication with other players

- Evaluate the various approaches to gender-based violence and sexual harassment

Guidance for trainers:

It may be advisable here to note to the class that the following content may be harmful or triggering and is explicit in talking about sexual harassment in gaming.

Unit 1: Understanding Legal Definitions of Gender Based Violence and Sexual Harassment

Activities	Duration	Type of Activity
Activity 1: Discussion	25′	Face to face
Activity 2: Break Away	20′	Face to Face
Evaluation	5′	Online

Description: Allow players to comprehend key concepts and how being a victim of such behavior can affect them psychologically

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Target group(s): Both men and women who are at risk of victimization, or at risk of offending behavior

Objectives – what is expected from the target group after completing this unit:

The target group should understand the emotional and psychosocial impact of gender-based violence, abuse, and sexual harassment

Face to face activities

Activity 1 Discussion / Pairing: Reviewing Definitions of Sexual Harassment, Gender Based Violence in Digital Settings

Duration: 25 minutes

Required material: projector/ computer screen with access to Power Point or other presentation tool, Annex I

Guidance for trainers:

It will be important here to keep the discussion on track and clarify any misinterpretations of sexual harassment or online abuse. Find some examples here.

Description:

In this face-to-face activity, the trainer will begin by showing the workshop terms and the definitions in relation to sexual harassment, gender-based violence and abuse in digital settings. Once the definitions have been understood, there will be a discussion about how to recognize such behavior in online communities.

According to the Crown Prosecution Service and UK Law, crimes committed in a digital setting come under the umbrella of "Cyber and Online Crime". Cybercrimes take place online and have two overarching areas of cybercrime:

- 1. Cyber-dependent crimes - which can only be committed using online devices and where the devices are both the tool to commit the crime and the target of the crime

- 2. Cyber enabled crimes - traditional crimes which can be increased in scale by using computers

Questions for discussion:

1. Question: How do you think Gender Based Violence and Sexual Harassment fit into the above definitions?

2. Question: What steps would you take to identify trolling?

3. Question: What could an example of stalking online look like?

Find all definitions in Annex I

Activity 2: Pairing definitions with real life examples

Duration: 20 minutes

Required material: writing materials, Annex I, II and III

For this activity, the group will receive handouts of some of the definitions/ terminology they have just read (Annex I). They will then see real life screenshots of these behaviors happening within a gaming environment (Annex II) and they should match the definitions with the examples (Annex III). The examples will be anonymized, and a warning will be issued beforehand that some people may find the content distressing.

Unit 2: Identify the Importance of being Alert to Instances of Digital Sexual Harassment

Activities	Duration	Type of Activity
Activity 1 Discussion	20'	Face to face
Activity 2 Break Away	20'	Face to Face
Evaluation	5'	Online

Activities: Discussion

Reviewing Definitions of Sexual Harassment, Gender Based Violence in Digital Settings

Face to face activities

- In this face-to-face activity, the trainer will split the group into teams to discuss the wider implications of sexual harassment and gender-based violence. They will read a scenario and will be asked to discuss how the online harassment could impact an individual.

- The aim of the activity is to allow participants to understand the mental and physical impact of digital abuse and harassment.

Required materials: Electronic device, presentation screen

Duration: 20 minutes

Fictional Scenario:

"Jenny is 14 years old and has recently got a new laptop. She is having a difficult time at school with bullying and has found comfort in an online community on

her favorite gaming site. After talking to an older man, Jenny finds inappropriate messages and requests for her to send her personal information to him. She is unnerved and stops responding to him. When she logs on next, she receives aggressive messages from him threatening to track her through her IP address and hurt her, unless she sends pictures of herself to him. She is unable to talk to her parents about it as she feels they would not understand. She has difficulty making friends and does not have anyone at school to talk to about it."

Questions for discussion:

1. What do you think the mental and physical implications of this interaction could be for Jenny?

2. How could this situation impact Jenny's day-to-day life?

The team will now discuss the importance of identifying harassment and abuse online and discuss whether they think current systems in place (reporting, blocking) are substantial and thorough enough to deal with cyber abuse.

Questions for discussion:

1. How would you identify gender-based violence of harassment in a digital environment?

2. How would you react to it?

3. Do you feel supported by current safety procedures that are commonly adopted by gaming and social media sites?

4. If not, how could the process be improved?

Complementary and online activities

Participants will watch the following video to understand the impact of abuse on female gamers across the spectrum of beginner to professional.

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After watching, they shall consider the following questions:

1. Have you ever acted inappropriately online, or in a way that may be perceived to be inappropriate by the recipient of your interaction?

2. Have you considered how the recipient felt after the interaction?

Required materials: Electronic device (smartphone or laptop) with access to YouTube, Youtube video

Unit 3: Demonstrate Better Communication with other Players

Activities	Duration	Type of Activity
Activity 1 Role Play	25'	Face to face
Activity 2 Discussion	20'	Face to Face
Evaluation	5'	Online

Face to face activities

Activity 1 Role play:

In this activity, the team will split into groups to act out a role play. The aim of the activity is to collaborate and explore different ways to interact with each other. The role play will focus on an individual "pushing boundaries" by saying aggressive or inappropriate things and explore how to react to this. The role play will explore how to communicate and express calming and safely that somebody has crossed a boundary with you.

Required materials: None

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Duration: 20 minutes

Guidelines for trainers: If role play is too demanding for the group, as an alternative option the scenario could be printed out and presented to the group for a discussion.

Activity 2 Discussion

All participants will discuss in a group with the trainer about the previous role play activity.

Questions for discussion

- Have you or someone you know ever experienced a similar incident?

- How did you react in a similar situation?

- Are there any reasons why someone wouldn't react or understand that this situation is harmful or crossing the boundaries?

- How can we help someone react in a similar situation?

Activity 3 Evaluation:

Participants will participate in an online questionnaire to rate responses

Required materials: Electronic device with access to the internet

Rate the below responses, from 1-5 (1 being the lowest, and 5 being the highest) on how appropriate you think the communication style is for an online interaction.

Scenario: You are playing an online game. You tried to hit a target and missed. Your teammate is angry. They tell you that you are bad because you are a girl, and you should stop playing. How do you respond? (1-5)

- Turn the computer off and stop playing

- Block and report the player without responding

- Tell the player that was inappropriate, and you will no longer be playing with them. Then black and report the player

- Continue playing and ignore the player

Scenario 2

You are playing a game and you notice a player sending abusive messages to another gamer on an open forum. Rate the below actions:

- Contact the victim of the abuse and ask them if they are OK, and if they need any help with the abusive player

- Argue with the abusive player

- Tell other players about the abusive player and tell them all to send abuse to him

- Contact the victim of the abuse and ask they if they are OK. Recommend blocking or reporting the player so they can no longer bother them

- Continue playing and ignore the incident.

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Unit 4: Evaluate the various approaches to Gender Based Violence and Sexual Harassment

Activities	Duration	Type of Activity
Activity 1 Group Discussion	20'	Face to face
Activity 2 Presentation	20'	Face to Face
Evaluation	5'	Online

Face to face activities

- In this face-to-face activity, participants will explore current approaches to gender-based violence and sexual harassment in gaming and digital environments.

- The aim of the activity is to allow participants to recognize abuse and the sociological approaches to gender-based violence, which examines the motivations of the offender in committing the offense.

Required materials: Electronic device, projector, presentation screen, writing materials

Activity 1 Group Discussion

Duration: 25 minutes

Participants will be asked to split in groups and discuss the motives of individuals committing cyber and social media offences as highlighted in Module 1. Each group can choose a way to present their findings and thoughts (on paper or using the projector)

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Questions for discussion:

1. Why might a person choose to "act out" online?

2. Why might a person revert to insulting someone's gender or targeting someone's gender during an online conflict or interaction?

