

Citizen games

Teacher guideline

**#YouToo: A serious game about
cyberharassment and cybersexism**

2021



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Summary

This pedagogical booklet is intended for teachers, so they can find information about classroom activities or lessons, and how to plan and organise them. This was created as part of the Citizen Games project, a collaboration between NGOs and universities across Europe which was financed by Erasmus+.

The proposed activity is designed for middle school students (11-14) and consists of a game called #YouToo which deals with cyberbullying and cybersexism. The game itself is comprised of three mini games, each of which plays a part in the wider narrative of the game. The students' answers will be used by the teacher to lead a class discussion on these topics. The game is designed to be followed by a moment of discussion and debate in which the students confront their perceptions and opinions. Details about the nuances between different sorts of cyberbullying, sexism and cybersexism are provided in this booklet, together with concepts and elements about preventing and fighting them. The most important definitions are as follows:

Cyberbullying is defined as “an aggressive and intentional act performed by a group or individual, using forms of electronic contact, in a repeated and prolonged manner against a victim who cannot easily defend themselves” (¹Smith, Mahdavi, Carvalho, Fisher, Russell, & Tippett, 2008).

Sexism is defined as an “individual’s attitudes, beliefs, and behaviours, and organizational, institutional, and cultural practices that either reflect negative evaluations of individuals based on their gender or support unequal status of women and men” (²Swim & Hyers, 2009, p. 407). Cybersexism is where cyberbullying and sexism meet.

¹ Smith, P. K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S., & Tippett, N. (2008). Cyberbullying: Its nature and impact in secondary school pupils. *Journal of child psychology and psychiatry*, 49(4), 376-385.

² Swim, J. K., & Hyers, L. L. (2009). Sexism.

Introduction

Two French and one Dutch non-governmental organisations (NGO) and five higher education institutions in different European countries (Belgium, Germany, Poland, Ireland, and Portugal) have joined forces to raise awareness among young people and their teachers about societal issues (environment, gender equality, etc.). Together, they have co-designed and created serious games - educational tools that allow students to learn by playing - to use in class.

This initiative, called Citizen Games, is the follow-up to the Citizen School, Serious Gaming for a better Europe project, which was carried out between 2016 and 2019. This first collaboration experience between NGOs and universities delivered a complete educational package that can now be downloaded free of charge from the website www.citizenschool.eu. Its objective was to contribute to the creation of a European society, which is more inclusive and respectful of all. Similarly to Citizen School, Citizen Games has been funded by Erasmus+ and will remain free to use in the future.

The results of this renewed collaboration are two digital educational games: one for middle school students (11-14 years old), the other for high school students (14-17 years old). To create the games, various partners first surveyed middle- and high-school students to find out what topics they would like to know or learn more about. As a result of the middle-school survey, three themes emerged: plastic soup, cyberbullying, European rights and obligations. Later, students from the partner universities were trained on these topics and met online for almost 10 days to design a concept for the serious game. This was great experience as they came from different study fields (IT, tourism, management, education) and from five different countries in Europe. The winning concept was designed on the topic of cybersexism by a team called Bully Busters and was used as a starting point for the creation of the final serious game. Finally, the partners were in charge of developing the game to inform middle-school students about the various forms of harassment and sexism online.

The role of this educational booklet is to facilitate the organisation of a classroom activity around the middle-school serious game on cyberbullying and cybersexism by teachers across Europe, and therefore to accompany them in the appropriation of the technicalities and theoretical content of the game. Designed as a tool for global education, the game only reaches its educational objectives if it followed by a debriefing-talk with and between the students. In addition to explanations to play the game, you will therefore find in this booklet background information for further discussion with the students.

We hope that you and your students will enjoy our game called #YouToo and that it will help them better understand the issues of cyberbullying and cybersexism.

Objectives and methodology

I – Beneficiaries and objectives of the project

The beneficiaries of this project are middle school students and their teachers.

The main objective is that students will discuss beliefs and examples about cyberbullying and cybersexism.

The minors' objectives are the following:

- Students will be able to identify different situations of cyberbullying and cybersexism.
- Students will be able to debate about the consequences of cyberbullying and cybersexism.
- Students will be able to identify behaviours to respond to cyberbullying and cybersexism.

II – Lesson planning

Here is a proposition of planning for a one-hour lesson with middle schools' students. Of course, it is flexible and this activity can be included in a wider project with complementarity activities.

A - Before the lesson

Students can only play the serious game on computers or laptops (it is not adapted for tablets or mobile phones).

It is recommended to play the serious game in an adequate environment, such as a computer room. It is also recommended to use a spacious room, so that at the end of the game tables can be pushed against the walls and students can sit in a circle and the teacher can start a class debate.

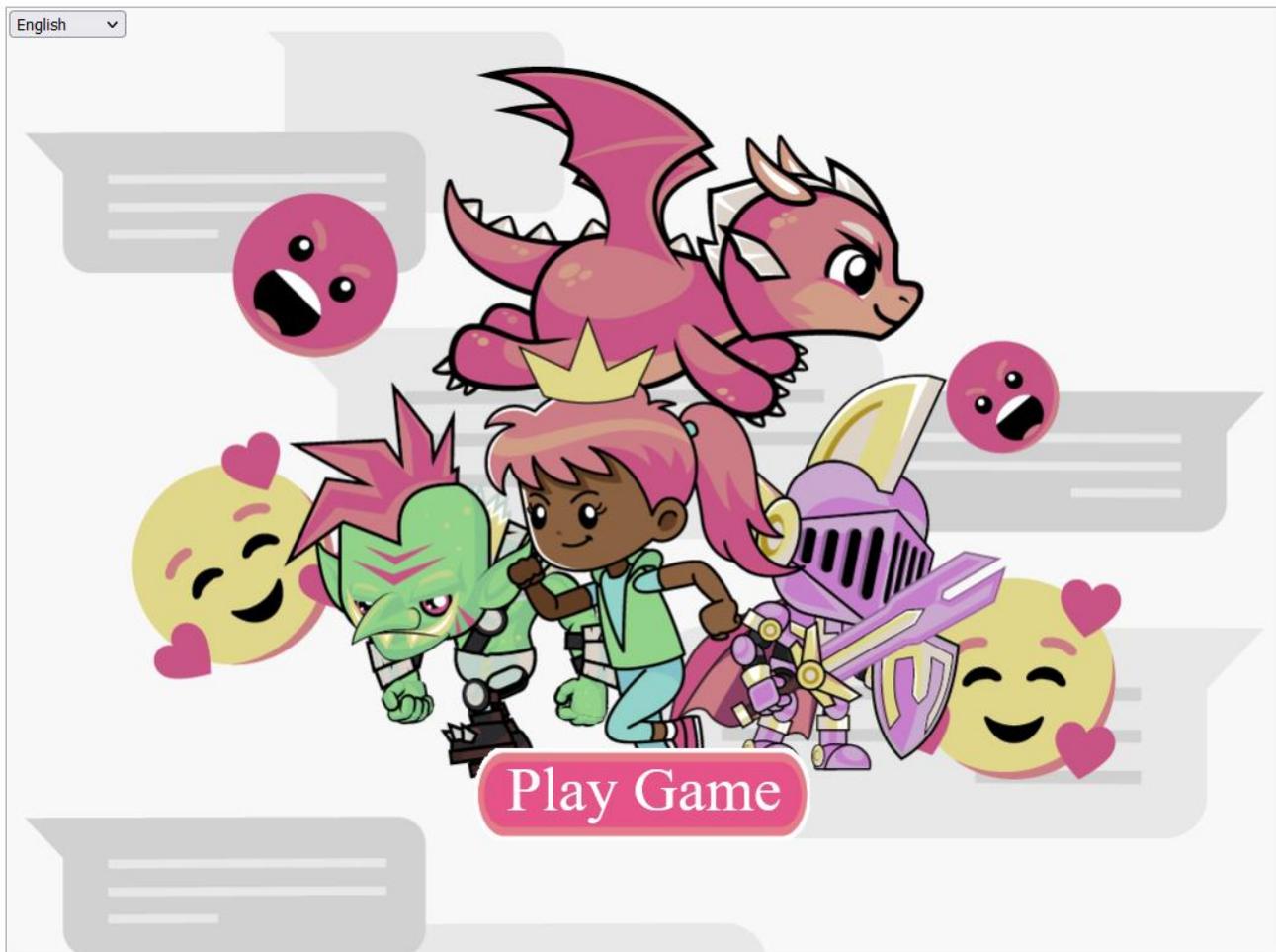
If the computer room does not have enough computers, feel free to split the class in two groups because it is better if the group does not exceed 15 students. A smaller group will indeed make the debate easier to moderate and will leave more space for everyone to contribute.

B - Step 1: Introduction (10')

Before playing, read carefully the introduction of the serious game and the instructions with the students so they do not rush into the game. Do not hesitate to put them in the mood of the game with an immersive music.

