

# WORKSHOPS: PREVENCIÓN A LA ADICCIÓN DIGITAL



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# WORKSHOP 1: HISTORY AND TERMS (2H)



## **Introduction (15min):**

- Short Introduction of participants, this can be done sitting down in a circle throwing a ball, and the one that receives the ball says his name, age and (pronouns), afterwards passing the ball to the next person until everyone presented themselves
- Ask what participants remember from the Introduction-Workshop:
  - Privilege-Check
  - Questions/Feedback
  - Situations that came up the last time
  - Ask some participants to summaries for the participant who have not been in the first workshop
- Outlook: Topics and Goals of the day
  - Short introduction of digital addiction and cyber violence, definition of these terms
  - Sensibilisation about addictions.

# EXERCISE 1: ICE BREAKER GAME

**Time:** 20 min

## **Procedure:**

- Getting to know each other in order to speak comfortably can be 1. two truths, one lie for small groups. You ask every participant to tell two truths and one lie about themselves and make the other participants guess which was the lie. Example: I speak 5 languages, I can do 20 push-ups and I lived for a year in Cuba.
- or 2. (shorter dynamic) Name game: Sit in a circle. One person starts using an adjective starting with the same letter as their first name, followed by their first name (example: Kind Ken, Clever Carmen). The next person following has to repeat the first person's adjective and name and then add their own.

# EXERCISE 2: DEFINITION BRAINSTORM

**Time:** 20 min

## **Material:**

Big letters in the right color, pens.

## **Procedure:**

To measure existing knowledge, making small groups of 2–3 persons. Every group gets a paper with DIGITAL on and pen and can write down, what they heard and know of the word, brainstorming together. Afterwards we get together in a big group reflecting on what each small group wrote and the educator can add where not complete and go over the term explaining again, hereby identifying each letter.

- **Digital devices:** any computerised machinery, regardless of its nature, controlled by a processor that sends orders.
- **ICT:** technologies that use computing, microelectronics and telecommunications to create new forms of communication to facilitate the transmission, access and processing of information. They enable a new form of data processing that combines communication technologies (CT) and information technologies (IT). The sum of the two in the development of networks results in greater access to information. ICT is an umbrella term for radio, television, mobile phones, computers, network equipment, satellite systems, etc., as well as various services and devices such as video conferencing and distance learning.

It is proposed to jointly create a list of advantages and disadvantages of the daily use of ICTs.

## EXERCISE 3: IDENTIFYING FACTS AND STEREOTYPES IN MEDIA

**Time:** 30 min

### **Procedure:**

1. Each participant is asked to make a list of 3 or 4 adjectives that they consider represent them. For example: woman, queer, social worker, Latin American, religious, etc.
2. Debate: How are these characters represented on social networks?
3. Discussion: Do these representations correspond to reality?
4. It is proposed to each participant to review their social networks and check whether these identities are expressed in them.
5. Each participant is asked to make a list of the social networks he/she uses. What networks/applications do we use as a student/worker, as an artist, as a citizen? In this way that I use social networks, is my identity reflected? Do I create content or just reproduce?

**\*BREAK 15 MIN\***

## EXERCISE 4: DEFINITION-PUZZLE

**Time:** 40 min

**Material:** Important political words connected to racism and history + definition written on paper

### **Glossary:**

- **Dependency:** A permanent state of being in which people need the attention of another person or significant help to carry out activities. Are there positive dependencies?
- **Addiction:** Addictions are a chronic and relapsing mental disorder, i.e. they alternate periods of more uncontrolled consumption with periods of abstinence in which consumption is abandoned. They generate changes in the brain's circuits that cause the person to consume compulsively despite the negative physical, psychological and social consequences.

- **Addiction:** Addictions are a chronic and relapsing mental disorder, i.e. they alternate periods of more uncontrolled consumption with periods of abstinence in which consumption is abandoned. They generate changes in the brain's circuits that cause the person to consume compulsively despite the negative physical, psychological and social consequences.
- **Types of addictions:** Substances (alcohol, tobacco, cannabis, cocaine, etc...), people, activities (use of digital devices, gambling, sex, etc...).
- **Internet addiction:** Internet addiction is when a person cannot lead a satisfactory life due to excessive and uncontrolled use of the Internet, whether it be online games, social networks, shopping, watching videos of all kinds or surfing.

#### **Types of internet addiction:**

- Video game addiction. Excessive use of video and computer games. Games such as World of Warcraft (WoW), League of Legends (LoL), Fornite, Minecraft, Pokemon Go, Mario Kart or Candy Crash are the most addictive games for teenagers lately.
- Addiction to social networks. Excessive use of social networks such as Facebook, Twitter or Instagram. People with this problem check their "wall", post updates, comment on photos or read updates from others on a constant basis. Social interactions via the Internet may become more common and important than in-person relationships.
- Gambling addiction. Unlike video games, the primary motivation for people with gambling addiction is to win money.
- Online entertainment addiction. This is defined by excessive viewing of websites or watching online videos (YouTube). It can often be seen as a way to occupy free time or to delay obligations.
- Pornography or cybersex addiction. Involves compulsive viewing and collection of online pornography and/or excessive use of chat or adult video services.