3. Why might anonymity online mean that people act differently to the way they would in person?

Activity 2 Presentation

Duration: 20 minutes

Each group will present their findings and thoughts. After each presentation, members from other groups can express their thoughts and comments.

Activity 3 Evaluation

Duration: 5 minutes

Required materials: Electronic device with access to the internet and YouTube, Youtube video

The final online activity will consist of watching a video of a case study in online grooming. Teams will watch the video and write reflections after, summarizing what they have learnt from the video.

Questions:

1. How does this video may you rethink the psychological impact of abuse online, such as grooming and manipulation?

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2. How can we working collaboratively to protect these situations from occurring in the online gaming community?

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Module 2 : Prevention of cyber sexual harassment

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UNITS

Unit 1: Create synergies and networks of stakeholders

Unit 2: Train gamers how to safely intervene when they see a situation that might lead to assault

Description of the module

Prevention of cyber sexual harassment entails not only empowering activities but also building of teamwork, trust, support, and respect among players; it encourages players to create synergies and increases communication skills. Similarly, relevant stakeholders should join forces (knowledge, experiences and expertise) to provide a multilevel and multidimensional response to the complex challenge of sexual harassment in online games while working together with the video games players' community.

The module aims at building the capacity of and raising awareness of video game players as well as relevant stakeholders in order to understand respectively the positive and productive role those other players (bystanders) and different stakeholders can play to tackle the phenomenon and learn to work together with other co-players and stakeholders respectively to create a safe gaming environment free from sexual harassment.

Target group(s):

- Video game players with a particular focus on young women

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- Relevant stakeholders: human rights/gender CSOs, video games developers and designers, police services (on GBV and on cyber-crime), human rights or gender CSOs, video games developers and designers, police services (on GBV and on cyber-crime), professionals working in primary/secondary education (teachers, social workers, school psychologists and counsellors etc.).

Duration: 3 hours (2 hours of face-to-face activities + 1 hour of online activities)

Learning objectives of the Module

After the completion of this module, the learners should be able to:

- Be acquainted with different ways to prevent virtual harassment based on gender

- Better cooperate with other members of a group/team

- Effectively apply honest behavior

- Show respect for gender equality

- Coordinate members of a group/team towards a common goal

Unit 1: Create synergies and networks of stakeholders

Description: Cooperation between different stakeholders to prevent sexual harassment in online gaming environments.

Target group(s): Human rights or gender CSOs, video games developers and designers, police services (on GBV and on cyber-crime), professionals working in primary/secondary education (teachers, social workers, school psychologists and counsellors etc.), video games media and (online or not) communities.

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Objectives – what is expected from the target group after completing this unit:

1. Identify the role each different stakeholder has to play on preventing sexual harassment in online gaming environments

2. Understand that complex challenges require complex and multilevel responses

3. Explore ways for cooperation among different stakeholders for the common goal

4. Formulate a network with specific objectives and procedures

Duration: 1 hour 30 minutes

Activities	Duration	Type
Activity 1 **Introduction-Level of awareness.**	10'	Face to face/ Online
Activity 2 **Work together**	50'	Face to face/ Online
Activity 3 **Examples of and guidelines for effective synergies and networks**	20'	Online/ Face to face
Evaluation	10'	Online/ Face to face

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Face to face activities

Activity 1: Introduction - Level of awareness

Description: Plenary discussion - questions and answers

Objectives – what is expected from the target group after completing this unit:

1. Think and/or share examples of stakeholders in the country e.g., support service providers, police services, human rights/gender CSOs, equality bodies etc. that are involved on preventing online sexual harassment in general and/or sexual harassment in gaming environments in particular.

2. Think and/or share examples of cooperation, synergies etc. in the country and/or elsewhere among different stakeholders on preventing online sexual harassment in general and in video gaming environments in particular.

Duration: 10 minutes

Required materials: None

Guidelines for trainers

1. Ask all participants to come together and have a seat so that anyone may have eye contact with anyone

2. Lead a discussion asking participants:

● If they are aware of stakeholders in the country that are involved on preventing online sexual harassment in general and sexual harassment in gaming environments in particular. Ask the question: "Which are these stakeholders and what is the field they work in?"

● Ask if they are aware of networks and synergies of such stakeholders. If yes, ask what they know about them.

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Activity 2: Working together

Description: Simulation – working in groups

Objectives – what is expected from the target group after completing this unit:

1. Understand the role those different actors can - and should – play in order to tackle the phenomenon, as complex challenges require complex and multilevel responses

2. Be able to work to together and/or networking with other stakeholders

3. Build trust and cooperate with video games players' communities

Duration: 1 hour

Equipment and materials: 1-2 flipchart papers and pens for each group

Guidelines for trainers

1. Divide participants in 4-5 small groups of 4-6 each

2. Make sure the groups are as diverse – as possible - in terms of age, gender and most of all – role / position. Avoid forming groups in which all members are e.g., teachers or experts supporting GBV survivors

3. Give each group 1-2 flipchart papers and pens for all its members

4. Give <u>each</u> group <u>one</u> of these type/role of stakeholder: "Civil society", "School", "Police", Game industry (designers / developers)" etc. You may add more/different roles if you want but make sure that each group has one role and that this role is not taken by any other group

Give all groups a case of sexual harassment in an online gaming environment: you may create one or use (after making adaptations) one of the real cases referred during the FGs and/or interviews with female gamers participating in

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ENHAGA's field research (in your country or in another participating country). Find the report <u>here</u> (real cases can be found in pages: 25-27, 48-51, 67-70, 83-84).

Ask all groups to discuss:

- What could (their stakeholder) do to prevent this accident?

- Which are the stakeholders that their stakeholder could work together with for this common purpose (prevention)? How and in what ways?

- How will you reach out gamers' communities and how are you going to work together with them?

Give all groups 15 minutes for preparation.

Ask all groups to present their recommendations/suggestions to the plenary. Give 5 minutes for <u>each</u> presentation.

After each presentation ask the rest of the groups whether they agree or not and/or if they would like to ask or add something.

Online activities

Online activity 1: Examples of and guidelines for effective synergies and networks

Description: Presentation – plenary discussion

Objectives – what is expected from the target group after completing this unit:

1. Becoming familiar with relevant synergies and networks in the country and/or other countries on preventing online sexual harassment in general and sexual harassment in online video games in particular

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2. Understanding the importance of synergies and networks by relevant examples of different stakeholders coming together for a common goal e.g., real cases of online harassment in which different stakeholders worked together efficiently

3. Identifying ways to create similar synergies and networks in the country and work together with the gamers' communities. Preparing next steps.

Duration: 20 minutes

Equipment and materials: Internet connection and PowerPoint presentation. In case the activity is conducted face to face, then you will need a projection equipment (or a TV with a very wide screen) connected to your PC/laptop.

Guidelines for trainers

1. Prepare a presentation (Power Point or other presentation tool) with:

- Relevant synergies and networks in the country and/or other countries on preventing online sexual harassment as well as sexual harassment in video gaming environments

- General guidelines for the establishment of such networks

- Referral paths

2. Agree with all participants on basic next steps in formulating synergies and networks in the country, based both on relevant experience from other networks and synergies that were just presented as well as based on the suggestions made by participants during the previous Activity 2.

Evaluation

Description: Online survey (Google form)

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Objectives – what is expected from the target group after completing this unit:

1. Share thoughts regarding the previous activities, by giving brief answers to the following questions:

- What worked well and what didn't during the activities?

- How was your experience / cooperation with other participants?

- Did you learn something new or important? If yes, what was that?

- Are you going to change something in your work based on what you have learned? If yes, what is that?