Ask the students to load the serious game: https://play.citizengames.eu/middle_school_game/ The language should automatically detect your country but if not, you can parameter it in the menu on the left-

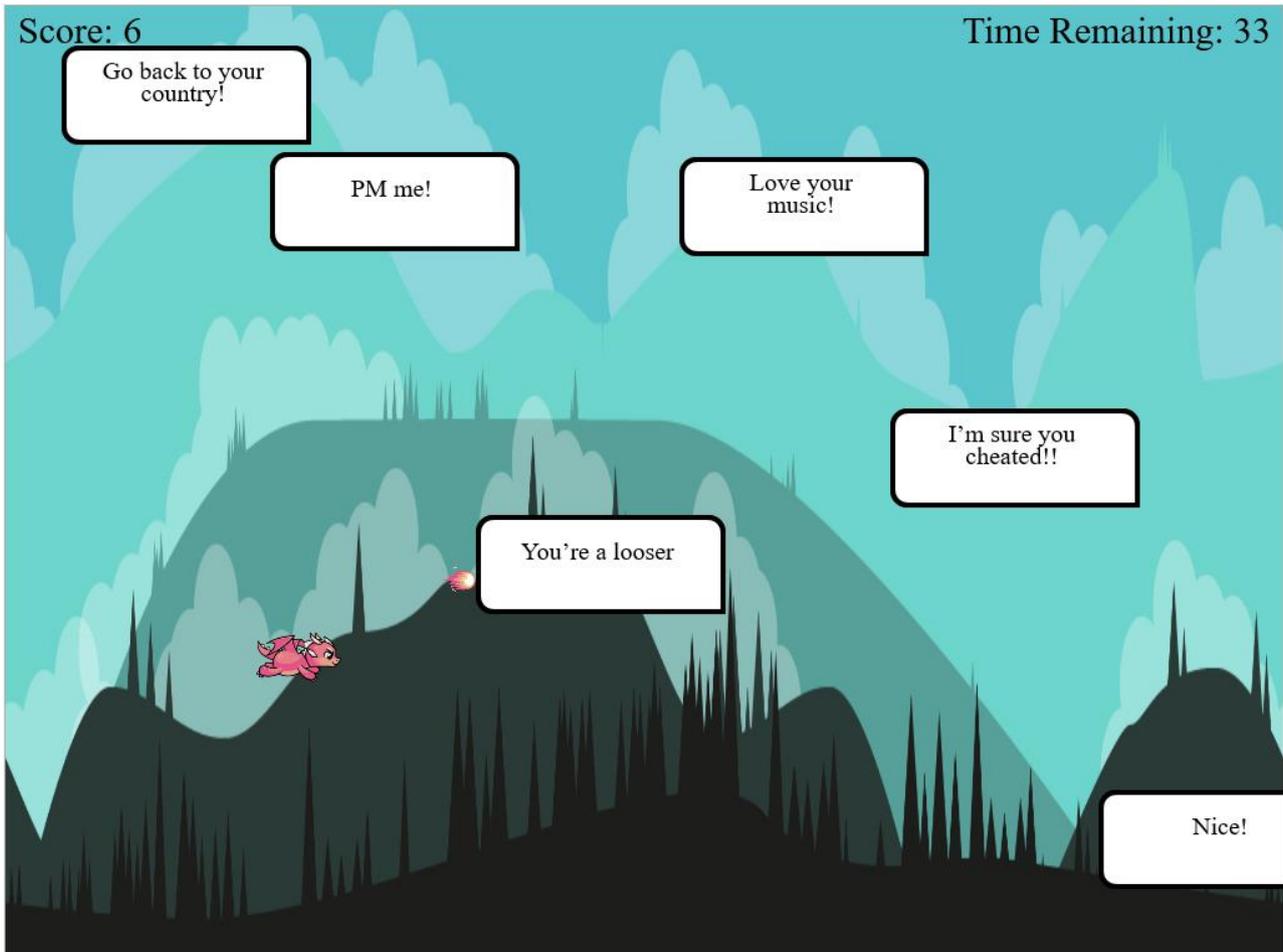
top corner. Once the game is loaded, students may need to zoom out to adjust the game window to the screen size. To do so, press control key and roll the mouse wheel.



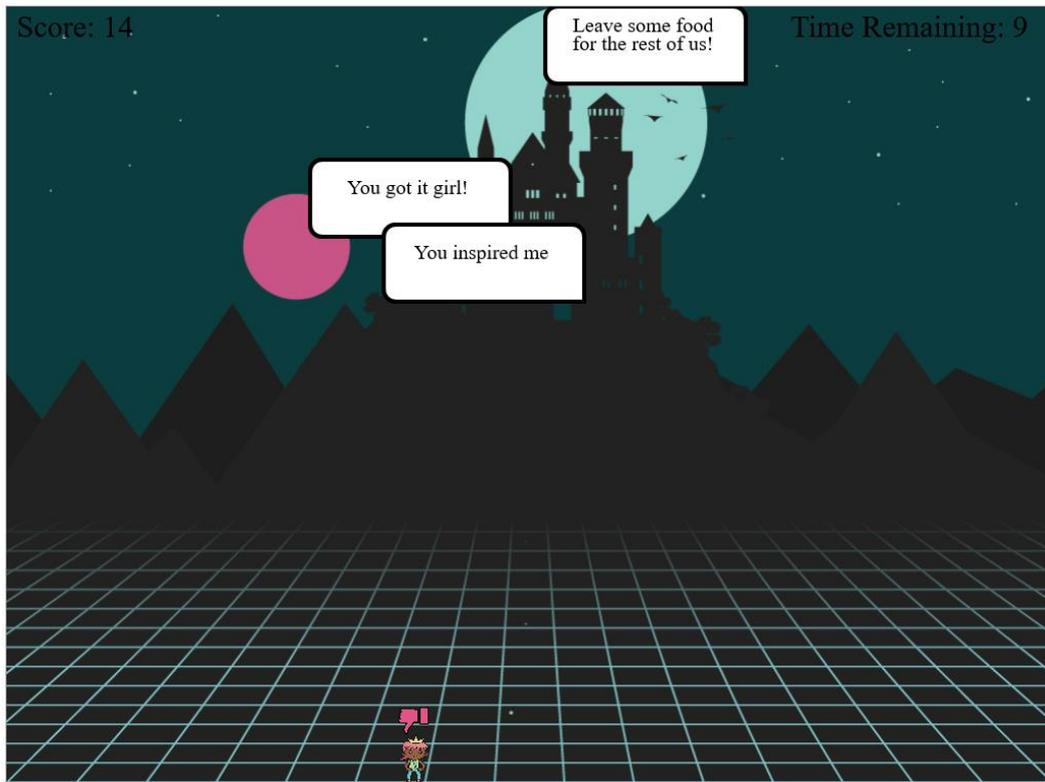
C - Step 2: Playing (10')

The students will play the three mini-games in a row. Do not hesitate to encourage them to think about the meaning of the game while playing.

[In the first mini-game](#), the player takes on the role of *Mushu*, a dragon who shoots flames at the negative comments that can be found in the comment section of social network and that are examples of online harassment. To make the dragon fly, the student must press the top arrow. To shoot flames at the negative comments, the student must press the space bar. Negative comments that can be found in the first mini-game and referring to cyberbullying are for instance: "Are you stupid or retarded?!", "You're a monkey!", "Go away!", etc. Moreover, the student must try to fly in the positive comments, for example: "Good game!", "You inspired me!" or "Thanks for the great contents", to gain points (refer to the table in annex 3 to see all the comments and their classification with a small explanation).



[In the second mini-game](#), the player plays as *Tatiana*, a princess who fights against cybersexism-like comments by sending a red thumb down, or approves positive comments by sending a blue thumb up. To move the princess, the student must press the left and right arrows. To switch from the thumb up to the thumb down, and vice versa, the student must press the down arrow. Finally, to throw the thumbs, the student must press the space bar. This time, the negative comments are sexist and could refer to gender role stereotypes, physical remarks, gender exclusion, etc. For instance, here is a sample of sexist comments that that can be found in the game: "Boys don't cry!", "That's so gay", "It's a man's job", "Girls are not welcomed here" (refer to the table in annex 3 to see all the comments and their classification with a small explanation). Positive comments in this game include both gendered (for example: "Girl power!" or "She's a warrior!") and non-gendered comments (similar to those from the first game).



In the final mini-game, the player takes on the role of a knight who has to avoid projectiles while attempting to spread positivity by sending happy emojis to destroy angry emojis. To move the knight, the student must press the left and right arrows. To send happy emojis, the student must press the space bar. The content of this mini-game is not pedagogical in itself, it is the debate that can be lead afterward that is important.



