Intimate contents

STOP violence!

Investigation 4 / Hugo – 10th grade

WORKSHOP DESCRIPTION	
Age	Ages 11-18
Grade	Middle and high school
Context	**FOCUS ON TOPIC: bullying and non-consensual broadcasting of intimate content** **1 - Sharing intimate content online** Today, social media are an important part of teenagers' lives, for staying informed, playing games, communicating and sharing their daily lives through posts, pictures, videos, stories... It's also part of their private and intimate lives, in their relationships, for example. Sexting has become a popular way of communicating when apart, for building relationships and sharing more intimacy with one's partner. Obviously, sexting means "sex" and "texting". It involves sending messages, videos or pictures of a sexual nature, also known as "nudes". But how do you raise awareness among young people regarding the sharing of intimate content online? How can we prevent risks and avoid private content and nude pictures leaking out and being shared on social media without one's knowledge? **2 - Bullying and cyber-violence relating to the violation of privacy** Violations of privacy and the non-consensual dissemination of intimate content have unfortunately become commonplace. Accounts are sometimes specifically created on social medias for the purpose of "displaying", humiliating and bullying one or more victims, by posting nude pictures of them. Such accounts most often target young girls. It is therefore important to raise awareness among adolescents to bring them to respect each other's privacy and **the notion of consent** in order to learn to: - **say no** and challenge themselves regarding peer pressure and the need to show intimate, private content, - **become aware that content shared online implies a risk**: content leakage, massive and uncontrollable broadcasting, transformation, impact on current and future reputation, situations that sometimes lead to emotional and financial blackmail, - **respect others**, by not sharing non-consensual content (which is punishable by fines and imprisonment), - **avoid taking part in bullying** by becoming aware of its collective scope (bully, witnesses) and of group pressure.
How to play	In the "Stop Violence!" serious game, the player plays the role of **a student who has witnessed several cases of violence** at his school. He must determine if he is facing a case of bullying and, if so, **identify the type of bullying involved**. In this case, the player notices that a student, Hugo, is going through a hard time. His challenge? To solve the investigation to **understand the situation and help Hugo**. The player will investigate in two different locations to reveal the situation by: interviewing people, collecting clues, analyzing them in his investigation journal...

How to play (continued)	Once the case is solved, the player is given access to various resources: **the victim's testimony, a quiz** to reinforce their knowledge, and **key points to remember**. "Stop Violence!" uses video game techniques to raise young people's awareness, to get them involved in their learning process and to give them the keys to take action. The issue of bullying is approached in a realistic manner, allowing players to empathize with the victims' stories. This immersive learning process develops critical thinking and motivation, whether in a group or individually.
Investigation scenario	**Summary** Hugo sent an intimate picture to his girlfriend Nina, who shared it with her friend Émilie, who in turn also shared it. The picture was posted by other students on several social medias. It even ended up on a porn site. Since then, Hugo has been going through hell. **Protagonists** - Hugo, the victim, a 10th grade high school student - Nina, the victim's girlfriend - Émilie, the friend of the victim's girlfriend - Adults employed by the school: a supervisor and the chief supervisor - Groups of high school girls and boys, including some who appear in the clues: Louise, Arthur, Noah, Léo, Sophia, Margot - Hugo's family, not present in the investigation but mentioned **Locations:** school cafeteria and hallways adjacent to classrooms
Educational objectives	- To raise awareness regarding bullying and cyber-violence caused by the violation of intimate content - To learn to recognize the signs of bullying and understand its collective impact - To develop students' empathy towards victims, to avoid recurring mockery and isolation. - To address the notions of consent and privacy to understand risks and ensure respect for oneself and others - To challenge students about sharing intimate content within personal relationships - To know how to proceed and who to contact
Main topics	- Bullying and cyber-violence - Personal relationships and sharing intimate content online - Consent (especially online) - Image rights and respect for privacy
Workshop duration	"Stop Violence!" is a flexible resource. The duration of a workshop varies according to the number of investigations performed, the desired level of complexity, the materials and the time available. **Several settings are possible**. Following is a description of **a 1h to 1h30 group workshop**, **divided into one or two sessions**.
Process	This serious game has been designed both as an educational tool for use **in the classroom and as a digital experience in itself.** It can therefore be used individually or collectively: - The use of a video projector in groups allows discussion of choices at each stage, and of the relevance of collected clues. Such a setup encourages exchange and discussions between participants. - The use of personal computers leaves more room for students to progress at their own pace. A group discussion can then be arranged to share everyone's views and experiences.
Necessary equipment	Computer, video projector or interactive whiteboard. This investigation is not viewable on a tablet. For a group workshop, a resolution greater than 1280X720 is preferable, to ensure that everyone can read the content. The game can be viewed online via an up-to-date browser (Chrome, Firefox, Edge, Safari...). The game requires a high-speed connection.