## EXERCISE 5: HAT EXERCISE

**Time:** 15 min

**Material:** Paper, Pencils, Hat

**Procedure:** Putting questions in a hat anonymously and treating them together, deconstructing certain words participants wrote down, etc "Right honestly your doubts, fears and questions and things you don't understand, what would you like to know more about, don't hesitate to be honest because we will treat them anonymously?"

## FINAL DISCUSSION (15 MIN):

- **Questions/Doubts** (anonymous possibility → letter box)
- **Feedback**

# WORKSHOP 2: IDENTIFYING VIOLENCE (2H)



## **Introduction (15min):**

- Short Introduction of participants (name, age, an element they think represents them)
- Ask what participants remember from last workshop 'history and terms'
  - Questions/Feedback
  - Situations that came up the last time
  - Ask some participants to summaries for the participant who have not been in the first workshop
- Outlook: Topics and Goals of the day:
  - Identifying violences, and looking at our communication
  - Sensibilisation about identities and experiences
  - Has there been any kind of violent communication that has been noticed?

# EXERCISE 1: "BAROMETER"

**Time:** 45 min

**Material:** Questions written on a paper for the facilitator

- After you wake up in the morning, the first thing you do is check your phone.
- During the day, your phone is a constant companion, also in situations you wouldn't need it (like cooking, being in the bathroom, having conversations with friends etc.)
- I can imagine living without a smartphone.
- Because of the way I use my smartphone, it's hard for me to concentrate on tasks in school or at work.
- Because of the way I use my smartphone, I can't finish tasks I planned before.
- During the time I use my smartphone, I start feeling tired, I get headache or pain in my back or neck.
- I feel impatient, edgy or like something is missing, when I don't have my smartphone with me.
- I feel impatient, edgy or like something is missing, when I don't have my smartphone with me.
- I use my smartphone longer than planned and find it difficult or impossible to take time-outs.
- Friends or family remind me that I use my smartphone too often.
- I think I can control or change the way I use my smartphone, even if I know it already has a negative impact on my daily life.
- The last thing I do before I close my eyes in the evening is to check my smartphone.
- I have the urge to document moments in my life with my smartphone, instead enjoying them without.
- I lie about how much I use my smartphone every day.

**Procedure:**

Ask participants questions and ask them to physically position themselves between two extremes ("yes" and "no" on a continuum according to their opinion) → for each question feed a debate and allow them to change their mind move again in the space, having a possibility to change your position.

**\*BREAK 15 MIN\***

# EXERCISE 4: DEFINITION-PUZZLE

**Time:** 50 min

## **Glossary:**

- **Cyber violence:** the use of computer systems to cause, facilitate, or threaten violence against individuals, that results in (or is likely to result in) physical, sexual, psychological or economic harm or suffering and may include the exploitation of the individual's circumstance, characteristics or vulnerabilities.
- **Cyberbullying:** This is carried out through the use of media, mainly the Internet, mobile phones and online video games to commit psychological harassment.
- **Sexting:** This consists of sending photographs and videos of a sexual nature via mobile phones or any other technological device to another person. Sending and receiving are consensual.
- **Stalked:** Behaviour carried out by a person known as a stalker, consisting of compulsively pursuing, stalking and harassing another person through technological platforms.
- **Grooming:** This is the harassment exercised by an adult towards a child or adolescent for the purpose of establishing a relationship of emotional control and sexual abuse.
- **Shaming:** Lately, the terms fat-shaming and slut-shaming have been used to refer to acts intended to shame the victim, mainly women. The former term refers to physical build and the latter to sexual behaviour and desires.
- **Doxing:** The act of publishing private information without the person's consent.

**Cyber violence against women:** It is proposed to invite participants to think about how women in particular suffer from this situation.

- Violate the privacy of women by leaking images and/or videos of them performing a sexual act or displaying their semi-nude or nude body, without their consent.
- Sowing false rumours and defaming a woman with the purpose of damaging her reputation and seeking to embarrass her in her social network in front of her family, friends and/or acquaintances.
- Creating fake profiles and/or usurping a woman's identity to upload photos, make offensive comments or even sexual offers.
- Denigrate women by disseminating photos, memes and/or recordings that seek to intimidate, assault, humiliate, ridicule or denigrate. Also, using mobile phones or digital cameras to film acts of violence in which a female person is beaten, assaulted, shouted at or chased.
- Harassment and threats by sending images with sexual content and/or aggressive and harassing messages on victims' email, phone messaging or social media accounts; as well as intimidating a woman with the intention of beating her, sexually abusing her and/or killing her if she does not comply with his wishes.