D - Step 3: End of the game and debate (40')

Once students have completed the three mini-games, the teacher ask them to leave the computers and sit in a circle to opens the discussion. The information provided in this manual is a guideline whose aim is to help the teacher address the issues to be discussed. You can find in "Background information" content to deepen some concepts to frame the discussions, and to be prepared for the moderation of the debate.

1 - First impressions and feelings

First of all, we recommend you to welcome students' first impressions and feelings about the serious game. Here are some sample questions to help you through the discussion:

- How do you feel after what you just experienced in the game?
- What did you understand of it? What was happening? What was the general objective of the game?

2 - Define cyberbullying and cybersexism (in relation to mini-game 1 and mini-game 2)

The first mini-game discusses cyberbullying, and how we can identify those different types. During this discussion, students are expected to learn the characteristics of online harassment (repetitive, hard to defend against or escape), the different forms (insults, trolling, exclusion...). You can look at the annex (Figure 2: Locations where kids reported bullying happened) to discuss the means used. To help you identify the different forms of cyberharassment, there is also a table of classification of the comments in annex 3 with synthetic explanations. Finally, if the students have not made a difference between the comments in Mini Game 1 and Mini Game 2, then bring up the topic of cybersexism because the second mini-game focuses on cybersexism. Students are expected to understand that sexism should not be normalized online. Here are some sample questions to help you through the discussion:

- What is a good or a bad comment?
- What is cyberbullying?
- What means can be used? (Smartphone, networks, computer)
- Did you often make mistakes in "judging / classifying" the comments? Why? With which one?
- Do you have an idea of the different forms of cyberbullying? If students do not know, ask them which comment they remembered, to imagine what could be its context and then ask the class to classify them.
- Did you notice any difference between the comments of Mini Game 1 and Mini Game 2? If students do not see a difference, bring up the topic of cybersexism to define it: Do you remember some comments of mini-game 2? What do they have in common?

It is also possible to push the discussion further by asking students how they perceive cyberbullying in regards to non-binary or transsexual people and how it may differ from male/female sexism.

3 - Consequences (related to all mini-games)

Then, they can talk about how they feel, be careful not to make bullies feel guilty but responsible; not overprotecting girls (to not make girls the ones who always need to be protected) and finally engage in a reflection with students on the presentation of oneself online, on the differentiated injunctions for girls and boys, without demonizing digital communication tools. Discussions should focus on the role of images online and in the media, rights (privacy, right to control one's body, freedom of consent) and duties online (consequences of actions). Again, you can use those examples:

- What are the consequences of cyberbullying?
- What are the consequences of cybersexism?
- How would you feel if you sent such messages? Why?
- How would you feel if you received such messages? Why?
- How do you feel about putting a like/dislike? Or receiving them? In your opinion, can we bully with emojis? Can emojis be as harmful as words?

4 - Fighting cyberbullying and cybersexism (related to mini-game 3)

The third mini-game is about spreading love to fight cyberbullying, thus the final set of question is about exploring solutions:

- What did you understand from the third mini-game? With what were you fighting the mass of bad emojis? Debate of the power, both positive or negative, of the emojis.
- What else can be done about cyberbullying and cybersexism?
- What can you do as a witness?
- How to react when you are victims of cyberbullying?
- How can social networks prevent cyberbullying?

Finally, an e-learning training module has also been developed to help you plan a classroom activity or lesson with our game #YouToo, which is available at this address :

<https://view.genial.ly/6ocb430828db9codab4f7f68/interactive-content-en-middle-school-citizen-games>

Additional information

Here you will find documentary content to develop the notions of bullying, gender and sexism, during the discussions after the mini-games. For each part, you will find a "to remember" box to summarize and retain the essentials to pass on to the students.

I - Cyberbullying

A - Definition

Cyberbullying is defined as "an aggressive and intentional act performed by a group or individual, using forms of electronic contact, in a repeated and prolonged manner against a victim who cannot easily defend themselves"³. Cyberbullying is a systematic abuse of power which occurs using information and communication technologies (ICTs). Physical strength is not necessary for perpetration of cyberbullying, nor is strength of numbers. However, two other possibilities of power imbalance in cyberbullying are technical ability with ICTs, and anonymity. Authors⁴ argued that a greater knowledge of ICT's may contribute to a power imbalance; they found that pupils with more advanced Internet skills were more likely to have experience with deviant Internet and mobile phone activities.

B - Different types of cyberbullying

There are six categories⁵:

Flaming: Intentional sending of inflammatory messages and contents to goad someone into starting an argument online.

Online harassment: Repeated sending of unwanted messages including threatening messages to an individual or a group.

Cyberstalking: Form of harassment or tracking someone's activity and collecting information about them. NB: predators online use it, victims of cyberstalking are more often the more fragile part of the population (children, women...).

³ Smith, P. K., Mahdavi, J., Carvalho, M., Fisher, S., Russell, S., & Tippett, N. (2008). Cyberbullying: Its nature and impact in secondary school pupils. *Journal of child psychology and psychiatry*, 49(4), 376-385.

⁴ Vandebosch, H., & Van Cleemput, K. (2008). Defining cyberbullying: A qualitative research into the perceptions of youngsters. *CyberPsychology & Behavior*, 11(4), 499-503.

⁵ Willard, N. E. (2007). *Cyberbullying and cyberthreats: Responding to the challenge of online social aggression, threats, and distress*. Research press.

Denigration (put-downs): Act of making a person or a thing seem little or unimportant. Act or instance of putting down especially a humiliating remark.

Outing: Posting online of private or embarrassing information of an individual or a group without consent. NB: It primarily has to do with the question of gender and more precisely with the question of sexual orientation because this term come from the LGBT community.

Exclusion: Deliberate exclusion of an individual from conversations, groups or social media texts.

To remember about cyberbullying:	Agressive and intentional act performed by a group or individual, using forms of electronic contact, in a repeated and prolonged manner against a victim who cannot easily defend themselves.
	Power imbalance in cyberbullying are technical ability with information and communication technologies (ICTS) and anonymity.
	Six categories: flaming, online harassment, cyberstalking, denigration, denigration, outing and exclusion.

C - Predictors of cyberbullying

It has been shown that people tend to be more outspoken or direct electronically compared to face-to-face communication that involves observing facial and body movements, listening to voices, and modulating responses accordingly⁶.

Six factors promote online disinhibition⁷:

- **Dissociative anonymity** allows a person to hide or change their identity and separate their online actions from the offline world. Additionally, the characteristics of anonymity reduce the sense of responsibility and can intensify the bystander effect⁸.
- **Invisibility** is described as the inability to see the other person, which, as asserts, can provide the courage to do things online that otherwise would not be considered.
- **Asynchronicity** allows one not to have to face the immediate reaction of the other person and therefore to disinhibit one's behaviour.
- **Solipsistic introjection** is the voice or image of the other person in our head during online communication. So being deprived of the emotional reaction (voice or facial expressions), individuals allow themselves what they would not do in a direct interaction.

⁶ Aoyama, I., Barnard-Brak, L., & Talbert, T. L. (2011). Cyberbullying among high school students: Cluster analysis of sex and age differences and the level of parental monitoring. *International Journal of Cyber Behavior, Psychology and Learning (IJCBPL)*, 1(1), 25-35.

⁷ Suler, J. (2004). The online disinhibition effect. *Cyberpsychology & behavior*, 7(3), 321-326.

⁸ You, L., & Lee, Y. H. (2019). The bystander effect in cyberbullying on social network sites: Anonymity, group size, and intervention intentions. *Telematics and Informatics*, 45, 101284.

- **Dissociative imagination** separates the online and offline worlds, considering the former as an imaginary or fictional world that has no connection with reality. Thus, real-world norms and rules are not applied to online communication, resulting in uninhibited behaviour.
- **Authority minimization** describes the absence or diminution of coercive authorities.

D - Bystander effect

The bystander effect is a phenomenon in which individuals are less likely to intervene and help a victim when other bystanders are present. Bystanders play a central role in the dynamics of cyberbullying, whether they actively support the perpetrator, the victim, or other community members. Searchers⁹ proposed a three-step process model explaining the delay in the likelihood of intervening due to the presence of others. First, the presence of other bystanders causes inhibition that discourages attempts to intervene due to fear of negative evaluation by others¹⁰. Anxiety and fear of losing social approval leads people to misinterpret and cognitively rationalize the situation as non-emergency and, therefore, remain inactive¹¹. Second, observing the inaction of other bystanders can lead people to interpret the problematic situation "as less critical than it actually is"¹². Misinterpretation of the situation, as well as a sense of uncertainty, can lead individuals to perceive not acting as a norm within the group. Third, the presence of others diffuses the responsibility to help. For example, Blair et al.¹³ (2005) showed that individuals' responses to an email requesting help were inhibited when the perceived size of the group increased from very few (1-2 people) to many (15-50 people). Macháčková et al.¹⁴ (2015) investigated more specifically the bystander effect in an online setting and found that the reaction of young people to cyberbullying is indeed limited by the fact other witnesses are present online. Although the relation was not linear, their study suggests that the perception of a significant virtual presence of others online can diffuse the responsibility of offering support.

