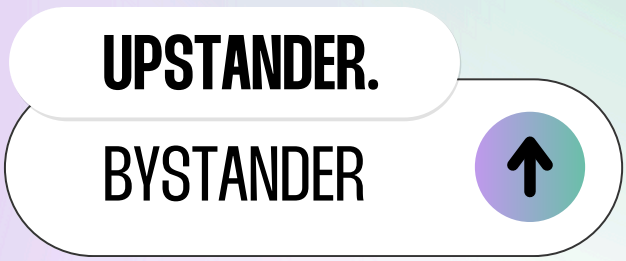
STATUS M

FAIRSPACE

BYSTANDER TO UPSTANDER

ONLINE HARASSMENT TOOLKIT



Erasmus+

About "Bystander to Upstander"

Bystander to Upstander: Building a Culture of Intervention is an international Erasmus+ project led by Fairspace (Netherlands) and Status M (Croatia). The project was created to address one of today's most pressing challenges: online harassment and gender-based violence.

Fairspace has years of experience designing bystander intervention programs and community activation projects across the Netherlands. They work with schools, municipalities, and diverse communities to make public spaces safer and more inclusive.

Status M is a pioneer in gender-transformative work with boys and young men in Croatia. They create safe spaces for boys to challenge harmful stereotypes, learn caring models of masculinity, and act as allies in the fight against gender-based violence.

Together, we developed this toolkit to empower young people, youth workers, and educators to take action against online harassment. By combining Fairspace's practical bystander training expertise with Status M's gender-transformative approach, this toolkit offers methods that are practical, inclusive, and youth-centered.

Our vision is to build safer, more inclusive online spaces where young people can stand up for one another and challenge harmful behaviors. Instead of staying silent or feeling powerless as bystanders, we want to equip young people with the confidence, skills, and strategies to become upstanders—people who take action when they witness harassment or discrimination online.

What is Online Harassment?

Online harassment is any form of unwanted, harmful, or threatening behavior that takes place in digital spaces. It can happen on social media, in group chats, during online gaming, or through direct messages.

Some examples include:

- Offensive or discriminatory comments (sexist, racist, homophobic, ableist, etc.)
- Spreading rumors or sharing private information without consent
- Exclusion from online groups or threads
- Cyberbullying, trolling, or coordinated attacks
- Sexual harassment or unwanted sexual messages

While harassment may start online, its impact is deeply felt offline. Online harassment is often rooted in the same inequalities that exist offline, like gender-based violence, sexism, homophobia, transphobia, racism, islamophobia, ableism and other forms of discrimination and oppression. These forms of violence are interconnected and reinforce one another. This toolkit supports young people in identifying these patterns and standing up to them.

Young people who experience online harassment often feel fear, shame, and isolation. It can lead to high levels of stress, interfere with schoolwork, damage friendships and trust, and, in many cases, result in long-term trauma such as anxiety or depression. These experiences don’t stay online but rather affect a person’s mental health, sense of safety, and overall well-being in everyday life.

What Young People Say

During the research and co-creation phase of this project, we consulted young people from the Netherlands and Croatia to understand how online harassment affects them. Their voices directly informed the activities and tools in this guide. Here are some of their reflections on online harassment, what they've witnessed, and what might help them intervene.

Why does this matter?

The way online spaces are designed affects how people behave in them. When reporting tools are confusing or ignored, when harmful behavior goes unpunished, and when moderation is inconsistent, it sends a message that abuse is tolerated. This toolkit is about more than individual action, it's also about challenging that message and building a culture where safety and respect are the norm, both from users and from the platforms themselves.

Where harassment happens?

When asked where harassment takes place, young people pointed out that harassment can take place across various platforms.

Spaces with weaker moderation, anonymity, or little accountability seem to carry the greatest risks.

> Especially in WhatsApp groups with many people who don’t know each other well, the same applies to Instagram. I feel that harassment increases when people are more anonymous and the group is larger.

> Youtube comments, dating apps friends have shown me people being rude/aggressive towards them. Instagram or TikTok comments. Reddit posts.

> “Social media and video games are full of toxic people. Like Twitter, Reddit, Instagram, and any multiplayer videogame”

What does harassment look like?

The forms of harassment they described ranged from discriminatory language to sexual harassment and severe verbal abuse.

These reflections highlight that harassment is not confined to one platform but is seen across gaming, dating, and social media. Anonymity and group size seem to amplify the problem.

What stands out is how normalized harassment has become. This shows the danger of desensitization, how abuse becomes “just part of being online”.

Racist, sexist, or otherwise discriminatory language. Usually comments on a video, a post, or a gaming chat. Sometimes in response to how someone looks in their post, or for example, on Reddit, a response to what they have said.

For dating apps- I have many female friends who have either had sexually explicit content sent, or aggressive messages (often if they haven't replied). Now thinking of it, I have had this experience myself, but interestingly didn't think of it when answering the first question of witnessing or experiencing. It can feel so 'normal' you forget.

People being told to kill themselves, being called slurs, being told their mother should have aborted them.