Duration: 10 minutes

Required materials: Electronic device with access to the internet

Guidelines for trainers

1. Prepare a Google form questionnaire with the above <u>open-ended</u> 4 questions.

2. Send all participants the link of the survey.

3. Give participants 10 minutes to answer the questions.

<u>In case the activity is conducted face to face, give all participants the questions in hard copy and ask them to write down their responses. Whether online or not, the evaluation must remain **anonymous**.</u>

Unit 2: Train gamers how to safely intervene when they see a situation that might lead to assault

Description: The training aims not just to disrupt and prevent sexual violence, but also shift the social norms around it.

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Target group(s): High school students and their families, College and university students, young people (aged 18-29).

Objectives – what is expected from the target group after completing this unit:

1. Explore ways for cooperation among the players for the common goal

2. Build of teamwork, trust, support, and respect among players

3. Encourage players to create synergies and increases communication skills

4. Train gamers how to safely intervene when they see a situation that might lead to assault

Duration: 1 hour 30 minutes

Activities	Duration	Type of activity
Activity 1: Introduction - Hopes and fears	20'	Face to face/ Online
Activity 2 Stereotype free	40'	Face to face/ Online
Activity 3 - Myths and facts about sexual harassment in gaming	20'	Face to face/ Online
Evaluation	10'	Face to face/ Online

Face to face activities

Activity 1: Introduction. Hopes and fears.

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Description: The «hopes and fears» activity is an effective way to gauge participants' attitudes about the training. "Hopes" reveal participants expectations about what can be accomplished. "Fears" reveal their doubts about making an investment to work together.

Objectives – what is expected from the target group after completing this unit:

- To surface expectations and concerns about the training in order to begin building community, safety, and trust

- To recognize that others share fears and hopes around particularly stressful topics, and once they are spoken, the fears will be addressed

- This exercise has proven itself to level expectations, surface motivations and hidden emotions, and identify preconceived notions. It helps the group develop a common understanding of challenges and opportunities and offers a quick, easy, and relatively non-threatening way to start collaborating and communicating. It can also be helpful to tease out any unrealistic expectations of the team or project outcomes as early as possible.

Duration: 20 minutes

Required materials: Sticky notes in two different colors

Guidelines for trainers

1. To begin, each participant should have sticky notes in two colors: one for hopes and one for fears. Participants are given five minutes to write down their hopes, and another five to document their fears

2. Lead a discussion asking participants:

   - To discuss their expectations for the training, including their fears and their hopes

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- To be sure to chart all fears and hopes, as expressed, without comment or any indication of judgment

Activity 2: Stereotype free

Description: Sexual harassment is sometimes hard to recognize because certain behavior and language are normalized in our society. Sometimes, harmful actions, behavior and comments are so common they appear to be acceptable in everyday life. Stories of harassment will be used to keep participants motivated and encourage them to engage with the prevention of online sexual harassment in gaming. The incidents include: 1. sexist phrases like "*go wash the dishes*", 2. aggressive phrases like "*I will rape you*" (meaning I will beat you in the game), 3. Using offensive words such as "*bitch*", "*slut*", "*whore*", 4. sending inappropriate pictures, etc.

Objectives – what is expected from the target group after completing this unit:

1. Express their opinion and knowledge around gender stereotypes

2. Recognize sexual harassment in everyday life (online or physical)

3. Define sexual harassment

4. Identify the costs of sexual harassment

5. Identify the types of sexual harassment

6. Identify behaviors that constitute sexual harassment

7. Discuss strategies to prevent sexual harassment

Duration: 40 minutes

Required materials: None

Guidelines for trainers

1. Divide participants in two groups

2. Ask them to create collaborative stories in relation to online sexual harassment

3. The beginning of the story will be given by the instructor and then the participants will be asked to continue it. The beginnings will be simple

4. At the end of each story, the data and personal views that it includes will be examined in an effort for participants to recognize sexual harassment in gaming and to safely intervene

Online activities

Activity 1: Myths and facts about sexual harassment in gaming

Description: There are many myths about sexual harassment that influence how it is understood by victims, perpetrators, their families and friends, and the broader public. These myths that perpetuate the rape culture are all around us in society—in the media, in advertisements, on television shows, in movies and video games and on the Internet.

Objectives – what is expected from the target group after completing this unit:

• Learn about gender stereotypes

• Recognize sexual harassment in everyday life (online or physical)

• Discuss the strategies to prevent online sexual harassment

Duration: 20 minutes

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Required materials: Internet connection and PowerPoint presentation. In case the activity is conducted face to face, then you will need a projection machine (or a TV with a very wide screen) connected to your PC/laptop.

Guidelines for trainers

• Give a form on Sexual Harassment (T/F) (Annex IV)

• Collect the answers

• Discuss with the participants the questioning results and each topic

• Make a conclusion about many common misconceptions about types of sexually harassing behaviors

Evaluation

Duration: 10 minutes

Required material: Online questionnaire (Google forms or another tool)

Description: Online survey

Objectives – what is expected from the target group after completing this unit:

The participants should share their thoughts regarding the previous activities, by giving brief answers to the following questions:

• Did you learn something new or important? If yes, what was that?

• What worked well and what not during the activities?

• How was the cooperation with other participants?

• Are you going to change something or do dome thing in new in your life based on what you have learned? If yes, what is that?

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Guidelines for trainers

1. Prepare an online form questionnaire with the above <u>open-ended</u> four questions

2. Send all participants the link of the survey

3. Give participants 10 minutes to answer the questions

<u>In case the activity is conducted face to face, give all participants the questions in hard copy and ask them to write down their responses. Whether online or not, the evaluation must remain</u> **<u>anonymous</u>**<u>.</u>

Additional readings:

a. ENHAGA's national reports can provide insight to relevant networks and/or synergies in the project's participating countries.

b. Additional research (mapping) in the country regarding existing gamer's communities (online or not) as well as local gaming media, social media accounts etc.

c. Examples of such synergies and networks and/or recommendations and guidelines to establish them can be found in publications of international bodies, organizations, treaties etc. for example:

i. Council of Europe Convention on preventing and combating violence against women and domestic violence. Retrieved from: https://rm.coe.int/168008482e

ii. Council of Europe Gender Equality Strategy 2018-2023. Retrieved from: https://rm.coe.int/ge-strategy-2018-2023/1680791246

iii. Equinet (2019). Tackling Violence against Women and Gender-based Violence Equality Bodies' Contribution, Brussels: Equinet. Retrieved from:

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https://equineteurope.org/wp-content/uploads/2019/11/Violence-against-Women-and-Gender-based-Violence-Equality-Bodies-Contribution-FINAL.pdf

iv. Krizsan, A. & Pap, E. (2016). *IMPLEMENTING A COMPREHENSIVE AND CO-ORDINATED APPROACH An assessment of Poland's response to prevent and combat gender-based violence*, Council of Europe. Retrieved from: https://rm.coe.int/168064ecd8

v. Portolés, V. G. (n.d.). *Good Practice Guidance on Integrated Policies against Gender-based and Domestic Violence*, Fundación para la Convivencia Aspacia. Retrieved from: https://www.eeagender.org/siteassets/good-practice-guidance-on-integrated-policies-against-gender-based-and-d.._.pdf

vi. Sustainable Development Goals Fund (2017). Case Study. Multi-sectoral programme for the fight against gender-based violence in Morocco. Retrieved from: https://www.sdgfund.org/sites/default/files/Case%20Study%20-%20Morocco%20-%20EN.pdf

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Module 3: Legal Framework

Cooperativa Sociale San Saturnino onlus [SANSAT] &

Alternata S.i.lo.s. Società Cooperativa Sociale

UNITS

Unit 1: European Legal Frame EU

Unit 2: Legal Frame in the participating countries

Unit 3: Perspectives and solutions

Unit 4: Skills to improve international cooperation

Description of the module

Video games are a worldwide popular entertainment: they provide a space to form communities, build relationships, and create (new) identities.