To remember about bystander effect:

When individuals are less likely to intervene and help a victim when other bystanders are presents.

Discourage to intervene:

- Fear of negative evaluation by others (fear of losing social approval) lead to misinterpret and rationalize the situation as non-emergency;
- The presence of othes diffuses the responsibility to help.

⁹ Latané, B. & Darley, J. M. (1970). *The unresponsive bystander: Why doesn't he help?*. Appleton-Century-Crofts.

¹⁰ Markey, P. M. (2000). Bystander intervention in computer-mediated communication. *Computers in Human Behavior*, 16(2), 183-188.

¹¹ Dillon, K. P., & Bushman, B. J. (2015). Unresponsive or un-noticed?: Cyberbystander intervention in an experimental cyberbullying context. *Computers in Human Behavior*, 45, 144-150.

¹² Fischer, P., Krueger, J. I., Greitemeyer, T., Vogrinic, C., Kastenmüller, A., Frey, D., ... & Kainbacher, M. (2011). The bystander-effect: a meta-analytic review on bystander intervention in dangerous and non-dangerous emergencies. *Psychological bulletin*, 137(4), 517.

¹³ Blair, R. J. R. (2005). Responding to the emotions of others: Dissociating forms of empathy through the study of typical and psychiatric populations. *Consciousness and cognition*, 14(4), 698-718.

¹⁴ Macháčková, H., Dedkova, L., & Mezulanikova, K. (2015). Brief report: The bystander effect in cyberbullying incidents. *Journal of Adolescence*, 43, 96-99.

E - Different reactions to cyberbullying

When witnessing cyberbullying, there are three types of response behaviours:

- **A passive response**, in which individuals passively assist, doing nothing or pretending to ignore the situation¹⁵ (it can be related in some ways to the bystander effect).
- **An indirect confrontational response**, in which the bystander indirectly confronts the incident by supporting the victim or reporting the incident to the appropriate authority (e.g., moderators on networks).
- **A directive response**, in which the bystander becomes an active advocate, confronting the perpetrators directly¹⁶. Furthermore, participants who engage in supportive behaviour have a greater sense of self-efficacy in stopping cyberbullying¹⁷.

F - Other barriers or facilitators to intervene

The role of friendships and the social hierarchy of the involved peers is a particularly salient factor. With respect to not intervening, several variables have been identified: a fear of retaliation¹⁸⁻¹⁹, being friends with the perpetrator, enjoying the event as entertainment²⁰, admiring the bully, believing it was someone else's responsibility to intervene, and being unsure of the appropriate action²¹.

The degree of distress felt by the observer influenced their choices, so that the stronger the distress the more likely observers are to intervene. Searchers found that empathy for the victim, anger toward the perpetrator, and self-efficacy were associated with bystander intervention. They also found that bystander's social standing (e.g., high social status) and relationship to the victim (e.g., friends with the victim) as well as adults' expectations were associated with bystander intervention.

Furthermore, children should be made aware of their social responsibility to not intentionally harm others to create positive subjective norms within their peer groups²². Previous studies have found that children often fail to intervene on behalf of a victim because of their lack of perceived ability to cope with the

¹⁵ Erreygers, S., Pabian, S., Vandebosch, H., & Baillien, E. (2016). Helping behavior among adolescent bystanders of cyberbullying: The role of impulsivity. *Learning and Individual Differences, 48*, 61-67.

¹⁶ Brody, N., & Vangelisti, A. L. (2016). Bystander intervention in cyberbullying. *Communication Monographs, 83*(1), 94-119.

¹⁷ Bussey, K., Fitzpatrick, S., & Raman, A. (2015). The role of moral disengagement and self-efficacy in cyberbullying. *Journal of School Violence, 14*(1), 30-46.

¹⁸ Rigby, K., & Johnson, B. (2005). Student bystanders in Australian schools. *Pastoral Care in Education, 23*(2), 10-16.

¹⁹ Thornberg, R. (2007). A classmate in distress: Schoolchildren as bystanders and their reasons for how they act. *Social Psychology of Education, 10*(1), 5-28. Thornberg, R. (2010). Schoolchildren's social representations on bullying causes. *Psychology in the Schools, 47*(4), 311-327.

²⁰ Thornberg, R., Tenenbaum, L., Varjas, K., Meyers, J., Jungert, T., & Vanegas, G. (2012). Bystander motivation in bullying incidents: To intervene or not to intervene?. *Western Journal of Emergency Medicine, 13*(3), 247.

²¹ Bellmore, A., Ma, T. L., You, J. I., & Hughes, M. (2012). A two-method investigation of early adolescents' responses upon witnessing peer victimization in school. *Journal of Adolescence, 35*(5), 1265-1276.

²² Wölfer, R., Schultze-Krumholz, A., Zagorscak, P., Jäkel, A., Göbel, K., & Scheithauer, H. (2014). Prevention 2.0: Targeting cyberbullying@ school. *Prevention Science, 15*(6), 879-887.

situation, and a lack of self-efficacy to intervene²³⁻²⁴. Research shows that children are more likely to intervene in bullying situations when they know which actions they can take to stop the bullying and when they believe they have the resources to do so²⁵.

To remember about barriers & facilitators:

Barriers:

- Fear of retaliation
- Being friends with the perpetrator
- Enjoying the event as entertainment
- Admiring the bully
- Believing it was someone else's responsibility to intervene
- Being unsure of the appropriate action

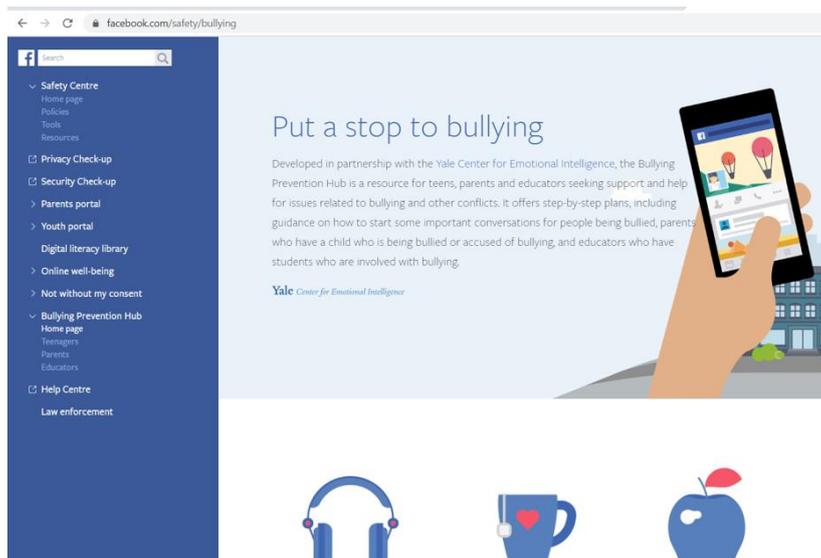
Facilitators:

- Empathy for the victim, anger toward the perpetrator
- Self-efficacy
- Know actions to stop bullying

G - Fight against (cyber)bullying

Cyberbullying doesn't tend to disappear (Figure 1: Percentage of parents that report their child has been a victim of cyberbullying. IPSOS International Survey - 2018). Unfortunately, designing technical solutions on social media to prevent or mitigate cyberbullying is a great challenge due to the subtleties of harassment and bullying online. For instance, even though researchers have attempted to design tools for automatic cyberbullying detection, computational methods can prove faulty due to their inability to comprehend the context of a situation or distinguish between aggressive and harmless (e.g., humorous) posts. Social networks adopted anti-bullying policies, here are some extracts:

At **Facebook**, they created a [Bullying Prevention Hub](#) in cooperation with the Yale Center for emotional Intelligence.



²³ Gini, G., Albiero, P., Benelli, B., & Altoe, G. (2008). Determinants of adolescents' active defending and passive bystanding behavior in bullying. *Journal of adolescence*, 31(1), 93-105.

²⁴ Craig, W. M., & Pepler, D. J. (1998). Observations of bullying and victimization in the school yard. *Canadian journal of school psychology*, 13(2), 41-59.

²⁵ Cramer, R. E., McMaster, M. R., Bartell, P. A., & Dragna, M. (1988). Subject competence and minimization of the bystander effect. *Journal of Applied Social Psychology*, 18(13), 1133-1148.

Twitter had implemented measures to fight online harassment²⁶:

- Filtering search results,
- Reducing visibility of « low quality » tweets,
- Keeping tabs on banned users,
- The possibility of being removed from a Twitter conversation,
- Preventing the retweeting of a tweet,
- Prevent the public from mentioning an account without their agreement,
- Remove the mention of a particular account in a conversation,
- Make a tweet appear only on the feed of the corresponding hashtag, during a search or in the timeline of certain friends.