Bullying and shaming someone for their body/actions

What would help to intervene?

Young people expressed both willingness and hesitation. Many worried that their actions wouldn’t help and expressed the need for tools and methods on how to react.

These reflections highlight the barriers bystanders face: fear of futility, fear of escalation, and concern for personal safety. Yet they also suggest openings for change — practical strategies, social norms, and safer channels of support can all make intervention more feasible. This is exactly what this toolkit aims to provide.

I felt it wasn't going to make any difference in that anonymous setting. Especially online, my instinct is to never get into an 'online debate'. I feel the stereotype is that they never end well or help, but perhaps that's wrong.

I personally do not feel comfortable in general to intervene online, because if I do, the harasser immediately sees my full name, and I don't want that. Now I'm thinking about it, I would actually be comfortable with sending a direct message to someone who was harassed. I think I would do that.

If I had more confidence to help and assurance that by helping I would not suddenly become the target myself.

I think we as a society should make it the norm to intervene in these situations so people will think ohh other people do it, then I should do it too.

Knowing that intervening would actually help in this situation.

It would be easier if I had more tools at my disposal for what I could do.

What platforms could do better?

Young people had suggestions on what platforms can do to improve their environment, such as proactive moderation, clearer consequences and cultural change.

These ideas show that young people are aware of the limitations of the current systems, and they are seeking accountability.

I will often report comments, but I'm unsure if that actually does anything. I'd love to see dating apps making it unacceptable or voicing that you should not send sexually explicit images without consent.

Clearer results. Potentially make it harder for people to make multiple accounts after their first one or two were taken down for reasons like serious harassment.

They should invest more in the comment section moderating, and harassers should have consequences other than just getting their comment deleted.

By implementing more strict regulations and investing in virtual educational sessions to tackle and prevent these topics from happening more often.

Limit the age at which you can get social media.

More strict rules and bans from social media after the proof of the assault

Why Bystander Intervention?

Many young people witness online harassment, but few know how to respond safely and effectively. Choosing not to act can unintentionally reinforce harmful behaviors and leave the victim feeling unsupported.

Bystander intervention matters because:

- It breaks the cycle – Harassment thrives when no one challenges it.
- It shifts culture – When more people intervene, harassment becomes less tolerated.
- It supports targets – Being seen, heard, and defended reduces the harm experienced.
- It builds empathy and leadership – Upstanders inspire others to follow their example.

By learning intervention strategies, young people can help transform digital spaces into communities of care and accountability.

What is the 5D Intervention Method?

The 5Ds are five simple strategies anyone can use when witnessing harassment, both online and offline. They give practical options for responding in ways that feel safe and appropriate to the situation.

- Distract – Shift attention away from the harassment
- (e.g., changing the subject, posting something positive).
- Delegate – Ask someone else for help
- (e.g., report to a moderator, tell a trusted adult, or contact the platform).
- Document – Record what happened in case the victim wants to report later.
- (e.g., screenshots, saving messages)
- Delay – Check in with the person targeted after the incident to offer support and solidarity.
- Direct – Safely call out the behavior by telling the harasser it’s not okay.

This toolkit builds on the 5Ds and adapts them for online realities, showing how young people can use these methods in everyday digital interactions.

About this Toolkit

This toolkit is a practical resource for youth workers and educators who want to make online spaces safer. Inside, you will find:

- Explanations – What online harassment looks like and why intervention matters.
- Activities & Tools – Creative workshops and games to explore different types of harassment and safe responses.
- Practical Guidance – Tips on how to run sessions, set up safe group discussions, and adapt methods for different groups.

How this Toolkit was created

This toolkit is the result of a co-creation process between Fairspace, Status M, youth workers, and young people across the Netherlands and Croatia. It was developed through:

- **Capacity-building training** for partner organizations to strengthen expertise.
- **Collaborative sessions** where new methods for online bystander intervention were prototyped and tested.
- **Feedback from youth workers and young people**, who shaped the tools to make sure they are relatable and practical.
- **Cross-cultural exchange**, making the toolkit adaptable to diverse European contexts.

The result is a collection of interactive activities, reflection exercises, and group discussions that can be used in classrooms, youth groups, community centers, or online campaigns.

How to use this toolkit

This toolkit is designed to be flexible and practical. You can use it in schools, youth groups, community centers, or informal online meetups. It can be applied by youth workers, educators, peer mentors, or anyone who wants to help young people become upstanders online.

- As a workshop series: Run several sessions that follow the flow of the toolkit.
- As stand-alone activities: Pick specific tools depending on the needs of your group (e.g., focus on empathy-building or direct intervention skills).
- For self-reflection: Some exercises can be adapted for individuals to reflect on their own online habits and responses.
- For campaigns: The tools can feed into online or offline awareness-raising activities.

Each activity comes with a short explanation of the objective, instructions for facilitators, and debrief questions to deepen learning.