Sexual harassment is maybe the worse aspect that female gamers have to face, and it consists of a variety of behaviors: making suggestive or discriminatory comments, forcing someone to perform sex acts, sexist jokes, sexist insults, unwanted sexual advances, rape jokes, and comments about female players' appearances.

Moreover, in online video games, players are represented by very few social cues, such as their usernames, avatars, or profile images. These limited social cues lead to an anonymity that gives people an anonymous platform that allows the worst behaviors".

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This module includes information about the legal framework in the EU and in each participating country (Cyprus, Italy, UK, and Greece) in terms of combating and preventing sexual harassment in a virtual environment. It focuses on the realities and the limitations of the specific frameworks with the aim to both inform the stakeholders and make them realize the need for further training in this area. The module aims at opening opportunities in problem-solving and in the transnational perspective. It may eventually help participants to transcend conventional ideas or modes of thinking on the topic and create new meaningful patterns.

Target groups

Relevant stakeholders: Policy makers, professionals working in the field of criminal justice and advocacy and NGOs workers.

The Module can also be used as an educational tool for **gamers and young people** to raise awareness.

Duration: 3 hours (2 hours of face-to-face activities + 1 hour for the online activities)

Learning objectives of the Module

After the completion of this module, the learners should have acquired:

● **The knowledge** of how different states in the EU deal with the issue of digital sexual harassment

● **The understanding** of the existing limitations of such legislations

● **The inspiration** on how other countries but also policy makers and NGOs can be more creative at combating similar situations finding different perspectives and solutions for them

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- **The skills** to improve the international cooperation for the elimination of the phenomenon of digital sexual harassment

Guidance for trainers:

Before proceeding with the activities foreseen for each unit, the trainer will show the slides explaining the content (which is drawn from the ENHAGA e-book – WP2-D5).

Unit 1: European Frame

Activities	Duration	Type of activity
Activity 1: Introduction **Short presentation by trainer**	20'	Face to face
Activity 2: How to get started	15'	Face to face
Activity 3: Introductory Activity: Choose an image	15'	Face to face/ Online

Activity 1: Introduction

Modality: The activity can be developed both **face-to-face** and **online**

Duration: 20'

Required materials: Electronic device with access to the internet

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Description: The trainer will show briefly the slides related to the European framework, focusing on the following topics (content for the creation of the presentation, can be found here):

Topic 1: General View

Topic 2: EUROPEAN LEGAL FRAME – General Principles

Topic 3: Definitions of Cyber-stalking/stalking - Cyber harassment - Hate speech - Revenge porn

Activity 2: How to get started

Modality: The activity can be developed both **face-to-face** and **online**

Duration: 15′

Required materials: Electronic device with access to the internet if the activity is developed online

Description: The trainer asks the participants to start a reflection by answering the following questions:

- Did you ever participate to or promoted projects or join meeting for the prevention of online sexual harassment?

- Do you know any other organizations abroad working on education and prevention against online sexual abuse?

- Do you know the legal frame existing in your country to protect people against online sexual harassment?

- Do you know some educational campaign, implemented in a country different than yours, against digital violence?

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Activity 3: Introductory Activity: Choose an image

Modality: The activity can be developed both **face-to-face** and **online**

Duration: 15′

Required materials: Electronic device with access to the internet if the activity is developed online

Description: The trainer asks the participants to choose an image from the internet or draw a symbol that they think represents the way the law should protect the individual from sexual harassment.

Each participant can, in a few minutes, comment on their suggestion by making a small presentation of his/her own legislation acts toward sexual harassment.

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Unit 2: Legal Frame in the participant countries

Activities	Duration	Type of activity
Activity 1: Legal Frame in the participant countries	15'	Face to face/ Online
Activity 2: Watch the video and discuss	35'	Face to face/ Online

Activity 1: Legal Frame in the countries

Modality: The activity can be developed both **face-to-face** and **online**

Duration: 15'

Required materials: Electronic device with access to the internet if the activity is developed online

Guidelines for trainers: The content that can be used to present the framework of each country, can be found here

Description: The trainer will quickly show the slides related to each participating country's framework, focusing on the specific situation in their own country. Some suggestions for existing good practices can be provided to stimulate discussion.

Activity 2: Watch the video and discuss

Modality: The activity can be developed both **face-to-face** and **online**

Duration: 35'

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Required materials: Electronic device with access to the internet and YouTube,

Youtube video

Description:

The trainer shows the video https://youtu.be/T21mwBkpyew

After watching the video, he/she asks participants to answer the following questions:

- What kind of harassment is going on?

- How often do similar situations occur in your life experience?

- Have you experienced in person, or do you know someone who has experienced such a situation in person? How did you feel? What did you do?

- What action do you think can be taken to limit this phenomenon? - Do you think this harassment is protected by the existing law presented before?

- As a user of the network and video games (where the phenomenon is quite common) what can you do to combat such behavior?

Note: this activity could be very useful not only for relevant stakeholders but also for young people and gamers.

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Unit 3: **Perspectives and solutions**

Activities	Duration	Type of activity
Activity 1: A very short analysis **Stimulus by trainer**	10'	Face to face/Online
Activity 2: Discussion and proposal	20'	Face to face/Online

Activity 1: A very short analysis

Modality: The activity can be developed both **face-to-face** and **online**

Duration: 10'

Required materials: Face-to-face activity: material not required; Electronic device with access to the internet if the activity is developed online.

Description: The trainer proposes a reflection to facilitate the discussion: The phenomenon of online sexual harassment in general and sexual harassment in online gaming, seem not to be fully perceived as "real" violence. "Online" life is seen as something separate and parallel to real life, as if any action perpetrated on the web has no real impact on people's lives. Overcoming this vision appears to be a fundamental pillar to be supported by technical and psychological services and educational and prevention campaigns. To intervene in the fight against the phenomenon of sexual harassment in online gaming means, also, proactively involving both young people (male and female), teachers and families. The educational or preventive intervention, experiential and dynamic, on young people could be more effective in terms of development of skills in the long term.

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Activity 2: Discussion and proposal

Modality: The activity can be developed both **face-to-face** and **online**

Duration: 20'

Required materials: Face-to-face activity: material not required; Electronic device with access to the internet if the activity is developed online.

Description: The question the trainer proposes for discussion is: What can be the intervention proposals? Participants will be allowed to make their proposals.

If this does not emerge from the participants, the trainer can in turn bring the **role play** method to the attention of the participants. This methodology should be applied especially among young people both in schools and in aggregation centers. The role play and the simulation of online sexual harassment in gaming allows to directly experience how the phenomenon can have real repercussions in life. Role-playing could also be applied with different target groups, such as teachers and families, with the different aim of providing tools to identify both potential victims and incorrect online behavior.

Unit 4: Skills to improve international cooperation

Activities	Duration	Type of activity
Activity 1: The skills needed **Stimulus by trainer**	10'	Face to face/Online
Activity 2: Project work	40'	Face to face/Online

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Activity 1: The skills needed

Modality: The activity can be developed both **face-to-face** and **online**

Duration: 10'

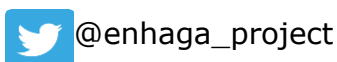**Required materials:** Face-to-face activity: material not required.

Electronic device with access to the internet if the activity is developed online.

Description: The trainer proposes another reflection to facilitate the discussion: The phenomenon of online sexual harassment is cross-cutting internationally. Education and prevention policies and interventions should be structured at a uniform level. It is therefore necessary to become aware, first, of the need to build a shared methodology. Structured partnerships or channels of communication between policy makers and NGOs operating in the relevant sector should be promoted to combat and eliminate the phenomenon of digital violence Creating networks of sharing and communication at the international level also underlies the presence of the spirit of research. A network can be created "from the bottom" that is to say from the initiative of a single organization. The elimination of sexual harassment is a challenge for all European countries; in order to raise awareness, we suggest a bottom-up approach that enhances the needs and the skills to overcome the problem. This allows to explore new possibilities by enhancing comparison. The social and legislative framework of the relevant country must always be taken into account in order not to start interventions or initiatives out of the context.