YouTube have established a policy of video deletion, commentary, or even channel closure and suspension of the monetisation of the content if there are:

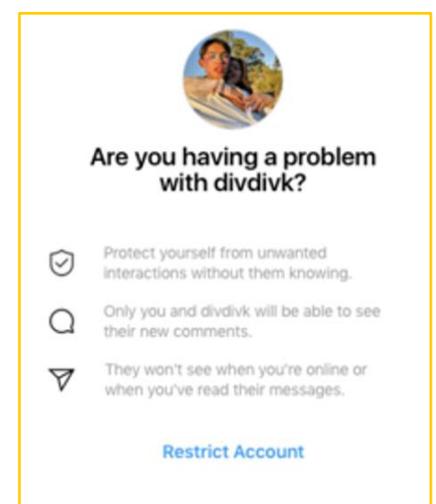
- Degrading words,
- Content that humiliates people because of their ethnic origin, gender identity or sexual orientation,
- Chains and comments that break the rules,
- Cases of repeated harassment (repeated or malicious insults against specific individuals based on attributes such as membership in a group or physical appearance, deliberate insults or humiliation of minors, threats, intimidation, doxxing and incitement to abusive behavior).

Channels that repeatedly violate harassment policies will thus be suspended from the YouTube Partner Program and will no longer be able to generate revenue on YouTube.

Instagram developed the following technical features:

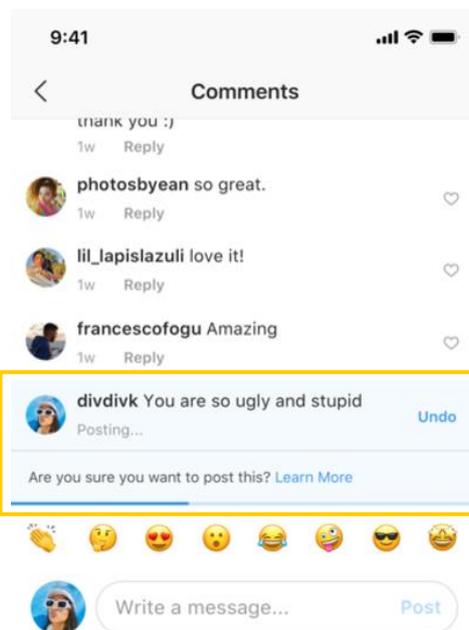
- Limit a person's ability to comment on posts or send a direct message,
- Report content that violates our Community Rules,
- Block someone (no longer see your profile, postings or stories on Instagram),
- Detect and hide insulting comments on posts.

Another tool called "restriction" aims to reduce a possible flood of negative remarks on the account of a user who is a victim of harassment. This feature is intended for a reluctant user, for fear of making the situation worse, to block or unsubscribe from a harasser's account.

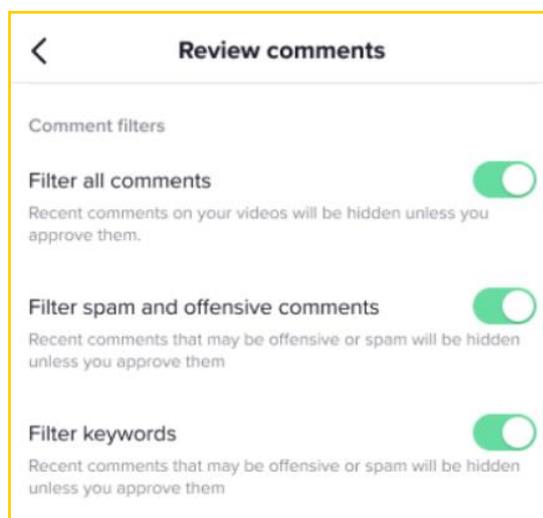
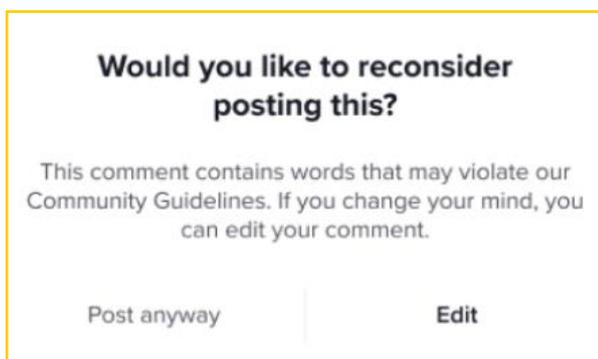


²⁶ Olivarez-Giles N. (2017). Twitter Targets Returning Trolls in Ongoing Fight Against Online Harassment. *The Wall Street Journal*.

Instagram also developed a tool to make people reconsider their post:



Tik Tok developed similar tools:



Finally, Twitch has the following possibilities:

All users can:	As the channel owner, you can:	As the channel owner or moderator, you can:
<ul style="list-style-type: none"> ➤ Use The Ignore Feature ➤ Block Other Users on Twitch ➤ Turn on Chat Filters ➤ File a User Report 	<ul style="list-style-type: none"> ➤ Appoint Moderators ➤ Require Users to Agree to Channel Rules ➤ Use the Channel-Banned Terms Filter ➤ Enable AutoMod ➤ Consider a Moderation Bot ➤ Set a Non-Moderator Chat Delay ➤ Require Chatters to be Email-Verified ➤ Disable Links in Chat 	<ul style="list-style-type: none"> ➤ Timeout a User ➤ Ban a User ➤ Enable Follower Only Mode ➤ Enable Uniquechat Mode ➤ Enable Slow Mode ➤ Enable Sub Only Mode ➤ Enable Emote Only Mode ➤ Clear the Chat ➤ Viewer Card Mod Logs

Because of the poor actual technical solutions, cyberbullying can be reduced if we act on the behaviour of bullies and bystanders. According to the Theory of Planned Behaviour²⁷, the people's intention to perform a certain behaviour is the best predictor of their actual behaviour. The behavioural intention, in turn, is predicted by three different concepts: (1) a person's attitude toward the behaviour, (2) the subjective norm, which is a person's perception of what important others think of the behaviour, and (3) the perceived behavioural control, which is the perceived ease or difficulty of performing the behaviour. Thus, a negative attitude and subjective norms toward cyberbullying resulted in lower intentions to cyberbully. By explaining to students the consequences of cyberbullying, we can change their attitudes toward this phenomenon. Other authors²⁸ suggested that by inducing empathy toward victims of cyberbullying, children's attitudes toward cyberbullying should become more negative. Furthermore, those authors argued that children will be more likely to take action when they are aware of:

- the importance to intervene (affecting their attitude);
- that peers think it is important to intervene (subjective norms);
- they gain knowledge about how they can intervene (increasing their perceived behavioural control).

In January 2017 the second NESET (Network of Experts in Social Sciences of Education Training, a network created at the initiative of the Directorate General for Education and Culture of the European Commission) report on bullying in Europe was presented at the European parliament. The report offers an extensive overview of anti-bullying programs, school and government policies. They highlight some key features of successful interventions. The most effective program elements associated with a decrease in bullying are:

1. Parent training/meetings
2. A spiral curriculum (i.e. refers to a curriculum design in which key concepts are presented repeatedly throughout the curriculum, but with deepening layers of complexity, or in different applications) with sufficient duration on social-emotional skills of young people
3. Teacher training, especially on teaching social-emotional skills and handling conflicts
4. Improved playground supervision
5. Videos about the consequences of bullying
6. Disciplinary methods (that are not reducible to punitive or zero tolerance approaches)
7. Cooperative group work between professionals, school assemblies, support for parents
8. Appropriate classroom management and rules
9. A whole school which challenges a culture of violence and fosters a culture of cooperation, which includes attention to gender and discrimination mechanisms.

²⁷ Ajzen, I. (1991). The theory of planned behavior. *Organizational behavior and human decision processes*, 50(2), 179-211.

²⁸ Vlaanderen, A., Bevelander, K. E., & Kleemans, M. (2020). Empowering digital citizenship: An anti-cyberbullying intervention to increase children's intentions to intervene on behalf of the victim. *Computers in Human Behavior*, 112, 106459.

II - Gender & Sexism

A - Definitions

First of all, it is important to differentiate between 'sex' and 'gender'. Indeed, 'sex' and 'gender' are often used interchangeably, despite having different meanings. On one hand, sex refers to a set of biological attributes at birth (chromosomes, gene expression, hormone levels and function, and reproductive/sexual anatomy). Sex is usually categorized as female or male but there is variation in the biological attributes that comprise sex and how those attributes are expressed. On the other hand, gender refers to the socially constructed roles, behaviours, expressions and identities of girls, boys, and gender diverse people (as transgender people and those who identify as neither male nor female). It influences how people perceive themselves and each other. Gender identity is not confined to a binary (girl/woman, boy/man) nor is it static; it exists along a continuum and can change over time. There is considerable diversity in how individuals and groups understand, experience and express gender through the roles they take on, the expectations placed on them, relations with others and the complex ways that gender is institutionalized in society²⁹.