House Rules: Establishing a safe space

Talking about online harassment and discrimination can be sensitive. It may bring up personal experiences or strong emotions. Before starting any activity, it is important to create a safe, respectful, and supportive environment.
To support you in this, we have prepared a House Rules handout (Appendix I) that you can use directly with your group. It includes key principles such as:

- Care for yourself: You can always step away, skip an activity, or ask for support.
- Respect others: Listen, don’t interrupt, and value every voice.
- Confidentiality: What’s shared in the group stays in the group — no screenshots, no sharing without consent.
- Equal participation: Speak up, but also make space for others to speak.

Facilitators are encouraged to review these rules with participants and invite them to suggest additional ones. Writing them down on a flipchart or shared document helps keep them visible throughout the session. This shared agreement makes it easier for everyone to feel safe, respected, and able to contribute.

Additional resources

Useful links with more information for youth workers and helplines for individuals who have experienced online harassment or violence.

Organisations offering information and support
Netherlands:

- Help Wanted
  - Help Wanted (English)
- Meld.Online Discriminatie
- Centrum Seksueel Geweld
  - Sexual Assault Center
- Slachtofferhulp Nederland
  - Victim Support Netherlands

Croatia:

- Centar za Sigurniji Internet
- Hrabri Telefon
- Centar Luka Ritz
- Centar za žrtve seksualnog nasilja
- BaBe - Ne online nasilju
- Tesa - Psihološki centar
- Red Button - online prijava zlostavljanja djeteta

Organisations providing information on online harassment and discrimination
Netherlands:

- Movisie Online Training: #DatMeenJeNiet!
- Offlimits
- Stop Pesten Nu

Croatia:

- Projekt MEDUSA

Organisations and movements addressing Big Tech (in English)

- People vs Big Tech movement
  - Ctrl + Alt + Reclaim independent youth movement
  - Ctrl + Alt + Reclaim manifesto
- SOMO Centre for Research on Multinational Corporations - Challenging Big Tech
- Transnational Institute - Digital Futures

Bystander to Upstander Method: Denormalising Online Harassment

Harassment can become “normal” online when people ignore it or dismiss it as just part of internet culture. The online disinhibition effect, where reduced social cues, increased anonymity, and a lack of immediate consequences lead to less restrained behavior, can cause individuals to say or do things they would never consider appropriate face-to-face. This lowered sense of accountability often results in more frequent displays of aggression, bullying, or harmful humor. Over time, repeated exposure to these behaviors can cause young people to become desensitized to the seriousness of online abuse.

Toxic behaviour can also be learned from others, and young people may feel peer pressure to engage in similar actions. As a result of these dynamics, bystanders often do not intervene, allowing perpetrators to continue their transgressive and harmful behaviour without consequence.

These patterns are further reinforced by the role of online platforms themselves. Across gaming, social media, and messaging apps, moderation tools are often inconsistent, ineffective, or difficult to use. Reporting systems frequently lack transparency, meaningful follow-up, or can even be misused, leaving users with the impression that intervening is pointless or could put them at risk. When platforms fail to take proactive steps to prevent abuse or create safe environments, they allow harmful behavior to become embedded in online culture.

The Bystander to Upstander Method offers a practical pathway to disrupt this cycle. Through simple actions and guided reflection, it helps young people recognize online harassment, respond safely, and contribute to building a digital culture where harmful behavior is no longer seen as “just the way things are.”

This method was shaped through youth input, co-creation, and the expertise of Fairspace and Status M. It combines personal reflection, peer action, and collective resistance.

Key principles:

- **See it, Own it:** If you witness harassment, you have a role to play.
- **Small acts add up:** A wave of supportive comments, emojis, or reactions can drown out negativity.
- **Care first:** Prioritise supporting the person targeted before confronting the harasser.
- **Strength in numbers:** Acting with peers makes intervention safer and more impactful.
- **Challenge the system:** Speak up about platform safety, leave negative reviews, or switch to safer spaces.

Denormalisation means shifting the culture step by step — from reflecting on your own behavior, to showing solidarity with others, to holding platforms accountable.

Bystander to Upstander Tools

This toolkit is structured around the AIETA model of behavior change. It recognizes that becoming an upstander doesn't happen all at once — it is a journey that moves step by step.

- **Awareness / Knowledge:** Recognising what online harassment is and why it matters.
- **Interest / Persuasion:** Connecting personally, building empathy, and feeling motivated to act.
- **Evaluation / Decision:** Exploring different responses and deciding what feels possible.
- **Trial / Implementation:** Practising intervention strategies in safe, guided settings.
- **Adoption / Confirmation:** Committing to being an upstander and making it part of your everyday behaviour.

This step-by-step approach makes change feel less overwhelming and more achievable. By moving through these stages, young people gradually build the mindset, confidence, skills, and practice to go from passive bystanders to active upstanders.

Awareness / Knowledge

Types of Online Violence
Online vs. Offline Insults

Interest / Persuasion

Look me up on social media
The Safe Thread
More than a Profile

Evaluation / Decision

Broken Telephone
Tic-Tac-Toe with Privilege
Culture of Intervention

Trial / Implementation

The Intervention Star
Drowning Out the Harassment
Speak Up Online

Adoption / Confirmation

Your online code of care
Upstander Awards
Imagining a Safe Online Space

Awareness / Knowledge

Types of Online Violence

Goal:
To recognize different types of online violence and reflect on their short- and long-term consequences, especially from the perspectives of those involved.