Workshop description

1	Session introduction	15 min

RECALLING THE RULES FOR SPEAKING - 5 min

Before beginning this workshop about bullying, it's important **to remember a few rules about speaking up** in order to facilitate listening and respect:

- We listen to one another and we don't interrupt: everyone must be able to express themselves.

- We respect what others say, even if we don't agree with it: no abusive language, no mockery. Everyone has the right to express their impressions, feelings, opinions and questions while feeling respected.

- If necessary, specify that **there is no evaluation afterwards.** Everyone has the right to make mistakes and have their own opinion. All ideas are discussed together.

- We agree to keep to ourselves what has been said during the session. You can note these rules in a corner and ask the students to collectively work out the rules for speaking up.

- **"ENABLING STUDENT REPRESENTATIONS - 10 min**

Each investigation is named after the main character, so as not to give away the type of bullying involved. It is therefore important not to reveal the investigation's theme at the start of the session, to avoid reducing the game's interest. You can ask students what they already know about bullying. Inviting them to express themselves spontaneously allows us to assess their ideas, feelings and knowledge. The main objective at this stage is to encourage communication and gradually engage with the subject.

Sample questions:
- What does bullying mean to you?
- Have you witnessed bullying?
- Are there any bullying problems at your school?
- How would you react if you witnessed bullying?
- If a friend told you he'd been bullied, how would you react?

2	The investigation	45 min

INTRODUCTORY VIDEO - 5 min

Once the investigation has been selected, a short video introduction automatically starts the game. This video presents the plot and the characters. These refer directly or indirectly to the bullying situation the player will have to investigate.

At this point, it might be interesting to ask the students about their first impressions regarding the video and their preliminary ideas for a scenario. You can write down the terms they use to compare with their acquired knowledge at the end of the session.

Scenario and key information: Hugo, a 10th grader, is alone at the back of the courtyard. The other students watch him, point and laugh. A lot of chatter, laughter, noise and whispers can be heard.

COLLECTING CLUES - 20 min

In each investigation, the player can explore **two different locations**, each of them containing **several clues to investigate**. Only eight of them are needed to solve the investigation. The others are false leads. In this investigation, locations, characters and clues evolve as the game progresses. For example, the location showing the high school hallways is only accessible when the player discovers the clue in ""Discussion between supervisor and chief supervisor"". Double-clickable clues, on the other hand, contain different information on the first and second click.

As the player finds and records key clues, they are saved at the bottom of the screen. You can check them to see how many clues still need to be found.

Location: school cafeteria

On social medias
Comment in the investigation journal:
Hugo is popular on social medias. He's well known and followed. Posts and memes representing him spread and were very quickly shared.

Scenario and key facts:
In the school cafeteria, a group of students overhears a conversation between Louise and Arthur. We also get a glimpse of the contents of Louise's phone: **Hugo has become a celebrity. He's widely followed on social medias and even has nicknames.** We can see some positive rumor, an increase in Hugo's popularity and various messages, posts and memes, both positive and negative. But we don't yet know the reason.
NB: A meme is a parody of a picture, video or animated GIF that spreads widely on the Internet.

An inscription on the table
Comment in the investigation journal:
Hugo's situation is known throughout the school. Mockery follows him wherever he goes. He even receives messages and calls.

Scenario and key facts:
As we approach a table in the cafeteria, we see an entry alluding to Hugo. We discover that Hugo is on a porn site. A page and a fake profile have been created. **This bad joke is an opportunity to discuss image rights,** as well as pornography which is very popular among teenagers, and the problem with underage pictures published on the Internet that end up on pornographic sites.

Discussion between supervisor and chief supervisor
Comment in the investigation journal:
Hugo is becoming increasingly isolated. He's publicly shamed and tries to hide. Usually, he laughs, likes to make jokes and is very sociable but now he's withdrawing.