Sexism is defined as an “individual’s attitudes, beliefs, and behaviours, and organizational, institutional, and cultural practices that either reflect negative evaluations of individuals based on their gender or support unequal status of women and men”³⁰. It is based on attitudes, stereotypes, and cultural practices that promote the belief that women are less competent and less deserving of power and status than men. Sexism is prevalent in today's society, both offline and online, and is a threat to social gender equality.

Sexism³¹ comes in two forms: Hostile and Benevolent. While hostile sexism is characterized by an explicitly negative attitude, benevolent sexism is subtler. Hostile sexism is angry and expresses an explicitly negative viewpoint. Benevolent sexism, on the other hand, is often disguised as a compliment. In addition, there is an admiration for the stereotypical role of women as mothers, daughters, and wives, placing women on a pedestal but reinforcing their subordination. Although these beliefs can be perceived as being subjectively affectionate, they are condescending because women are perceived as weak and incompetent. Consequently, benevolent sexist ideology reinforces power differences between women and men. For instance, benevolent sexist justifications heighten women’s acceptance of discriminatory acts³². Moreover, relative to blatantly hostile sexism, exposure to benevolent sexism increases women’s satisfaction with the

²⁹ Canadian Institutes of Health Research, (2020). What is gender? What is sex?

³⁰ Swim, J. K., & Hyers, L. L. (2009). Sexism.

³¹ Glick, P., & Fiske, S. T. (1996). The ambivalent sexism inventory: Differentiating hostile and benevolent sexism. *Journal of personality and social psychology*, 70(3), 491.

³² Moya, M., Glick, P., Expósito, F., De Lemus, S., & Hart, J. (2007). It's for your own good: Benevolent sexism and women's reactions to protectively justified restrictions. *Personality and Social Psychology Bulletin*, 33(10), 1421-1434.

societal system³³ and undermines women's participation in collective action to counter gender discrimination. Women and men endorse sexist beliefs because they are unaware of the prevalence of different types of sexism in their personal lives³⁴ but when women are encouraged to pay attention to sexism, they show a stronger rejection of sexism. In contrast, for men, paying attention to sexism did not have these effects. Men's endorsement of sexist beliefs can be reduced if attention to sexism and emotional empathy for the target of discrimination is encouraged.

To remember about gender and sexism:

Sex refers to the biological characteristics at birth when gender roles are acquired.

Sexism is defined as an "individual's attitudes, beliefs, and behaviours, and organizational, institutional, and cultural practices that either reflect negative evaluations of individuals based on their gender or support unequal status of women and men".

Sexism comes in two forms:

- Hostile sexism: explicitly negative attitude.
- Benevolent sexism: women are seen through their stereotypical role (mother, wives) and placed on a pedestal, reinforcing their subordination (seen as weak and incompetent).

B - Gender role socialisation

Children learn early what it means to be a boy or a girl in our society through a myriad of activities, opportunities, encouragement, discouragement, suggestions, overt behaviour, covert behaviour, and various forms of guidance: this way, children experience the process of gender role socialisation. Socialisation in its broadest sense introduces children to social values and examples of socially acceptable behaviour and roles for their gender³⁵.

According to the differential socialization theory, people acquire different gender identities involving cognitive, emotional, attitudinal and behavioural styles, and stereotypical rules of behaviour assigned to each sex³⁶. This socialization affects relationships and couples, since we learn what falling in love means, which feelings are appropriate, how a relationship should be, and how we should behave in one³⁷. Therefore, as stated by these authors, if gender identity is constructed in a sexist way, adolescents could identify themselves with the problems traditionally associated with male and female stereotypes –

³³ Jost, J. T., & Kay, A. C. (2005). Exposure to benevolent sexism and complementary gender stereotypes: consequences for specific and diffuse forms of system justification. *Journal of personality and social psychology*, 88(3), 498.

³⁴ Becker, J. C., & Swim, J. K. (2012). Reducing endorsement of benevolent and modern sexist beliefs: Differential effects of addressing harm versus pervasiveness of benevolent sexism. *Social Psychology*, 43(3), 127.

³⁵ Hoffman, L. W. (1977). Changes in family roles, socialization, and sex differences. *American Psychologist*, 32(8), 644.

³⁶ Walker, S., & Barton, L. (1983). Gender, class and education: a personal view. *Gender, Class and Education*. New York: Falmer.

³⁷ Sanchez-Prada, A., Delgado-Alvarez, C., Bosch-Fiol, E., & Ferrer-Perez, V. A. (2021). Implicit and explicit attitudes toward intimate partner violence against women: An exploratory study. *Journal of interpersonal violence*, 36(9-10), 4256-4276.

passivity, dependence, and submission, in the case of women, and control, toughness, and use of violence, in the case of men.

To remember about gender role:

Socialisation introduces children to social values and examples of socially acceptable behaviour and roles for their gender.

People acquire different gender identities involving cognitive, emotional, attitudinal and behavioural styles, and stereotypical rules of behaviour assigned to each sex.

C - Misperceptions

People are often negatively influenced by inaccurate perceptions of how other members of their social group act or think³⁸. When making decisions about their behaviour, people consciously or unconsciously consider what “most people” in their same social position appear to be doing. Therefore, correcting misperceptions of peers’ attitudes should decrease the likelihood of engaging in problematic behaviour. There are two common types of misperceptions about social norms:

- False consensus is the belief that one is in the majority when in fact he or she is in the minority³⁹.
- Pluralistic ignorance encourages people to partake in behaviours in which they think the majority of people engage and to suppress their own attitudes, which they incorrectly assume are in the minority⁴⁰.

Indeed, according to Kilmartin, et al.⁴¹ (2008) college men overestimate the sexism and rape-supportive attitudes of male peers, and this cognitive distortion is thought to create an atmosphere where men collude to support toxic attitudes in those men who may be prone toward sexual aggression. With this study, the researchers inform young men about this bias to demonstrate to men that their male peers are less sexist than they perceive, and if they challenge these men, it can contribute to a more positive peer culture.

Moreover, the second type of misperception (pluralistic) can actually be linked to the bystander effect and how the presence of other bystanders causes inhibition that discourages attempts to intervene due to fear of negative evaluation by others. Thus, it is a barrier to intervene both in situation of cyberbullying or sexism.

³⁸ Fabiano, P. M., Perkins, H. W., Berkowitz, A., Linkenbach, J., & Stark, C. (2003). Engaging men as social justice allies in ending violence against women: Evidence for a social norms approach. *Journal of American College Health*, 52(3), 105-112.

³⁹ Prinstein, M. J., & Wang, S. S. (2005). False consensus and adolescent peer contagion: Examining discrepancies between perceptions and actual reported levels of friends’ deviant and health risk behaviors. *Journal of abnormal child psychology*, 33(3), 293-306.

⁴⁰ Prentice, D. A., & Miller, D. T. (1996). Pluralistic ignorance and the perpetuation of social norms by unwitting actors. In *Advances in experimental social psychology* (Vol. 28, pp. 161-209). Academic Press.

⁴¹ Kilmartin, C., Smith, T., Green, A., Heinzen, H., Kuchler, M., & Kolar, D. (2008). A real time social norms intervention to reduce male sexism. *Sex Roles*, 59(3-4), 264-273.

To remember about misperceptions:

We are often negatively influenced by inaccurate perceptions of how other members of our social group act or think.

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- Pluralistic ignorance encourages people to partake in behaviours in which they think the majority of people engage and to suppress their own attitudes, which they incorrectly assume are in the minority.

D - Fighting sexism

When we want to change behaviour, we need to be careful to the reactance, which refers to the motivational state to refuse and reject information regardless of its content or actual veracity⁴². An intervention cannot succeed if its message elicits reactance because this can cause the adoption or strengthening of an attitude that is contrary to the message and can increase resistance to considering alternative perspectives⁴³.

To avoid reactance, we need to elicit empathy when we talk about gender inequalities (or any other characteristic that can lead to harassment). Empathy is defined as taking the perspective of another and imagining how that person's circumstances affect them⁴⁴. Eliciting empathy for targets of prejudice and discrimination is a feature of many effective interventions to reduce prejudice. Following these elements, Cundiff, et al.⁴⁵ (2014) have set up the experiential learning to reduce the endorsement of sexism, then the Workshop Activity for Gender Equity Simulation (WAGES) was created to demonstrate the cumulative effect of common and seemingly minor experiences of bias and discrimination experienced by women in the workplace. During game play, individuals experience the effect of gender bias on personal development. Discussion concludes with consideration of actions that can be taken at the institutional and individual level to counteract the operation of unconscious gender bias. This method of delivering information about gender bias fosters empathy and the adoption of multiple perspectives, and information is assimilated in a way that is less likely to elicit reactance. WAGES also uses game play to present knowledge in an engaging format. Importantly, the use of entertainment while educating is suggested to reduce reactance.