Activity 2: Project work

Modality: The activity can be developed both **face-to-face** and **online**

Duration: 40'

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Required materials: Sheets of paper; Electronic device with access to the internet if the activity is developed online.

Description: The trainer asks the following question: Do you think there are enough educational activities in your country to prevent the phenomenon of sexual harassment in online gaming? Participants must answer Yes or No.

The trainer asks the participants

- Write a small project that contains educational and prevention initiatives/campaigns, against online sexual harassment that you would like to implement internationally

- Describe in a few words what, in your opinion, could be the actions that could arise an international prevention campaign

The trainer facilitates the discussion.

Additional Readings

- EIGE (European Institute for Gender Equality);

- WHO Global and regional estimates of violence against women;

- Pew Research Center (2014). Online Harassment;

- FRA Violence against women: an EU-wide survey. Main results report;

- Definitions of the online abuse;

- UN Broadband Commission for Digital Development: A WorldWide Wake-Up Call;

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MODULE 4 - Technical resources against digital sexual harassment

Center for Social Innovation & Ten Ton Train

UNITS

Unit 1: Gaining Familiarity with Existing Tools

Unit 2: Evaluating Existing Tools

Unit 3: Finding solutions

Unit 4: Gaining confidence

Description of the module

The gaming industry has already in place some technical devices and tools to assist those who are suffering sexual harassment during game play. The ENHAGA game will include such features for training and educational purposes. As the field research suggested, not all players are fully aware or avid users of such tools, and this module aims at providing a list of examples that already exist for reporting or muting the harassers and suggest different ways of making better use of them. The module will develop players' skills for clear communication and interaction, for demonstrating ethical behavior and for effective self-confidence building.

Target groups:

Gamers in general and female gamers in particular

Duration: 3 hours (2 hours of face-to-face activities + 1 hour for the online activities)

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Learning objectives of the Module

After the completion of this module, the learners should be able to:

• Be acquainted with existing tools against sexual harassment incorporated in digital games

• Evaluate different options accurately and establish priorities

• Be able to find a solution in cases that involve virtual harassment

• Gain confidence and feel powerful

Unit 1: Gaining Familiarity with Existing Tools

• The Unit is addressed to gamers in general and female gamers in particular

• After the completion of the unit, they should be more familiar with existing tools against sexual harassment

Activities	Duration	Type of activity
Activity 1: Tools Showcase	15'	Face to face
Activity 2: Tool Usage	20'	Face to face
Activity 3: Reading a Guide	10'	Online

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Face-to-face activities

Activity 1: Tools Showcase

Duration: 20 minutes

Required materials: Each participant should have an electronic device (laptop, tablet, smartphone) with an online game installed with which they are familiar, Annex VI

Objectives: The goal is to make participants aware of the existing tools available to them in popular online games.

Description: The participant should take turns showcasing the capabilities of their preferred game. Some popular games are discussed in the Existing Technologies Report (Annex VI). These can also be used as reference in case the gamers are not aware of the existing options in the game.

Activity 2: Tools Usage

Duration: 20 minutes

Required materials: Electronic device with access to the internet

Description: Participants will be asked to install a popular online platform called Steam. Then, in small groups, they will add each other as friend using the Steam client and explore the communication options available to the platform.

Finally, they will review the available tools for harassment prevention and reporting using the following link HERE.

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Online activity

Activity: Guide

Duration: 10 minutes

Required materials: Electronic device with access to the internet and online form with the questions found below

Description: Participants will be asked to read the code of conduct found HERE and share their thoughts on it by answering some questions:

Questions (online form):

● What is the purpose of a code of conduct?

● Did the guide clearly distinguish between acceptable and unacceptable behavior?

● Is such a guide helpful in preventing harassment? Can it be improved?

Unit 2: Evaluating Existing Options

● The Unit is addressed to gamers in general and female gamers in particular

● After the completion of the unit, they should be more familiar with the strengths and limitations of existing tools against sexual harassment and possibly identify shortcomings

Activities	Duration	Type of activity
Activity 1: Game Evaluation	20'	Face to face

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Activity 2: Proposing Solutions	15'	Face to face
Activity 3: Rate Existing Games	10'	Online

Face-to-face activities

Activity 1: Game Evaluation

Duration: 20 minutes

Required materials: Electronic device with access to the internet

Description: The participants will split into groups, with each group studying a game with which at least some of the participants are familiar either by having played the game previously or through Activity 1.

As a group, they will take turns discussing situations where they used the anti-harassment tools of that game and achieved a satisfactory outcome (felt empowered and could continue gaming).

Additionally, the same group will take turns discussing situations where they felt the provided tools were inadequate.

Activity 2: Proposing Solutions

Duration: 15 minutes

Required materials: writing materials

Description: The participants should discuss possible additions and improvements to the existing tools against online harassment offered by games today. A volunteer should collect the suggestions.

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Participants should be encouraged to suggest solutions disregarding technological and budgetary constraints. Other than the tools themselves, the participants can suggest game-play alterations that could aid in combating online harassment.

Online activity

Activity: Rate Existing Games

Duration: 10 minutes

Required materials: Electronic device with access to the internet and online form

Using an online form, participants will list online games that they have played along with a rating (1-5) of how satisfied they are with the anti-harassment tools offered by that game.

Additionally, for each game they will answer the following questions:

1. Did you ever stop or consider stopping playing the game due to the anti-harassment tools being inadequate?

2. What game features would make you feel safer playing the game?

Unit 3: Finding solutions

- The Unit is addressed to gamers in general and female gamers in particular.

- After the completion of the unit, they should be more knowledgeable and able to find solutions in cases that involve virtual sexual harassment.

Activities	Duration	Type of activity

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Activity 1: Fictional scenario/discussion	15′	Face to face
Activity 2: Creation of a guide	15′	Face to face
Activity 3: Answering a questionnaire	5′	Online

Face-to-face activities

Activity 1: Discussion on fictional scenario

Duration: 15 minutes

Required materials: Scenario, printed sheets with the 6 questions

Description: At the beginning of the activity, a fictional scenario will be presented and read by each participant. The scenario refers to a woman who experiences sexual harassment online and doesn't make the right steps to solve the problem and control the situation. After reading the scenario, a discussion among the participants will follow in order to work together and think about the actions and steps that the main character of the scenario should have taken in this case or in similar cases.

1st part-Reading the fictional scenario:

- Olivia is a 19-year-old female that spends a lot of her free time gaming online. One day, while playing her favorite online game, she is being sexually harassed by a 35-year-old man on the platform's chat. More specifically, the man started sending her texts including inappropriate and offensive language and when she asked him to stop, he ended up threatening that he will harm her physically.

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- After the incident, she just turned off her computer (without blocking or reporting him) and she was terrified during the whole day crying and thinking that something bad will happen to her. She didn't talk about the incident to anyone.

2nd part-After reading the story, the participants are called to answer to the following questions. Next, they are asked to discuss their answers.

Question 1

Which of Olivia's actions were right? (If any)

Question 2

Which of Olivia's actions were wrong? (If any)

Question 3

What would be your reaction in a similar case? (Describe your steps)

Question 4

Have you ever faced a similar case?

Yes   **No**

Question 5

If yes, what was your reaction?

Question 6

If no, what do you do to prevent such incidents?

Activity 2: Teamwork: Creating a guide for female gamers victims of sexual harassment

Duration: 15 minutes

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Required materials: electronic device (smart phone or laptop), access to the internet, writing materials (notebook, pen)

Description: This activity requires teamwork. The participants will, first, discuss and then complete a detailed guide with all the steps that victims of sexual harassment in gaming should follow.

In the creation of the guide, they are encouraged to share any personal experiences they might had with the issue and all the ways they used to solve the problem.