Materials:

- Sheet 1 (see below): Cut-out slips with definitions/types of online violence (e.g., doxxing, non-consensual sharing of intimate content, trolling, fake profiles, deepfakes)
- Sheet 2 (see below): Realistic or fictional examples of how these types can be gender-based.
- Blank paper and pens for each group
- A visible timeline chart (on flipchart paper or whiteboard):
  - That day
  - One week later
  - One month later
  - One year later

Duration: 40 minutes

Instructions:

1. Divide participants into small groups (3–5 people, depending on total size). Each group receives:
   - One type of online violence (from Sheet 1)
   - One example of how that type of violence could be gender-based (from Sheet 2)
   - Paper and pens for brainstorming.
2. Explain to the participants that all these forms of violence can have gendered dimensions—impacts can differ depending on the identity of the person targeted (gender, sexual orientation, etc.).
3. Give the task to participants:
   - In the next 15 minutes, each group creates a short story inspired by their assigned example.
   - The story should be told from one of three perspectives:
     - the victim/target
     - a bystander/witness
     - the perpetrator
   - The story can be presented as a monologue, short scene, or narrated situation.

Types of Online Violence

4. After all groups present their stories, facilitate a group analysis using the timeline chart:
    - What happened on the day of the event?
    - What changed one week later?
    - What consequences emerged one month later?
    - Are there long-term impacts seen after a year?

Debrief Questions:

- How did the victim/target feel at different points in time?
- Who else was affected and how (e.g., family, friends, classmates, followers)?
- What role did bystanders play—or could have played?
- What could have been done to prevent or reduce the impact?
- How do these forms of violence show up in your online spaces?
-

Closing statement:

Behind every post or message is a person who feels real consequences. Today we explored how different types of online harm can unfold—and how long their impact can last. The more we recognize the harm, the more we can prevent it.

Sheet I: Types of online violence

Cyberbullying
Repeated, aggressive behavior done online to hurt, threaten, or embarrass someone.

Doxxing
Sharing someone's private or identifying information (like address, phone number, or school) online without their consent.

Trolling
Deliberately posting offensive, annoying, or provocative content to upset others or start fights online.

Non-Consensual Sharing of Intimate Images
Posting or forwarding private photos or videos of someone without their permission, often to shame, control, or humiliate them.

Catfishing
Creating a fake identity online to trick someone into a relationship or to manipulate them.

Online Stalking / Cyberstalking
Repeatedly sending messages, monitoring someone’s activity, or following them online in a way that feels threatening or obsessive.

Impersonation
Pretending to be someone else online—using their name, photo, or account—to deceive, embarrass, or harm them.

Hate Speech
Using words or images online that attack, threaten, or discriminate against people based on race, gender, religion, sexual orientation, disability, etc.

Sexual Harassment Online
Sending unwanted and unsolicited sexual messages, images, comments, or requests. This can happen through DMs, comments, or group chats.

Deepfakes
Using artificial intelligence to create fake videos or images of someone, often showing them saying or doing something they never did.

Fake Profiles / Identity Theft
Creating a profile using someone else's information or images without their knowledge, often to trick others or damage that person's reputation.

Exclusion / Social Shunning
Deliberately leaving someone out of online groups, chats, or content in a way that is meant to isolate or hurt them.

Spreading Rumors or Fake News
Sharing false or misleading stories about someone to damage their reputation or cause harm.

Zoom Bombing / Video Call Harassment
Crashing online meetings or classes with offensive or disruptive content.

Sheet II: Gender-Based Online Violence

Cyberbullying
A girl posts a selfie and gets flooded with comments calling her a "slut" or attacking her body. Her peers make group chats just to mock her.

Doxxing
A man speaks out about sexism in gaming. In retaliation, someone posts his home address and phone number online, encouraging people to harass her.

Trolling
A non-binary person shares their experience on social media. Trolls flood the comments with mocking memes, transphobic jokes, and dehumanizing slurs.

Non-Consensual Sharing of Intimate Images (NCSII)
After a breakup, a boy shares private photos of his ex-girlfriend in a group chat without her consent to shame her.

Catfishing
A man pretends to be a teenage girl online to gain the trust of queer teens and manipulate them into sending personal information or images.

Online Stalking / Cyberstalking
After being rejected, someone repeatedly messages a woman, tracks her online activity, likes every old post, and threatens to show up at her workplace.

Impersonation
Someone creates a fake Instagram profile pretending to be a lesbian teen, posting explicit content to shame and out her in her community.

Hate Speech
A woman streamer is targeted with sexist and misogynistic messages: "Go back to the kitchen," "You're only here for attention," "No one wants to hear a woman talk."

Sexual Harassment Online
A girl receives daily unsolicited DMs from strangers with sexual messages and images, even after she blocks them or asks them to stop.