⁴² Brehm, J. W. (1993). Control, its loss, and psychological reactance. In *Control motivation and social cognition* (pp. 3-30). Springer, New York, NY.

⁴³ Brehm, J. W. (1966). A theory of psychological reactance.

⁴⁴ Coke, J. S., Batson, C. D., & McDavis, K. (1978). Empathic mediation of helping: a two-stage model. *Journal of personality and social psychology*, 36(7), 752.

⁴⁵ Cundiff, J. L., Zawadzki, M. J., Danube, C. L., & Shields, S. A. (2014). Using experiential learning to increase the recognition of everyday sexism as harmful: The WAGES intervention. *Journal of Social Issues*, 70(4), 703-721.

To remember about fighting sexism:

Be careful to the reactance, which refers to the motivational state to refuse and reject information regardless of its content or actual veracity.

To avoid reactance:

- Elicit empathy (taking the perspective of another and imagining how that person's circumstances affect them).
- The use of entertainment while educating.

III - Cybersexism

A - Definitions

As previously said, there are different type of cyberbullying and one of them is online harassment (i.e., repeated sending of unwanted messages including threatening messages to an individual or a group). The reasons of harassment or online harassment can be multiple but, as it is known that women have bigger propensity to be harassed for the role they have in society, they also have a propensity to be harassed online. Thus, harassing online because of sexists' beliefs, is considered as cybersexism.

Besides, women can experience regular sexism online, which is also considered as cybersexism. It can be experienced via social networks, but also through video games. Indeed, video games are traditionally perceived as a male space: the video game industry itself has become extremely unbalanced, with female designers, programmers, and producers being underrepresented in the video game community⁴⁶. As a result, female gamers are four times more likely to be harassed online than men⁴⁷. Moreover, when women are portrayed in video games, they are often portrayed in stereotypical ways to appeal to men (e.g., a fragile princess who needs to be rescued or a sexualized warrior). In this last case, the sexualisation of women online can be considered as Benevolent sexism, meaning sexism disguised as a compliment. Of course, Hostile sexism (explicitly negative attitude based on gender) take place as well online, taking the form of harassing, as previously said, or denigration, outing and exclusion, which are different types of cyberbullying. Indeed, similarly to the situation with cyberbullying in general, cybersexism can take different forms, including offensive name-calling, purposeful embarrassment, physical threats, sustained harassment, stalking and sexual harassment and non-consensual sharing of intimate imagery (also known as revenge porn)⁴⁸.

In conclusion, when sexism and cyberbullying meet, it leads to cybersexism.

⁴⁶ Williams, D., Martins, N., Consalvo, M., & Ivory, J. D. (2009). The virtual census: Representations of gender, race and age in video games. *New Media & Society*, 11(5), 815-834.

⁴⁷ 2016, The Dark Side of Gaming - The Females Fighting Back, BBC Three.

⁴⁸ Gender equality commission, 2019, Implementation of the Council of Europe Gender Equality Strategy 2018-2023, Annual Report 2019.

B - Fighting cybersexism

As cybersexism is born from the meeting of cyberbullying and sexism, we can assume that the way of fighting cybersexism will be the junction of how to fight cyberbullying and how to fight sexism. The key elements here would be then:

- Parents training/meetings
- Teacher training, especially on teaching social-emotional skills and handling conflicts
- Videos about the consequences of (cyber)bullying and sexism
- Cooperative group work between professionals, school assemblies, support for parents
- Appropriate classroom management and rules
- A whole school which challenges a culture of violence and sexism and fosters a culture of cooperation, which includes attention to gender and discrimination mechanisms.
- Particular attention to the reactance by eliciting empathy (taking the perspective of another and imagining how that person's circumstances affect them) and favouring the use of entertainment while educating.

From a wider perspective, at the European and worldwide scales, the topic of cybersexism has recently gained more and more attention. For example, the Council of Europe included the question of online gender-based violence in their gender equality strategy, with the aims to combat its various forms (hate speech, sexualised threats, diffusion of stereotypes...)⁴⁹. Worldwide, the G7 leaders have also included cybersexism in their declaration on gender equality, stating to "increase attention to address sexual and gender-based violence, abuse and harassment in digital contexts"⁵⁰. More specifically, acknowledging that "online violence cannot be separated from other types of violence against women and girls" and that "online violence, harassment and abuse of women and girls constitute an alarming phenomenon of global proportion", they committed to "end all forms of gender-based violence and strive for a future where the same rights and fundamental freedoms that individuals have offline are also protected online".

Still, although the importance of the challenge has been recognised, little progress actually happens. In their literature review, Faith and Fraser⁵¹ (2018) found that keys to combat cyberbullying and cybersexism in the future will be to improve the enforcement of existing laws or international guidelines, and to increase the efficacy of the prevention programmes by contextualising actions and monitoring their impact.

In France, at the national level, the High Council for Equality between women and men (HCE) wants to highlight the online inequalities and in particular the continuum between the violence that women suffer in

⁴⁹ Council of Europe, 2018, Council of Europe Gender Equality Strategy 2019-2023.

⁵⁰ G7 Ministers, 2019, Declaration on Gender Equality, Paris.

⁵¹ Faith, B. and Fraser, E. (2018) What Works to Prevent Cyber Violence against Women and Girls?, VAWG Helpdesk Research Report 212, VAWG Helpdesk.

the real world, as well as in the virtual world. Therefore, the HCE has submitted a report on online violence against women to the French government, with the aim of launching a national information campaign and providing financial support to associations that supports victims. In addition, the HCE hopes for a tightening of the legislation because for the moment the law for a digital Republic only introduces a modification of the Penal Code, repressing the sharing without consent of any images or words of a sexual nature. Waiting for a more coercive law, the "Stop-cybersexisme" platform created in 2017 with the aim of raising awareness and informing young internet users about sexist and violent behaviour online. This site is the result of several years of work led by the Regional Observatory of Violence Against Women (ORVF, in French) attached to the Hubertine Auclert Center since 2013. Put online with the support of the French Ministry of Education, the "Stop-cybersexisme" platform is aimed primarily at a young audience. The first part is dedicated to deciphering cybersexism, the second offers tools for action (intended for the victims' entourage) and the third part is intended for professionals to prevent this type of violence.

**To remember
about
cybersexism:**

When sexism and cyberbullying meet, it leads to cybersexism. Thus, we can assume that the way of fighting cybersexism will be the junction of how to fight cyberbullying and how to fight sexism.

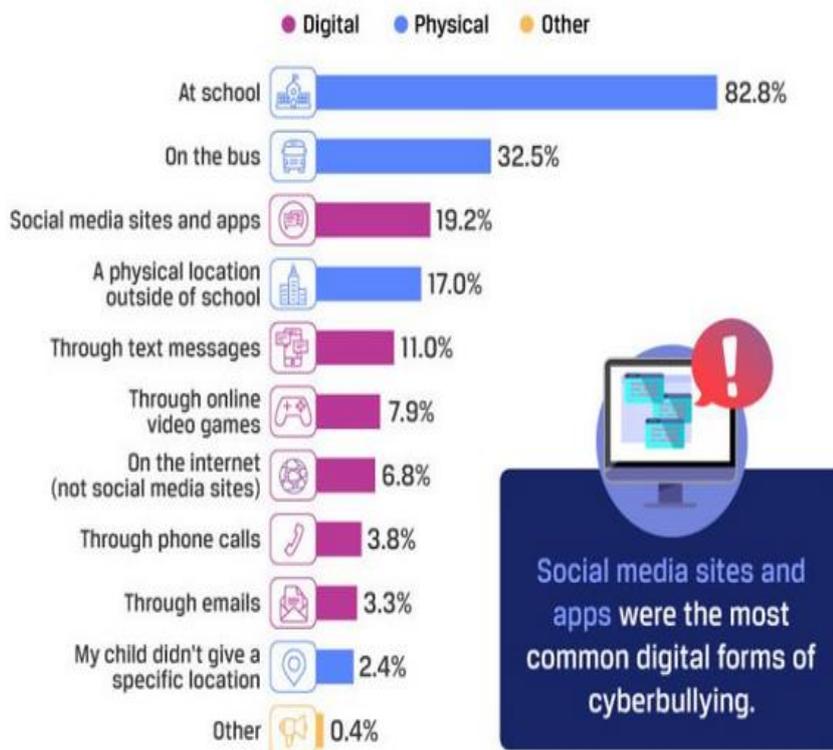
The topic of cybersexism has recently gained more and more attention. Still, although the importance of the challenge has been recognised, little progress actually happens. That is why, we modestly hope to contribute fighting cybersexism thanks to this serious game.