Scenario and key facts:
Overhearing a conversation between the school's chief supervisor and a supervisor, we catch them talking about the mockeries aimed at Hugo. We understand that Hugo **is being bullied**, and we see the consequences: **he isolates himself and tries to hide**. He is **often absent** and his situation is deteriorating. The supervisor and the chief supervisor provide two important facts: **Hugo's school booklet, and Hugo's locker number.**
This clue, linked to the locker clue, unlocks access to the second location to be explored.

Nina's phone
Comment in the investigation journal:
An intimate photograph that Hugo had shared privately was leaked without his consent and then made public. Nina is angry and tries to put an end to this situation, but she feels powerless.

Scenario and key facts:
This clue is not immediately visible in the cafeteria. It becomes available after learning about Margot's account. Then we see Nina. As we approach her, we discover the origin of the problem and the stages in the bullying's progression:
- Hugo **shared an intimate picture** with his girlfriend Nina **in a private context**.
- Nina proudly **showed this intimate picture** of her boyfriend to her friend Émilie, **via a private conversation**.
- Émilie in turn **showed the picture to others for fun**.
- But the situation took an unexpected turn for the worse. The picture was leaked and broadcast on various social medias by many students. It has been reworked to make fun of Hugo. No reason is given. **Students don't realize how serious their actions are**, and simply act ""for fun"". Nina is angry that the situation has gotten out of hand. Her relationship has been publicly mocked and Hugo no longer speaks to her. She tries to delete the picture.
This clue addresses the notions of consent and privacy, reputation on the Internet, as well as how to report and remove content.

Student list	Scenario and key facts:
Comments / feedback: This list contains information and Hugo's first name. But will they really help you solve the investigation?	It's a false lead that doesn't immediately appear in the cafeteria. You can view the student list after discovering the clue ""Discussion between supervisor and chief supervisor"". This list doesn't contain any useful information for solving the case.

Locations: school hallways adjacent to classrooms

An open locker	Scenario and key facts:
Comment in the investigation journal: Hugo isolates himself and doesn't know who to confide in. He no longer attends sports class. His absences are a cause for concern. He hasn't told his family about the situation.	In the school hallways, we find Hugo's locker open. It contains unused sports items and his abandoned school booklet, along with a note from the chief supervisor that Hugo didn't pass on to his parents. We understand why **Hugo is isolating himself**, **both at school and at home**, but we still don't know the exact cause.

Sophia's account	Scenario and key facts:
Comment in the investigation journal: Hugo can't take it anymore. He has tantrums and becomes aggressive.	Hugo, the victim, a 10th grade high school student. He has a small group of friends. Lately, however, **he's become isolated, aggressive and violent**. This indication shows **the consequences of bullying on victims** and the deterioration in their condition.

Margot's account	Scenario and key facts:
Comment in the investigation journal: An embarrassing picture was shared publicly on social medias, and even students who didn't ask for anything have seen it.	We learn that an inappropriate picture is publicly circulating and has been widely shared on social medias. Even those who haven't asked to see it receive it by private message. They feel shocked and disgusted. This clue deals in particular with the notion of consent when sending and receiving intimate content. **Respecting other people's consent also means not sending content they haven't asked to see or consented to.**

Noah's Phone	Scenario and key facts:
Comment in the investigation journal: Hugo's accounts are flooded with messages. And yet, he no longer publishes anything and doesn't reply. He isolates himself at school, but also online. His friends are worried.	Hugo's social media posts are being shared repeatedly. Hugo **isolates himself at school, at home**, from his friends and online. He regularly posted pictures and videos on social medias, but he **no longer responds to his messages and has closed his accounts**. This clue shows **the group dynamics involved in situations of bullying** (bullies, witnesses) and the progressive isolation of victims trying to protect themselves.

Léo's account	Scenario and key facts:
Comment in the investigation journal: Is this a serious line of investigation or just a rumor? More clues ahead to help you solve the investigation.	This is a false lead. This rumor about Hugo doesn't provide any relevant information for solving the investigation.

Billboard	Scenario and key facts:
Comment in the investigation journal: It's important to be familiar with these points of contact, but can they contribute to solving the investigation?	You can click on the billboard, even if it doesn't provide clues for solving the investigation. Displays provide information on what to do in the event of bullying: - breaking the silence. - report illegal content so that it can be removed from the Internet and appropriate authorities notified.