Deepfakes
A man uses AI to create fake pornographic videos using a classmate's face, then shares them in school Discord servers.

Fake Profiles / Identity Theft
A trans teen finds someone using her photos to run a fake dating profile, spreading lies about her and putting her at risk of real-world violence.

Exclusion / Social Shunning
A group of boys creates a private online group and deliberately excludes the only girl in their class, mocking her in posts and memes.

Spreading Rumors or Fake News
A student makes up a false story that a boy "hooked up with a teacher" and spreads it through Snapchat stories and anonymous apps.

Zoom Bombing / Video Call Harassment
During a virtual feminist workshop, trolls join the Zoom call uninvited and flood the screen with porn, slurs, and loud, aggressive sounds.

Awareness / Knowledge

Online vs. Offline Insults

Goal:
Reflect on differences in impact between online and face-to-face insults.

Materials:
- Slips of paper with offensive or insulting phrases (e.g., *"You're so annoying," "No one likes you," "You're such a loser"*)

! Avoid personally triggering or overly harsh content. Keep the phrases general to maintain psychological safety.

Duration: 15 minutes

Instructions:
1. Divide participants into smaller groups.
2. Give each group an insult or offensive phrase.
3. Ask participants to reflect on their behavior online and to discuss:
    - Would you do the same online and offline? Standing in front of 200 people or sending it online for everyone to see?
    - How would it feel to hear this in real life? And online?
    - Which one feels worse? Why? What are the differences?
    - How many people would see/hear it?
    - Is it possible to delete or "undo" it?
    - What can we change in our online behavior?
4. After 5–7 minutes of discussion, each group shares its conclusions with the full group (1–2 minutes per group).

Tips for Facilitators:
- Frame the activity with a reminder about respectful language and creating a safe space for reflection.
- Be ready to support participants emotionally if anything resonates strongly.

Closing statement:
Whether it's said aloud or typed online, words have weight. We saw today that even small actions (likes, comments, silence) carry meaning. Let's choose them with care.

Interest / Persuasion

Look Me Up on Social Media

Goal:
Encourage reflection on digital identities and help participants get to know each other.

Materials:
- Mobile phones of the participants
- Paper, pen

Duration: 15 minutes

Instructions:
1. Divide participants into pairs (ideally with someone they don't know well).
2. Each person will try to find as much information as possible about their partner online, through social media (with consent). Ask them to write down their impressions and assumptions based on what they found.
3. After the research, have a conversation with their partner to check:
    - Were the assumptions correct?
    - Was anything important missing?
    - What was misunderstood?

Debrief Questions:
- What did you learn about your partner from social media?
- Was your impression complete?
- How does what people post differ from who they are?
- How can this affect how we treat others online?

Closing statement:
What we post and what others assume can be very different. Today reminded us that we only see part of someone's story online. Let's stay curious, not judgmental, and always make room for the person behind the profile.

Interest / Persuasion

The Safe Thread

Goal:
Create a safe space for self-expression and sharing experiences related to online violence.

Materials:
- Flipchart or large paper with rules clearly written
- A timer or stopwatch (for the timekeeper in each group)

Duration: 45 minutes

Instructions:
1. Divide participants into small groups and announce the rules of the activity.
2. Ask a volunteer from each group to play the role of timekeeper and to start the activity by reading the question.
3. Read the rules and have them listed on a flipchart where everyone can see them.

The Safe Thread Rules:
- The conversation takes place in rounds.
- Set a specific time frame for the rounds (usually three minutes).
- Each person in the group has their 2 minutes to share; if they don't want to share, they say to skip the round.
- What is said in the room stays in the room.
- Speak from your heart and start off in your own personal experience.
- Give more to receive more.
- Listen with presence and a non-judgmental stance.
- Do not comment on others and do not ask questions.
- Take responsibility for setting your own boundaries.
- There is never any requirement to speak and you can always skip your turn.

Interest / Persuasion

The Safe Thread

Questions:

- What is online violence to you?
- How has online violence affected you?
- What do you usually do when you see it?

Debrief Questions:

- How did it feel to talk or listen in this space?
- What do we have in common when it comes to online experiences?
- What did you learn from others?
- What emotions came up for you during this activity?
- What would help you feel more confident stepping in as an upstander?
- How can we, as a group, promote a culture where speaking up is encouraged?

Closing statement:

Speaking from the heart and listening without judgment is powerful. Thank you for sharing your stories and presence. Let's carry this culture of openness and respect beyond this room.

Interest / Persuasion

More than a Profile

Goal:
Develop empathy by understanding the personal world of someone experiencing online violence.

Goal:
Build empathy by exploring fictional profiles and understanding both the short- and long-term impacts of online harassment.

Materials:
- *More than a Profile* worksheet (PDF)
- Pre-prepared character profiles (PDF)
- Online Harassment Sheets *(if merged with "Types of Online Violence")*
- Markers or pens

Duration: 30–45 minutes (flexible depending on chosen format)

Instructions (choose one format):

Option A: Create Your Own Profile (25 mins)
1. In small groups, participants receive the *More than a Profile* worksheet.
2. They create a fictional character by filling in prompts about their life, interests, and online presence.
3. Groups then explore what happens if this character experiences online harassment, using the worksheet to reflect on short- and long-term consequences (same day, 1 week, 1 month, 1 year).