Annex 1: Figures and tables

Figure 1: Percentage of parents that report their child has been a victim of cyberbullying. IPSOS International Survey - 2018

Country	2018	2016	2011
Belgium	25	13	12
Germany	14	9	7
Poland	12	18	12
Spain	9	10	5
France	9	7	5

Figure 1: Locations where kids reported bullying happened



Annex 2: Table of classification of the comments with synthetic explanations

Comments in mini game 1

Comments	Classification	Remarks
Are you stupid or retarded?!	Bad/aggressive	Attack on the supposed intelligence and denigration of disabled persons
You're a monkey!	Bad/aggressive	Racist when directed to coloured people
You're blind as a bat	Bad/aggressive	Denigration of disabled persons
You should lose weight!	Bad/aggressive	Attack towards overweight people
Go back to your jungle	Bad/aggressive	Racist comment
Two guys together disgust me...	Bad/aggressive	Homophobic comment
I pranked you!	Bad/aggressive	Prank or trick a friend is currently a trend amongst teenagers but can be a form of harassment if repeated
Are you having rice for dinner?	Bad/aggressive	Attack towards Asian people
Having chicken for dinner?	Bad/aggressive	Racist version towards Black people
Is that your third or fourth dessert...?	Bad/aggressive	Attack towards overweight people
You're so ugly	Bad/aggressive	Attack on the physical appearance
You look like a whale	Bad/aggressive	Attack towards overweight people
Go back to your country!	Bad/aggressive	Racist comment
You're a loser	Bad/aggressive	Comments often seen in online videogames
I'm sure you cheated!!	Bad/aggressive	Comments seen in online videogames
Do what I tell you to do!	Bad/aggressive	Authoritarian comment
You're weak	Bad/aggressive	Denigration
Leave some food for the rest of us!	Bad/aggressive	Attack toward overweight people
We don't want to talk to you!	Bad/aggressive	Exclusion
Go away!	Bad/aggressive	Exclusion
You're nothing	Bad/aggressive	Denigration
You're not important	Bad/aggressive	Denigration
Don't come back to the school	Bad/aggressive	Exclusion
We don't want you!	Bad/aggressive	Exclusion
This is not your place!	Bad/aggressive	Exclusion
You're a crybaby!	Bad/aggressive	Denigration
I don't like you/her	Bad/aggressive	Exclusion
You should hide your face	Bad/aggressive	Attack on the physical appearance
-		
You're so good, you should stream!	Good/harmless	
Great, love it!	Good/harmless	
Be strong!	Good/harmless	
We did great!	Good/harmless	
It was a pleasure to debate with you	Good/harmless	
You're so easy to understand	Good/harmless	
Nice avatar!	Good/harmless	
We make a great team!	Good/harmless	
Let's do it together another time	Good/harmless	
You are getting better and better at this game!	Good/harmless	
You want to add me as a friend?	Good/harmless	This type of comment is not negative in itself but could still trigger discussion about

		harassment if unwantedly asked repeatedly
I'm so sorry...	Good/harmless	
Help me here please?	Good/harmless	
You're such a warrior!	Good/harmless	
You look really great!	Good/harmless	
Impressive!	Good/harmless	
Good game!	Good/harmless	
You inspired me	Good/harmless	
Thanks for the great contents	Good/harmless	
It's incredible	Good/harmless	
PM me!	Good/harmless	Meaning "Private Message", it is not negative in itself but could still trigger discussion about harassment if unwantedly asked repeatedly.
Love your music!	Good/harmless	
Nice!	Good/harmless	
Great!	Good/harmless	
Don't listen to them!	Good/harmless	
Keep going!	Good/harmless	

Comments in mini game 2

Comments	Classification	Remarks
Go back to play with dolls	Sexist	Cybersexist comments seen in videogames
You're painted like a clown!	Sexist	Attack on the physical appearance
Go back to your kitchen	Sexist	According to the gender role socialisation, it is expected that woman is able to cook. Comments seen in online videogames
She is ugly...	Sexist	Attack on the physical appearance. Belief that women must meet society's standards of beauty
You are too weak to do sports	Sexist	According to gender stereotypes, boys are better at sport than girls
Don't be a pussy	Sexist	When a man is seen as "weak", he is described with pejorative words, often referring to feminine things
Drag Queens are freaks	Sexist	Exclusion based on the gender role socialisation
Send me a nude or I'll leave you	Sexist	Revenge porn is both about cybersexism and cyberharassment
Do you have your period or what!	Sexist	When a girl is perceived as too aggressive or angry, people refer to period as a rational explanation
You'd better go get your nails done	Sexist	According to gender stereotypes, girls must focus on their appearance to be pretty
Go shave yourself!	Sexist	According to gender stereotypes, girls must focus on their appearance to be attractive
Boys don't cry!	Sexist	According to the gender role socialisation, it is expected of a man not to cry
You're not a real man	Sexist	According to the gender role socialisation, men must behave in a certain way (manly) to be considered a man
That's so gay	Sexist	Homophobic comment

It's a man's job	Sexist	Gender stereotypes
Girls are not welcomed here	Sexist	Exclusion
Pink is for girls	Sexist	According to the gender role socialisation, some colours are assigned to girls (pink) or boys (blue)
It's such a girl thing!	Sexist	According to the gender role socialisation, there are activities assigned to girls or boys
It's too risky for a girl!	Sexist	According to gender stereotypes, girls should not do risky things
You're not my mother!	Sexist	Sexist Denigration. Suggests only mothers are responsible for children's education.
Stop behaving like a boy!	Sexist	According to the gender role socialisation, there are behaviours assigned to boys. Girls are socially sanctioned if they behave like this
Stop behaving like a girl!	Sexist	According to the gender role socialisation, there are behaviours assigned to girls. Boys are socially sanctioned if they behave like this
Go do the housework, girl	Sexist	According to gender stereotypes, women are better at cleaning and raising children than men
I am upset that you are so sentimental	Sexist	According to the gender role socialisation, there are behaviours assigned to girls such as express emotions
What a mess! It's clear, you're a boy	Sexist	According to gender stereotypes, boys are not organised and do not like tidy their room/house
You put on a short dress to seduce	Sexist	There is a belief that when women are dressed up, it is to seduce the others
Boys only care about cars	Sexist	According to gender stereotypes, the idea that men like cars is widespread in advertising and marketing
Do not say bad words, you're a girl	Sexist	According to gender stereotypes, it is not lady-like to say bad words because girls are expected to control their behaviours
Do not be aggressive, it's a guy thing	Sexist	According to gender stereotypes, it is not lady-like to be aggressive because girls are expected to control their behaviours
Be a man and control your emotions!	Sexist	According to gender stereotypes, boys are expected to keep their emotions to themselves
Girls are delicate and sensitive	Sexist	Gender stereotypes
It's a woman's job	Sexist	Gender stereotypes
-		
Nice pants!	Good/harmless	Not all comments on physical appearance are sexist if they're polite and sincere
Such a beautiful dress!	Good/harmless	Not all comments on physical appearance are sexist if they're polite and sincere
You got it girl!	Good/harmless	Encouraging comment, to help girls and women believe in their strengths
Girl power!	Good/harmless	Encouraging comment, to help girls and women believe in their strengths
Yeah, go girl!	Good/harmless	Encouraging comment, to help girls and women believe in their strengths
You've really pushed your boundaries!	Good/harmless	Focusing the comments on the efforts and work achieved, not necessarily on the result – valid for both girls and boys – helps to

		encourage perseverance
Speak up for your rights!	Good/harmless	
Your opinion matters as much as his!	Good/harmless	Encouraging girls to give their opinion
Her arguments impressed me!	Good/harmless	Focusing on the content of a speech rather than the person who said it
You're really talented	Good/harmless	Focusing on the skills of a person
She's such a warrior!	Good/harmless	
I'm free being me!	Good/harmless	Giving voice to anyone, no matter what they look like or their gender identity
We are so complementary!	Good/harmless	Focusing on the complementarity between different people
She's such a hard-worker!	Good/harmless	Focusing on the work done, valorising the efforts
She's so strong!	Good/harmless	Focusing on the mental strength and resilience of a person
Be strong!	Good/harmless	
Nice avatar!	Good/harmless	
Let's do it together another time	Good/harmless	
You want to add me as a friend?	Good/harmless	This type of comment is not negative in itself but could still trigger discussion about harassment if unwantedly asked repeatedly
I'm so sorry...	Good/harmless	
Help me here please?	Good/harmless	
You look really great!	Good/harmless	
Impressive!	Good/harmless	
You inspired me	Good/harmless	
PM me!	Good/harmless	Meaning "Private Message", it is not negative in itself but could still trigger discussion about harassment if unwantedly asked repeatedly.
Love your music!	Good/harmless	
Don't listen to them!	Good/harmless	
Keep going!	Good/harmless	

Annex 3: Anti-bullying numbers in Ireland

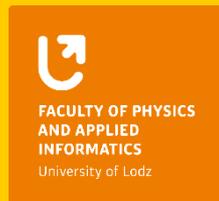
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