The guide should provide the following information:

- How to respond at offensive messages during gaming

- How and when to use already existing tools such as reporting and muting buttons in the games they play

- Indicate which authorities should be addressed in cases of severe harassment

- Provide the gamers with information on helpline (if any) in their countries and on psychological support specific on sexual harassment cases.

Online activity: Responding to an online questionnaire

Duration: 5 minutes

Required materials: Electronic device (smartphone or laptop), access to the internet and online questionnaire (google forms, etc.)

Description: During this activity the participants will respond to an online questionnaire in order to test their abilities to solve online sexual harassment issues during gaming.

Question 1

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How many hours do you spend in gaming daily?

1-3   5-10   10+

Question 2

Have you ever got to know someone through an online game?

Yes   No

Question 3

Have you ever been offended or harassed by another gamer?

Yes No

Question 4

If yes, describe the incident and your reaction to it

Question 5

Are you familiar with existing muting and reporting tools in games?

Yes   No

Question 6

Have you ever used some of these tools?

Yes   No

Question 7

Do you think there is enough information provided for gamers on ways to control situations of sexual harassment during gaming?

Yes   No

Question 8
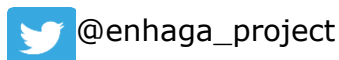
If yes, name some good examples of such information that you would consider best practices.

If no, suggest some ways that female gamers can be informed on how to react in cases of sexual harassment.

Is the gaming community safe for women?

Yes   No

Justify your response

Unit 4: Gaining confidence

- The Unit is addressed to gamers in general and female gamers in particular.

- After the completion of the unit, they should have gained more confidence and should feel more powerful in order to confront cases of virtual sexual harassment.

Activities	Duration	Type of activity
Activity 1: Role play	25'	Face to face
Activity 2: Video/discussion	20'	Face to face
Activity 3: Fictional scenario/questionnaire	10'	Online

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Face-to-face activities

Activity 1: Role-playing for confidence building

Duration: 40 minutes

Required materials: None

Description: The following face-to-face activity will be a role-playing game between the participants. All the participants will be divided in pairs. All the pairs will have the same background story (try to boost the confidence of an online sexual harassment victim) in order to get as many opinions and solutions on the same issue as possible. At the end, all the participants will share their views and discuss which suggestion by others, they found more helpful.

Guidelines:

All participants are divided in pairs, and they start the role-playing game, taking turns each time changing their character

Role play: Your best friend has been sexually harassed online: Boost her confidence!

Participant A

Female gamer sexually harassed

Participant B

Her best friend advising her and boosting her confidence

After all the pairs have finished the role-play (10 minutes), there will be a discussion between all the participants on, if, and/or how, listening to others' advice boosted their confidence (15 minutes)

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Activity 2: Video & Discussion

Duration: 20 minutes

Required materials: Electronic device (smart device or laptop) with access to Youtube, access to the internet, writing materials (notebook, pen).

Description: The participants will watch a video together and then they will share their thoughts about the video. The video has to do with the need of feminism in gaming and it can boost the self-confidence of female gamers that have been offended or harassed and encourage them to share their stories and help prevent similar situations.

In the ensuing discussion, one participant should volunteer and write down the most important points of the conversation.

1st part- Watch the following video: Find the link here

2nd part- After watching the video you should share your thoughts and opinions on its content. One participant should volunteer and write down the most important points of the conversation.

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Online activity: Fictional scenario

Duration: 10 minutes

Required materials: electronic device (smart phone or laptop), access to the internet

Description: In this online activity each participant will read a fictional scenario online and answer some relevant questions. The aim of the activity is to help the participants with their levels of confidence and enhance their sense of power in order to combat incidents of sexual harassment in gaming.

1st part- Reading a fictional scenario:

Anxiety and panic

Amanda was 17 years old when she suffered from severe anxiety and received therapy. She considered an incident of sexual harassment in an online game as something that triggered this situation. While gaming, she started chatting with a 28-year-old man. At the beginning, he offended her and because of her lack of confidence her self-image was destroyed. She felt like she deserved the offenses and continued the conversation until he started to severely sexually harassing her verbally and then threatening her that he will expose some personal information she had shared with him. She felt unable to combat it or discuss the case with an adult; after days of threatening messages, she had a panic attack and was led to the hospital. She started receiving therapy for her condition.

2nd part responding to questions:

Question 1:

What would you have done differently?

Question 2:

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Do you believe that technical devices and blocking/reporting tools in games can help women with an enhanced sense of power against sexual harassment?

Yes   No   How? (Justify your answer)

Question 3

Do you have people in your environment that you can trust to share incidents of sexual harassment? Is it important to have someone?

Question 4

What steps would you follow to re-build your self-confidence and self-esteem after a case of severe sexual harassment online?

Additional readings

- Blackwell, Lindsay & Ellison, Nicole & Elliott-Deflo, Natasha & Schwartz, Raz. (2019). Harassment in Social Virtual Reality: Challenges for Platform Governance. Proceedings of the ACM on Human-Computer Interaction. 3. 1-25. 10.1145/3359202. Retrieved from: https://www.researchgate.net/publication/337129139_Harassment_in_Social_Virtual_Reality_Challenges_for_Platform_Governance

- Farazan, Yasaman. (2021). Breaking the Virtual Ice: Antisocial Behaviors in Social Virtual Reality and How Developers Cope with Them. 10.13140/RG.2.2.16878.13129. Ph.D. Thesis for: BA Digital Games. Retrieved from: https://www.researchgate.net/publication/349212255_Breaking_the_Virtual_Ice_Antisocial_Behaviors_in_Social_Virtual_Reality_and_How_Developers_Cope_with_Them

- The Cybersmile Foundation website (2020). In-Game Help and Support. Retrieved from: https://www.cybersmile.org/advice-help/gaming/in-game-resources

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Appendices

Read the following definitions:

- **Social Media Offences** (Including Digital Gaming and any platform which allows the mutual sharing of information and use of content)

- **Trolling** is a form of digital abuse which involves sending offensive comments across media platforms. Trolling can be prosecuted under the Malicious Communication Act 1988 and the Communications Act 2003. Whilst the act can be prosecuted, it is often difficult to identify users if they are acting anonymously within the game format

- **Online threats:** Online threat can consist of any type of threats of physical harm, including threats to kill, harm or commit an offence against a person or group of people

- **Disclosure of Private Sexual Images without Consent:** Sharing or uploading intimate sexual images of an individual to the internet can cause the victim feelings of humiliation, violation, and embarrassment. It is a criminal offense to share the content without consent if the purpose was to cause distress to the victim. This crime is now punished by official prosecution under Revenge Porn

- **Grooming:** This act refers to the actions of an individual who builds an emotional connection with someone digitally to gain their trust for the purposes of sexual abuse or sexual exploitation

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- **Online harassment:** This act can include repeated attempts to communicate abuse or threatening behavior in a way that is intended to cause distress or fear

- **Stalking (Online):** This act is a form of harassment which can involve persistent and frequent unwanted contact, where the victim's privacy is invaded in a non-consensual way

- **Virtual Mobbing:** This act takes place when a group of individuals collaborate to single out another individual. Their collective messages may amount to harassment or include online threats and trolling

Go back to Activity 1

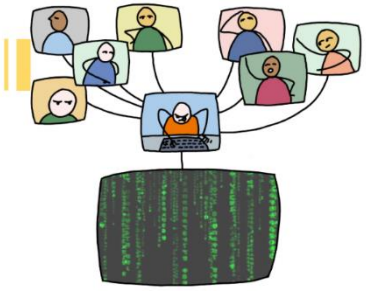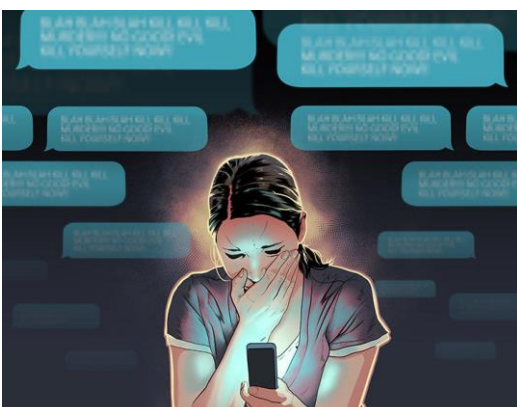**Proceed to Annex II to complete the activity**