Option B: Use Ready-Made Profiles (15 mins) *(time-saving)*
1. Lay out the pre-prepared profiles on the table, alongside a few empty worksheets.
2. In pairs or small groups, participants select one profile (or choose to create their own).
3. Groups then reflect on what kinds of online harassment this character might face, and how they would be impacted over time, using the worksheet.

Interest / Persuasion

More than a Profile

Option C: Merge with "Types of Online Violence" (20 mins)

1. After completing the *Types of Online Violence* activity, invite groups to select one or more harassment types.
2. Groups then connect their chosen harassment type(s) to a character (either self-created or ready-made).
3. Using the worksheet, they create a scenario showing what happens, focusing on short- and long-term consequences.

In Plenary

Group Presentations (10–15 minutes):

- Each group shares its character and story.
- Facilitate a reflection:
  - How does the character feel?
  - What are the short- and long-term impacts?
  - Who else is affected and how?
  - What can be done to reduce the harm?

Debrief Questions:

- How did it feel to imagine the life behind a person who experiences online harm?
- What emotions came up for you while building their story?
- Did anything about their reaction or coping surprise you?
- What kind of support might this person need — immediately and long-term?
- What could you do if someone you know were in a similar situation?
- How can we create spaces where people feel safer reaching out for help?

Closing statement:

We often see just a username or a post, but behind every profile is a complex, emotional world. The stories you created today helped us practice empathy which is the foundation of meaningful intervention.

Evaluation / Decision

Broken Telephone

Goal:
Show how information changes or gets distorted as it spreads, especially online.

Materials:
- Prepared short messages or stories (1–2 sentences each), written on paper or memorised by facilitators

Duration: 10–15 minutes

Instructions:
1. Form small groups (3–4 participants per group). These are your "starting groups."
2. The facilitator gives a short message to one person in each group (e.g., whispered, shown briefly, or read quietly). Each group receives a different message. That person retells the message verbally to the rest of their group, using only memory (no repeating, no writing down).
3. Then, each member of the group (including the original message holder) chooses one person from a different group (someone they haven't worked with yet), and passes on the message to them one-on-one.
4. After all retellings, the final recipients in each chain share aloud what they heard.

Debrief Questions:
- How did the message change?
- What made it difficult to keep it accurate?
- How is this similar to how things spread online?
- Who is responsible when information spreads incorrectly?

Closing Statement:
This simple game showed how quickly information can change, even when no one means harm. Online, the stakes are higher. What we share or repeat can shape how others see the world—and each other. Let's stay aware of the power and responsibility in our clicks and comments.

Evaluation / Decision

Tic-Tac-Toe with Privilege

Goal:
Demonstrate how power dynamics affect outcomes and how bystanders can influence situations.

Materials:
- Chalk and the board, or flipchart paper and markers

Duration: 10 minutes

Instructions:
1. Explain to the participants that they will play tic-tac-toe with a different set of rules to help us think about fairness, privilege, and the role of bystanders.
2. You need 3 volunteers. Each volunteer will have a role in the game. The game needs 3 participants per round: Player 1, Player 2, and Player 3.
3. In the first round:
    - **Player 1** gets two moves per turn.
    - **Player 2** gets one move.
    - **Player 3** is the bystander – they can:
        - Help Player 1
        - Help Player 2
        - Do nothing

Debrief Questions:
- How did the imbalance affect the game?
- How did Player 2 feel?
- What could the bystander have done?
- What would have happened if the bystander had helped differently?
- How does this reflect online situations?
- When we see unfairness or harm, what kind of “moves” do we have as bystanders?

Closing Statement:
When the rules aren’t equal, outcomes aren’t either. This activity showed how fairness and bystander choices can change the whole game. What we choose to do, or not do, matters.

Evaluation / Decision

Culture of Intervention

Note: This activity might last 90 minutes, depending on the size of the group.
Goal:
Understand the personal and collective process that leads to intervention and reflect on how to build a stronger culture of stepping up.
Materials:

- 6 signs labeled *Stations 1–6*, placed in order across the room (with enough space between each)
- Station labels (descriptions of the 6 steps – printed or displayed at each station)
- One or more screenshots or realistic examples of online violence for the final intervention step
- *Optional:* sticky notes and pens for written reflections

Duration: 60–90 minutes

Instructions:

1. **Set the Stage:** Explain to participants:
    - "You'll take a self-paced journey through six steps — each representing a phase in the decision-making process of whether or not to intervene when you witness something harmful online."
    - Set a tone of safety and non-judgment: "This is a personal journey. You will move through the steps at your own pace. You don't need to talk unless you want to. You may pause, reflect, or even stop at any station if you feel unsure. If you stop, you can come back to try again after observing others."
2. Divide into smaller groups or let participants start individually, depending on group size (if large, start them in staggered waves).
3. Explain the process: there will be 6 stations, each with:
    - A title & short description (provided below)
    - A guiding reflection question: What would help me move to the next step?
4. Participants walk from one station to the next at their own pace, reading the prompt, reflecting silently (or journaling), and only advancing if/when they feel ready.