THE INVESTIGATION JOURNAL AND ANALYSIS OF CLUES - 5 TO 10 min

Once the players have discovered all the clues, they can access the contents of the investigation journal by clicking on it. Each clue is detailed and accompanied by a commentary providing further information.

Before starting the "Solving the case" section, it could be interesting to ask students to imagine their own scenario based on the clues they've collected.

The investigation journal can also be printed out and distributed to all participants at the end, so that they can keep a written record of the workshop.

SOLVING THE INVESTIGATION - 5 min

Once the clues have been analyzed, players can resolve the investigation by clicking on the ""Solving the case"" button. He is then asked to **choose the version he thinks is correct among three versions.** If the player hasn't made the right choice, he is encouraged to go back and look again at the clues he has collected.

After discovering the three possible scenarios, students can vote for the one they find suitable, arguing their decision on the basis of the clues.

● **VERSION 01 – True** Hugo sent an intimate picture to his girlfriend Nina, who shared it with her friend Emilie, who in turn also shared it. The picture was posted by other students on several social medias. It even ended up on a porn site. Since then, Hugo has been going through hell.	**Related comments:** You've managed to solve the investigation and understand the situation. Now listen to Hugo's account.
● **VERSION 02 – Entirely false** Hugo wanted to be popular in his high school. He took several intimate pictures of himself and shared them on social medias to generate comments, shares and popularity."	**Related comments:** Take a closer look at the clues you've collected in order to understand what really happened.
● **VERSION 03 – Somewhat false** Hugo stays by himself all the time and has become very aggressive. As a result, the whole school is laughing at him.	**Related comments:** Have you checked all the clues you've collected? Some deserve your full attention to understand the situation and help Hugo.

VICTIM'S TESTIMONY - 5 min

When players click on the correct scenario version, they gain access to the last page of the investigation journal where the victim's account is related, and which includes key messages and a quiz to review their knowledge. **This fictional story is inspired by real-life accounts from victims of bullying**. It sheds a more personal and intimate light on bullying.

In order to allow each witness account to provide additional information on this complex issue, a specific aspect of bullying is emphasized in each investigation. It's therefore worthwhile to examine the game's four different investigations in order to grasp the overall nature of bullying.

What the accounts have in common, however, is that they clearly reveal the isolation in which the victims find themselves and show that **breaking the silence is the only way out**.

To help players identify with the victims, we don't show the faces of the victims who testify. Video clips illustrate their stories and include snapshots of clues from the investigation in order to create a link between the victim's story and the player's course.

Hugo's account:

"I trusted Nina. I don't understand why she shared my picture. What we were sending one another was very private, just between us, that's what all couples do. And then Emilie shared it again, just for fun as she says...

When the picture started going viral on socia media, I received a lot of friend requests; people I didn't even know began to follow me.

But then, I got some really nasty, horrible messages. My picture ended up on fake accounts, and even on a porn site. Everyone was sharing it, laughing and insulting me. Some even threatened to come to my house.

They all said it was a joke. But I didn't find it funny at all.

I couldn't take it anymore. I no longer wanted to go to school, I didn't want anyone to talk to me, and I certainly didn't want my parents to find out. It was so shameful. But they were worried about my behavior and someone warned them. It really had to stop. Now I feel so relieved."

Analysis of Hugo's account:

An intimate, private picture was shared publicly. Hugo, the victim, did not give his consent allowing his private life to be shared. The picture's circulation is massive on social medias. Once online, it went viral and out of control. For the other students in the school, it's just a joke, an unimportant and harmless act that they take lightheartedly. They don't mean any particular harm, but **the situation is out of control and Hugo feels humiliated**. The picture even ended up on a porn site. The **bad joke becomes serious** and turns into a trap: he is bullied from all sides: whispering, mocking, nicknames, insults, inscriptions in several locations in the school… The seriousness of the situation is minimized and the collective aspect of the bullying is emphasized via social medias. **The consequences for Hugo are both physical and psychological**: his condition deteriorates, he tries to hide and no longer wants to go to school. To protect himself, he reacts aggressively. He withdraws and no longer talks to his friends or family.