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Annex II

Module 2 – Activity 2

Observe the following real-life behaviors. Each behavior has a number which you will use on the next matching activity

1) This person receives offensive comments online	2) This person found another person online and is constantly sending them messages
3) This group of people are sending online threats to another person	4) A person sends online messages that cause anxiety and fear to the receiver

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5) A person is sending flattering comments to another person online and then asks them something in return	6) A person shared a private picture of someone with sexual content without their consent
7) A person sends online messages with this content "I will kill you"	8) A person shares on social media, offensive comments about someone

Proceed to Annex III

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Annex III

Module 2 – Activity 2

Match the definition with the real-life behavior

Definitions	Match with the number of behavior
1. Virtual Mobbing	
2. Stalking (Online)	
3. Grooming	
4. Disclosure of Private Sexual Images without Consent	
5. Online harassment	
6. Online threats	
7. Trolling	
8. Social Media Offences	

Go back to Activity 1

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Annex IV

Module 2 – Unit 1 – Activity 1 - Myths and Facts about Sexual Harassment

Directions: Read each statement below **carefully**. Place a **T** on the line if you think a statement is **TRUE**. Place an **F** on the line if you think the statement is **FALSE**.

Only women are harassed and only men are sexual harassers.	
Harassment always occurs between a man and a woman.	
The person who is directly harassed is the only victim.	
Harassment requires touching.	
Harassment is always verbal.	
It was a compliment, so it's not harassment.	
It can't be harassment-he/she was only joking.	
Harassment is motivated by a desire for sex.	
If I ignore harassment, it will go away.	
Sexual harassment occurs only when there is a power difference between the parties.	
The behaviour must be repeated to be sexual harassment.	
Victims provoke sexual assaults when they dress provocatively or act in a promiscuous manner.	
Women who are sexually harassed generally provoke harassment by the way they look, dress and behave.	

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Questioners Results and topics for discussion

Anyone, regardless of gender, can be the victim of harassment or a harasser.
Sexual harassment can be between people of the same gender or different genders.
Third parties who witness harassment or are aware of it may also be victims of harassment.
Sexual harassment does not need to have a physical component.
Harassment can be either verbal or non-verbal, physical or not. Non-verbal can be "looking a person up and down, following or stalking someone, making sexual gestures with the hands or through body movements, using facial expression
Even if a person intends their conduct to be flattering, it may still be offensive to others.
Even though a person intends their conduct to be funny, it may still be offensive to others.
Actually, sexual harassment is often motivated by dominance, power, and/or bullying.
Unfortunately, ignoring harassment usually does not make it go away. In fact, the problem may get worse.
Sexual harassment can occur between peers, as well as between individuals

in a hierarchical relationship.
Sexual harassment could consist of repeated actions or may arise from a single incident, if it is sufficiently egregious.
Rape and sexual assault are crimes of violence and control that stem from a person's determination to exercise power over another. Neither provocative dress nor promiscuous behaviors are invitations for unwanted sexual activity. Forcing someone to engage in non-consensual sexual activity is sexual assault, regardless of the way that person dresses or acts.
Harassment does not occur because women dress provocatively or initiate sexual activity in the hope of getting promoted and advancing their careers. Studies have found that victims of sexual harassment vary in physical appearance, type of dress, age, and behavior. The only thing they have in common is that over 99% of them are female.

Annex V

Module 3 - Recommendations and Resolutions

Together with general principles, UN and EU also provide definitions contained in various Recommendations of the many EU institutions. We report some of the more relevant for the topic of gaming sexual harassment.

The **CEDAW**: UN Committee on the Elimination of Discrimination against Women adopted a General Recommendation (General Recommendation 19) defining the **gender-based violence** as "violence that is directed against a woman because she is a woman or that affects women disproportionately. It includes acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty"

With General Recommendation 35, CEDAW extends the definition under General Recommendation 19 by adding that

- "...Gender-based violence against women (...) manifests in a continuum of multiple, interrelated and recurring forms, in a range of settings, from private to public, including technology mediated settings"

and

- "Gender-based violence against women occurs in all spaces and spheres of human interaction, whether public or private (...) and their redefinition through technology-mediated environments, such as contemporary forms of violence occurring in the Internet and digital spaces".

The **UNGA** UN General Assembly approved a Consensus Resolution on protecting women's human rights.

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It contains language on technology-related human rights violations: "information technology-related violations, abuses and violence against women, including women's human rights defenders, such as online harassment, cyberstalking, violation of privacy, censorship and hacking of e-mail accounts, mobile phones and other electronic devices, with a view to discrediting them and/or inciting other violations and abuses against them, are a growing concern and a manifestation of a systemic gender-based discrimination, requiring effective responses compliant with human rights".

On July 4th, 2018, the **UN Human Rights Council** voted a number of Resolutions regarding the "Promotion, protection and enjoyment of human rights on the Internet", several of which concern the specific issue of cyber violence and hate speech online against women".

The **Council of Europe's Additional Protocol** to the Convention on Cyber-crime defines 'hate speech online' as "all the forms of expression, which share, encourage, promote or justify race hatred, xenophobia, anti-Semitism or every other form of hatred based on intolerance including aggressive nationalism, ethnocentrism, discrimination and hostility of minorities, emigrants or persons of foreign origin". As well, 'sexist hate speech' is defined as "expressions which spread, incite, promote or justify hatred based on sex".

In the European Parliament, the Agency for Fundamental Rights (FRA) has produced a number of definitions of cyber violence against women.

This general legal framework represented by Recommendations is surrounded by a large number of definitions, (cyber-stalking, cyber harassment, stalking, hate speech, revenge porn) mostly coined by academics or media. This large number of definitions renders the phenomenon of sexual gaming harassment difficult to understand and clearly delineate.

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❖ **Cyber-stalking/stalking**	• Stalking involves repeated episodes that individually can be harmless or not, but combined undermine the sense of victim's safety and cause distress, fear or alarm. • Cyberstalking is stalking implemented by mail messages electronic, sms (or online messages) or Internet.
❖ **Cyber harassment**	• Online harassment can take many forms, but for the purposes of this document may include: ○ Unwanted sexually explicit e-mail messages or text messages (sms) ○ inopportune or offensive advances on social networks or in internet chat rooms ○ threats of physical and/or sexual violence sent through messages e-

	mail, text (or online) messages
	○ hate speech, which denigrates, insults, threatens or affects an individual on the basis of its identity (gender) and other aspects (such as sexual orientation or disability)
❖ **Hate speech**	Any kind of communication in speech, writing or behaviour, that attacks or uses pejorative or discriminatory language with reference to a person or a group on the basis of who they are.
❖ **Revenge porn**	The sharing of explicit or sexual, images or videos, without the consent of the person in the image.

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Technical resources against digital sexual harassment

Nikolas Ladas, Ten Ton Train LTD

Introduction

Most online games today have tools and resources to combat digital sexual harassment. These typically include muting, blocking and reporting. The standard practice is for this functionality to be implemented by each game anew, although some gaming platforms offer tools that can be incorporated in multiple games. This document reports on the existing practices of three of the most popular games today as well as some of the existing cross-game tools and technologies available.