Evaluation / Decision

Culture of Intervention

Station Overview:

Awareness / Knowledge – "I know this exists."
→ What helps me recognize this as a real issue?

Interest / Persuasion – "This matters to me."
→ What makes me care about this?

Evaluation / Decision – "Should I do something?"
→ What questions or fears are holding me back?

Trial / Implementation – "I'll try something."
→ What's one small action I could take?

Adoption / Confirmation – "This is who I am now."
→ What helped me feel confident enough to act?

Intervention – Present a screenshot or scenario of online violence.
→ Participants describe or act out a possible intervention (privately or with a facilitator).

If someone stops at a station, ask them to stay there, reflect, and observe others. Once someone reaches Intervention (Station 6) and shares their process, offer those who stopped a chance to repeat the process with a new perspective.

Emphasize: Changing your mind is part of learning. It's okay to go backward or forward again.

Debrief (circle or small groups):

- What helped you move forward? What made you pause?
- Which step felt hardest for you personally? Why?
- How can we make intervention feel safer and more supported?
- Did seeing others go further influence your own willingness to act?
- How can we normalize this process in our communities or online spaces?
- What support or structures would help more people become confident upstanders?

Evaluation / Decision

Culture of Intervention

Facilitator Tips:

- Research and learn about decision making steps.
- Consider playing soft background music to help focus during reflection.
- Provide ways for non-verbal processing (journals, sticky notes, drawing).
- Avoid forcing anyone to explain why they paused — let sharing be optional.

Closing Statement:

Intervening isn't always easy. But today showed that it's a journey, one step at a time. The more we reflect on what holds us back and what moves us forward, the more prepared we are to act when it counts.

Trial / Implementation

The Intervention Star

Goal:
Equip participants with concrete strategies for intervening in harmful online situations.

Materials:
- Stories from the earlier *"More than a Profile"* activity
- Flipchart paper or large sheets for brainstorming
- Markers
- Visible explanation of the 5D+ model (explained below)

Duration: 45 minutes
Instructions:
1. Share handout or present 5d+ model where it is visible for everyone.
2. Use the stories created in the *"Types of Online Violence"* activity. Each group picks one story and analyzes how the situation could have been changed through bystander intervention.
3. Each group creates its own options of intervention (online and offline).
4. Present their options to other groups.
5. Facilitators can fill in the gaps using the **5D+ model**:
    - **Delegate** – Report to school, platform, police, or trusted adult
    - **Delay** – Offer support to the person affected later
    - **Distract** – Shift attention, post something positive
    - **Document** – Collect screenshots/evidence
    - **Direct** – If safe, confront the person responsible
    - **Display support** – Agree with the online bystander intervention by liking their comment, commenting below it, or sending a support message
    - **Swarming** – Bring online harassment to physical reality to gather support from friends, go back online, and intervene together (online bystander buddies)
6. Emphasise that more than one intervention can be used in different situations.
7. Each group picks 1–2 "D" strategies for their story and roleplays or explains what that intervention would look like.

Trial / Implementation

The Intervention Star

Debrief Questions:

- Which “D” felt easiest to use? Which felt hardest?
- In which situations might intervention feel unsafe or risky?
- Can some interventions escalate the situation? How can we avoid that?
- Which methods feel less effective in your context (e.g., school, friend group, community)?
- How can you make sure your intervention is respectful and supportive to the person affected?
- What could help to promote bystander action in your circles?
- What would help you feel more confident and safe to step in when something harmful happens?

Closing Statement:

There’s no one right way to step in, but there are many options that may help. Whether it’s distracting, reporting, documenting, or simply supporting someone, we all have a role to play. And it starts with trying.

Trial / Implementation

Drowning Out the Harassment

Goal:
Demonstrate how a flood of positive or neutral interactions can reduce the visibility and impact of harmful content online, and encourage participants to act even with small, quick gestures.

Materials:
- Two identical printed images (or digital whiteboards with the same image)
- Post-its
- Emoji stickers
- Timer
- *Optional:* printed/cut-out comments

Duration: 10 minutes

Instructions:

Part 1: Quickfire Engagement (2 minutes)
- Show *Image A* and say:
- *"You can do whatever you like: add emojis, paste ready-made comments, write quick reactions, short messages, even ask someone else around to add something. Don't overthink it, just interact."*
- Encourage fast-paced participation. No pressure for depth — just presence.

Part 2: Thoughtful Commenting (2 minutes)
- Show *Image B*. Say:
- *"Take a moment to reflect and write a meaningful, thoughtful comment on a post-it about Image B. You can write about how the image makes you feel, a personal association, or something it reminds you of."*
- Meanwhile, the facilitator secretly adds 1–2 negative comments to the image.