## FINAL DISCUSSION (15MIN):

- **Questions/Doubts** (anonymous possibility → letter box)
- **Feedback**

# WORKSHOP 3: PROMOTING CHANGE (2H)



## **Introduction (15min):**

- Short Introduction of participants (name, age, an element they think represents them)
- Ask what participants remember from last workshop 'history and terms'
  - Questions/Feedback
  - Situations that came up the last time
  - Ask some participants to summaries for the participant who have not been in the first workshop

## EXERCISE 1: ICEBREAKER

**Time:** 5–10 min

**Procedure:**

Start with building a safe and inclusive space by:

- Making sure we clarify that every question is welcome, since they have good intentions (learning more )
- Exercise on releasing tension (5 min): Apple, Orange, Banana! Quick icebreaker:
  - Start by asking your group to stand in a circle with their hands on the shoulders of the person in front.
  - Explain that when you shout either apple, orange or banana they must perform the associated action: moving forward, backward or spinning around
  - When the group is comfortable, mix it up by saying two or even three words in sequence! This great icebreaker game gets everyone moving, generates lots of laughter, and is a wonderful activity to use after breaks too.

## EXERCISE 2: TYPES OF INTERVENTION: INTERVENTION WITH INTERSECTIONAL APPROACH

**Time:** 10 min

**Procedure:** Participants are asked to consider recommendations to be taken into account in order to accompany situations of digital dependency.

- Recognising thought patterns and developing strategies to recognise and challenge them effectively
- Group therapy with others seeking help for digital dependence.
- Decreasing people's isolation
- Motivating people
- Seek and find new interests and skills

## EXERCISE 3: BODY POSITIVE VS PINK WASHING

**Time:** 10 minutes

Participants are invited to propose definitions for each term.

Once the concepts have been clarified, participants are invited to think about and look for examples of each concept. Positive possibilities for the use of social media are considered.

- **Pink washing:** variety of political and marketing strategies aimed at promoting institutions, countries, individuals, products or companies by appealing to their LGBT sympathetic status in order to be perceived as progressive, modern and tolerant.
- **Body positivity:** social movement initially created to empower overweight people, while challenging and questioning the ways in which society presents and observes the human body.

**\*BREAK 15 MIN\***

## EXERCISE 4: DIGITAL ACTIVISM

**Time:** 50 minutes

1. Define the concept of digital activism as a group.

The concept of activism can be generalised as sustained action or activity intended to effect social or political change, usually directed in favour of a particular position in a dispute or controversy. The press sometimes uses the term activism as a synonym for demonstration or protest. In political science it can also be synonymous with militancy, particularly for a cause.

2. Participants are invited to think of examples of social activism.

3. A case of activism that has started in social networks is analysed.

**#MeToo, a hashtag that changed everything in digital activism.**

One of the most successful cases is in the field of women's rights, where digital activism has been key to overcoming gender-based violence. The #MeToo movement has not only encouraged many women from different fields to dare to denounce cases of violence and harassment, but has also placed the fight against sexual harassment at the centre of the political agenda.

In Spain, social networks have played a key role in organising rallies and demonstrations, such as on 8M, where the hashtag #hacialahuelgafeminista mobilised thousands of women to join the feminist strike and demonstrate in large numbers in cities across the country.

4. What are the tools that have been and could be used?

- SMS, now in progressive disuse, achieving massive dissemination with its classic *pásalo*. And lately, we cannot forget private messaging such as Whatsapp or Telegram, used both among anonymous people and by organisations and political parties for political advocacy purposes.
- E-mail.
- Social networks such as Facebook or Twitter have become central nuclei of mass dissemination to achieve international virality, put pressure on the powers that be, raise funds, generate concrete actions. The hashtag has become one of the main protagonists.
- Web platforms such as Change.org or Oiga.me have also expanded the possibility of generating petitions and initiatives to collect signatures. We recall, for example, the initiative of a 14-year-old boy to abolish Wert's revalidated exams, which obtained more than 1,000,000 signatures. After social pressure, the president of the government at the time, Mariano Rajoy, left without academic effect the ESO and Bachillerato tests that he had promoted.
- Podcast to disseminate information and create public opinion.
- Personal and collaborative blogs.

5. What are the keys to success in this type of action?

- Strategy: these cannot be one-off actions, but must be part of a long-term strategy that brings together many actions and many other campaigns.
- Glocal: connecting the global with the national and local. For this, digital is a great ally, because it allows us to see how successes are being achieved in all parts of the planet.
- Participatory structure: the process is as important as the result, and we achieve this with responsibilities, participation channels and actions to be undertaken.
- Clear and specific objective.
- Call to action.

- Shared and collaborative documentation.
- Giving up spaces, having a single image, successes are collective.

6. What are the potentials and problems of digital activism?

The importance of being accompanied by action.

## FINALIZING DEBATE (20 MIN)

- Mentioning physical space for further information and promoting the idea of sharing information and non violent communication
- Evaluation round, what did they think and feel with the workshop?
- Any questions or doubts?

# CINEFORUM



- 28 days
- Trainspotting
- Black Mirror
- Mr. Robot



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