Case Studies

This section reports the existing anti-harassment capabilities of popular online games. The following games are discussed: World of Warcraft, League of Legends and Fortnite. These games where selected because their vast popularity renders them representative of the gaming industry as a whole.

World of Warcraft

World of Warcraft (WoW) is a massively multiplayer online role-playing game (MMORPG) released in 2004 by Blizzard Entertainment. At its peak the game had close to 12 million active subscribers and still maintains a very high subscription count. In World of Warcraft players can report harassment using the process found on the website using the link here.

To report a player in World of Warcraft: Right-click the player's name in chat. Click Report Player For: Select the most appropriate option. Click Accept.

Users can also mute other players in a similar manner. The user selects the name tag of the offending player and selects 'Ignore' from the context menu. Reports of harassment are examined by game administrators. An offending player will initially get warnings, followed by a suspension of their account and finally a ban which renders their account unusable. To our knowledge, no actions are taken to educate the offender. A common criticism of the approach is that the administrators may not be able to examine incidents in a timely manner due to the large volume of complaints caused by the game's large player base.

It should be noted that the approach followed by Word of Warcraft is typical of what exists in the industry and new online games are now expected to support the same functionality.

League of Legends

League of Legends (LoL) is a multiplayer online battle arena video game developed and published by Riot Games. It is a hugely popular game, peaking at a reported eight million concurrent players. The game's highly competitive nature seems to lead to bad behavior and the player-base has acquired a reputation of negative and abusive in-game behavior (Kou & Nardi, 2013), (LeJacq, 2015) and (Alexander, 2018). In response, the League of Legends developers have implemented various systems to combat harassment and abusive behavior.

Like most online games, League of Legends allows for basic report functionality. Players can report teammates or opponents who violate the game's code of conduct. The in-game chat is also monitored by algorithms that detect several types of abuse. As with all popular online games, this approach often fails due to the sheer volume of reports.

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Riot Games's solution was to introduce the "Tribunal" system which offloaded some of the responsibility of game administrators to the players of the game. In Tribunal, players who met certain requirements and where considered in good standing, were able to (anonymously) review reports and flag them as offensive or not. If enough players determined that the messages were in violation of the game's code of conduct, an automated system would punish the offending player by suspending their accounts (with repeat offenders getting longer suspensions).

This system was later abandoned with the developers stating that eliminating toxicity was an unrealistic goal, and the focus should be on rewarding good player behavior.

To that effect, Riot introduced a "Honor system" in 2017, allowing players to award teammates with virtual medals following games, for one of three positive attributes. Acquiring these medals increases a player's "Honor level", rewarding them with free loot boxes over time.

Fortnite

Fortnite is a Battle Royale game from Epic Games. With 125 million players it is the most popular online game today (Statt, 2018). The game has a code of conduct, which is enforced using a report system. As with the previous games, reports are examined by game administrators on a case-by-case basis.

In addition to basic reporting, Fortnite offers a parental control system which can be used to limit or completely disable in-game communication.

In 2020, Fortnite included a message on its main game screen encouraging its players to report harassment:

Encourage your squad mates to a Victory Royale. If you encounter racism or hate in Fortnite towards yourself or others, open the Menu, go to

‘Reporting/Feedback’, then send a player report with ‘Harassment: Using Inappropriate Language’ as the reason.

Tools

Steam

Steam is a video game digital distribution service by Valve. It is the largest digital distribution platform for PC gaming, holding around 75% of the market share. Steam is primarily a digital game store, but its functionality also includes a game library and also offers community features such as friends lists and groups, cloud storage, and in-game voice and chat functionality. Other digital distribution services exist, such as GoG, Origin and Epic game store which offer similar functionality. We chose to focus on Steam as it is the most popular and most likely to be familiar to gamers.

Steam offers similar functionality to the games mentioned above but unlike these games, Steam acts as a game hub and so its functionality is applicable to a large number of games. As a result, Steam can be used to add antiharassment capabilities to smaller scale games that cannot afford to implement this functionality and would otherwise omit it. Even though Steam's capabilities are similar to the above-mentioned games, we review them here to act as reference to training activities that involve Steam.

Steam includes the following anti-harassment capabilities. Like other platforms, these are offered via a context-sensitive menu.

• Reporting. Reporting works similarly to World of Warcraft. Steam claims that reports are reviewed and typically resolved within 24 hours of submission. The user is notified if action is taken.

• Remove friend. Unfriending removes the ability for the other player to contact the player via Steam and prevents them from viewing any content that the

player has created and is marked as private, or friends only. The <u>unfriend process</u> is the following: To unfriend someone, navigate to their profile and select the unfriend option under the ... button's dropdown. Alternatively, you can use the dropdown next to their profile name in your friends list, selecting the manage option.

• Block all communication. Blocking another player on Steam disables the following interactions:

– Sending the player friend or group invites.

– Sending messages to the player through Steam chat.

– Commenting on the player's profile or community items.

• Chat filtering. Steam Chat Filtering allows the player to control the type of content that can be seen in Steam and in-game chats. There are two options for text filtration:

– Filter strong profanity and slurs

– Allow strong profanity, but filter slurs

• Invisible Mode. This causes the player to appear offline to other users. They are still able to view their friends list, send and receive messages and otherwise participate in the community. However, other players won't know the player is online.

Steam also encourages players to contact their local authorities for additional help or if they feel that they are in danger.

Automatic Chat Filtering

As seen from the case studies above, the most common approach to combating digital sexual harassment is muting and reporting offenders. This approach, although present in most online games, has some notable downsides:

• It is reactionary. A player must suffer harassment and then mute or report the offender. As a result, this approach only prevents repeat offenses.

• It is hard to scale. With modern games having millions of users, it is difficult for administrators to review every incident. As a result, most companies adopt a best-effort approach which often leads to incidents slipping through the system unnoticed.

Algorithmic chat filtering attempts to solve both issues. In its most basic form, algorithmic chat filtering scans the text sent between players and filters (deletes or masks) inappropriate text such as profanities and sexual/racial slurs. To decide what to filter, the system keeps a dictionary of inappropriate text as well as rules to capture spam.

This system can act as a great first line of defense, it scales easily with large numbers of players and acts preemptively. However, there are some common problems with the approach:

• It can be easily circumvented. If "Word" is in the list of profanities, a user can type "W0rd" or" W o r d " to get past the filtering. Usually, this is combated by adding common permutations of offensive words to the filter dictionary, but a determined offender can get around this.

• It doesn't filter harassment that doesn't contain profanities. For example, "you suck" could be rephrased as "your performance is lacking".

• It filters colorful language that is delivered in good faith.

• It works with text but not voice communication. In summary, simply filtering words does not capture the essence of what is being communicated and can thus fail leading to false positives and false negatives. Riot games state that the majority of interactions online are positive (Alexander, 2018). As a result, most players when given the choice, decide to not enable filtering. This however leaves them exposed when a bad actor engages in harassment.

A promising approach is to perform chat filtering using machine learning approaches (Minaee, et al., 2020). With machine learning, an artificial neural network is trained using real-world content, both appropriate and inappropriate and learns to distinguish banter from actual harassment. This approach is under active research, and to our knowledge, has not been implemented in any online as of today.

Conclusion

The common approach followed by most online games today is to offer basic antiharassment functionality such as muting and reporting. These tools, although effective, typically don't scale to high number of users which leads to abusive behavior going unnoticed. Scalable automatic systems, such as text filtering, are often not the right solution as they can be circumvented easily and often restrict desired speech. Machine learning approaches promise to solve these problems, but they have not reached the necessary maturity that would enable wide adoption.

Finally, it appears that anti-harassment tools and technologies are implemented on a game-by-game basis and there doesn't seem to be any consensus on what the right approach is or any. Large game studios can afford to implement their own custom solutions, but smaller companies often don't or cannot afford the cost of having dedicated staff moderators. As a result, many smaller games are released without any means to combat harassment [15].

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