3	Key messages and session overview	5 to 10 min

Once the investigation has been solved, players can view the key messages to remember. These **prevention messages** are common to all the investigations and show the diversity of existing solutions when dealing with bullying.

The purpose of this section is to review the notions discussed in the investigation. In groups, you can either display the key messages and then discuss them with the students or ask them what they learned from the session before displaying the key messages. This list is not exhaustive and can be enriched by the students' contributions. You can use this time to compare definitions, notions and representations discussed with the students at the start and end of the session, when the investigation is finished, to see how they have evolved. Key messages are also available on the home screen for viewing at a later session, regardless of the investigation.

• You always **need the other person's consent** before sharing intimate content.

Consent means making sure that the other person has agreed.

• It is **forbidden to share information and content without prior authorization**: this can be punishable by law!

If you witness or experience violence, there are different ways to take action:

• Talk to the victim or his friends to end the isolation he's suffering from.

• Tell the bully that what he is doing is forbidden and may be punished by law.

• Inform a trusted adult who can provide support and/or contact the child helpline in your country.

After having investigated the sites, collected the various clues, solved the investigation and heard the victim's account, key points to be remembered are highlighted, and it's also important to give students of a few facts and advice:

In the event of bullying, it is possible to report and block content and accounts on social medias.

- Experiencing such a situation can be traumatic.
- To talk about it and get support (from psychologists and lawyers), you can contact the child helpline in your country.
- Victims have the right to file a complaint with the police, in the company of a trusted adult, as appropriate.
- Taking screenshots of bullying messages enables a record of evidence.

The school is responsible for dealing with situations where students are involved, even if the bullying is digital.

| 4 | **Quiz to reinforce knowledge and go further** | **15 min** |

At the end of the session or during a subsequent session, players are invited to answer a 5-question quiz.
This quiz allows them to put into practice the knowledge acquired during the investigation: Now that they know how to recognize bullying, how would they act in the event of bullying? So now, after a fictive investigation phase where the player acted as a witness, he is now invited to become the main character, to be even more involved in the issue at hand.

The aim is not to suggest that there is a right or wrong reaction but rather to show that everyone can act at their own level, according to their personality and involvement, starting, for example, by refusing to spread humiliating rumors, or by intervening directly in the conflict. Quiz questions can **stimulate debates between students**. We therefore recommend a group quiz so that students can exchange points of view, compare answers and discuss them. Like the key points, the quiz can also be accessed from the investigation home screen, so it can be retrieved at a later session, independently of the investigation."

Questions and suggestions *Actions to combat bullying are indicated in bold.*	**Feedbacks**
1 - You notice that one of your friends is changing all of a sudden. Your friend becomes aggressive, often misses class and won't talk to anyone... You say to yourself: - He can do what he wants, that's not a problem. - **I'm going to try and discuss it with him to find out what's going on.** - Pfff ! He's become so weird. This is nonsense! - **I should warn his family, there may be a problem.**	Bullying has both moral and physical consequences for the victims. You can help them by breaking the silence.
2 - A girl in your class is insulted and bullied because of the way she looks. You decide... - ...to do nothing. Mockery is a normal thing. - **...to inform an adult. This could be bullying.** - **...to talk to her to see if she's okay.** - **...to defend her. This is unacceptable!**	If you think a fellow student is being bullied, there are several ways you can help and stop it from happening.
3 - You see pictures of a group of girls from your school on social medias. Some comments are very mean. You say to yourself: - Serves them right! They never should have posted those pictures. - Everyone's got their own problems. You too have received insulting comments. - **They didn't do anything wrong. Just leave them alone.** - **These comments are violent. Show some respect!**	Some comments can be quite hurtful. Respect also applies online, even when you're anonymous.
4 - A fake account created for another student to make fun of him is shared with you. What do you do? - You share the account with all your friends. - **You don't share it and delete the entry.** - **You report the account.** - You write a lot of comments. That's so funny!	Bullying is a collective issue. On the Internet and social media, it spreads even faster. You can choose to stop the process and not take part.

5 - A friend tells you that an embarrassing picture of her is circulating on social medias. You advise...
- to show it to you so that you can share and comment.
- to move on, there's nothing anyone can do about it.
- **to tell her parents or a trusted adult.**
- **to request help to have the picture removed.**

If you think a friend needs help, or if you're a victim of online violence, you can talk to a trusted adult and get help.

STOP violence!