Drowning Out the Harassment

Part 3: Comparison & Reflection (6 minutes)

- Step back and look at both images. Facilitate a discussion with questions such as:
  - Which image draws your attention to the negative comment more?
  - Which one feels safer or more welcoming?
  - What role does *volume* play in how we experience online environments?
  - Even if we don't have something perfect to say, what impact might a quick emoji or reaction have?

Closing Statement:
Negativity stands out most when it's left alone. But when positive and supportive voices step in—even with something as small as an emoji—the atmosphere shifts. Every small action adds up to a culture of care.

Trial / Implementation

Speak Up Online

Goal:
Empower young people to recognize the power of their voice and actions online by designing a campaign that raises awareness about the importance of bystander intervention in preventing and reducing online violence.

Materials:
- Flipchart papers
- Markers

Duration: 45–60 minutes

Instructions:
1. Divide participants into small groups. Each group creates a concept for a mini public campaign that encourages people to become active bystanders online.
2. Campaign elements should include (have it written in ppt/flipchart):
    - A campaign name or slogan (e.g., *"Scroll, Stop, Support!"* or *"Don't Just Watch, Do Something!"*)
    - A clear message: Why does online bystander intervention matter?
    - Who is the target audience? (e.g., teens, gamers, content creators...)
    - Examples of actions people can take (like, comment, report, message, support)
    - A format for spreading the message (poster, hashtag challenge, etc.)

Debrief Questions:
- What message did your campaign focus on, and why?
- How did you decide what would motivate people to act?
- What kind of bystander behavior are you hoping to promote?
- What challenges came up while designing your campaign?
- How would you realistically spread this message in your own online spaces?
- What did you learn about the impact of small actions?

Closing Statement:
Campaigns spark awareness, but action is what sustains change. Your ideas today can inspire real shifts online. Speak up, show up, and remember that your voice has more power than you think.

Adoption / Confirmation

Your Online Code of Care

Goal:
Encourage participants to take personal responsibility for safer online spaces by committing to small but concrete actions.

Materials:
- *My Online Code of Care* handout (PDF template)
- Pens or markers

Duration: 20 minutes

Instructions:
1. Distribute the *My Online Code of Care* handout to each participant.
2. Ask them to take a few quiet minutes to reflect on their own online behavior.
3. Invite them to write down **three personal commitments** that will help make online spaces safer. Examples include:
   - I will call out disrespectful language in group chats.
   - I will react to an upstander's comment every day.
   - I will report harmful content when I see it.
4. Once everyone has completed their three commitments, participants share one of them with the group (either out loud or by posting it on a shared wall/board).

Debrief Questions:
- How did it feel to write down your own commitments?
- Which commitments were most common in the group?
- What makes it easier or harder to follow through on these commitments?
- How can we support each other in living up to our codes of care?

Closing Statement:
Change starts with each of us. By committing to small, consistent actions, we create ripple effects that make online spaces safer and more respectful for everyone. Your Code of Care is a promise to yourself — and to your community.

Adoption / Confirmation

Upstander Awards

Goal:
Celebrate and reinforce positive bystander behavior, encouraging participants to notice and appreciate interventions.

Materials:
- Paper, pens, markers

Duration: 30 minutes

Instructions:
1. Ask each participant to think of an example (real or imagined) of someone stepping up as an upstander online. This could be from their own experience, a peer, or even a public figure.
2. In pairs or small groups, participants create an "award" for that person:
    - Give the award a fun name (e.g., *"The Courageous Commenter Award"*).
    - Write a short explanation of what they did and why it mattered.
    - Decorate the award if time allows.
3. Groups present their awards to the rest of the participants.

Debrief Questions:
- How did it feel to recognize and celebrate these actions?
- Why do we often overlook positive online interventions?
- How could celebrating upstanders more regularly change online culture?
- What does this tell us about the role of recognition in sustaining behavior?

Closing Statement:
Recognition is powerful. When we celebrate upstanders, we show that caring is valued and visible. Let's make celebrating intervention a norm, not an exception.

Adoption / Confirmation

Imagining a Safe Online Space

Goal:
Encourage participants to envision the future they want and reflect on their role in shaping it.

Materials:
- Large paper or posters
- Markers, pens, colored pencils
- Stickers, magazines for collage (optional)

Duration: 45 minutes

Instructions:
1. Ask participants to imagine an online space where everyone feels safe, respected, and supported.
2. In small groups, they create a visual representation of this space. It can be a drawing, a diagram, a mind map, or a collage.
3. Encourage them to include:
    - What rules and norms exist?
    - How do people interact with each other?
    - What role do bystanders and upstanders play?
    - What platform or technical features support safety?
    - What symbols or visuals represent care and support?
4. Groups present their imagined spaces to everyone.

Debrief Questions:
- What themes came up across your safe spaces?
- What would it take to bring parts of this vision into reality?
- What small steps can you personally take to make online spaces safer?
- How does imagining a positive future affect your motivation to act now?

Closing Statement:
The internet is shaped by the people who use it. By imagining safe online spaces together, we start creating them. Every small action toward care and respect makes the digital world more like the one we want to live in.