



HORIZON OF SAFETY, RESILIENCE AND EMPOWERMENT FOR WOMEN

2025-1-FR01-KA220-ADU-000351314



WORK PACKAGE 2

DIGITAL STORYTELLING

& RIGHTS AWARENESS PLATFORM



Co-funded by
the European Union

HERizon

Digital Storytelling & Rights Awareness Platform

Project Partnership

- ASSOCIATION LES MILITANTS DES SAVOIRS (MLS) , France
- UNIVERSIDAD REY JUAN CARLOS (URJC), Spain
- Netzwerk für Fortgeschrittene Bildung und sozialen Wandel
- (EduChange), Austria
- Internationella Kvinnoföreningen (IKF) , SwedenAutonomous Women's House Zagreb - Women Against Violence Against Women (AWHZ), Croatia



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Module 2

Digital Safety and Cyber Harassmen

1. Module Overview

Module title: Digital Safety and Cyber Harassmen

Target Group: Adult women at risk of gender-based violence, digital exclusion and social isolation.

Estimated Duration: 90 minutes total (can be delivered as 2 × 45 min if needed)

Delivery format:

- In-person group session recommended for trust building, 6-10 participants/pairs, small group
- Blended: live session platform and anonymous reflection.



2. Learning Objectives

After completing this module, learners will be able to:

- A. Increase participants' awareness of harassment and their rights in everyday situations.
- B. Enable learners to identify common forms of harassment in daily life, both offline and online.
- C. Support learners in recognising early warning signs and behaviours that may cause discomfort or indicate a lack of respect.
- D. Develop a basic understanding of personal rights related to safety, dignity and personal boundaries.
- E. Equip learners with at least one simple and realistic strategy to protect their boundaries in uncomfortable situations.



3. Safety Note

This module is preventive and educational in nature. It is not intended to replace therapy, counselling, legal advice or emergency support. Participation in all activities is voluntary, and participants are free to pause, skip or stop any activity at any time.

The content is designed to raise awareness and provide information in a safe and respectful way. Information about support services and further help is provided at the end of the module. Participants are reminded that seeking professional support is always an option if needed.



4. Trainer / Facilitator Notes

Keep the pace calm and supportive.

Keep discussions focused on situations rather than personal experiences.

Avoid putting individuals on the spot.

Allow participants time to reflect before responding.

Use neutral everyday examples rather than extreme cases.

Facilitation Tips

10 min – Reflection and Closing

10 min – Rights Awareness

20 min – Personal Boundaries and Strategies

20 min – Recognising Warning Signs

20 min – Understanding Harassment

10 min – Welcome and Introduction



Suggested Session Programme (90 minutes)

(Visible only to trainers)

This module works best with small to medium-sized groups of approximately 6 to 15 participants. Trainers should be aware that the topic of harassment may evoke emotional reactions, even when personal experiences are not discussed.

If emotions arise, facilitators should acknowledge them calmly, remind participants of the voluntary nature of the activities, and offer a short pause if needed. Participants should never be asked or encouraged to share personal or traumatic experiences. The role of the facilitator is to create a supportive learning environment and to ensure that discussions remain respectful and focused on general situations rather than personal stories. If participants appear overwhelmed, the facilitator should be prepared to stop or adapt the activity.

5. Introduction

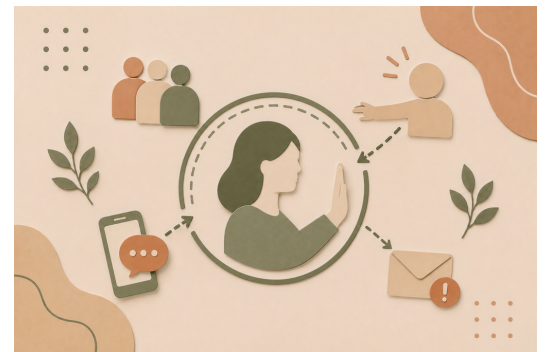
Harassment does not always look obvious and often appears in everyday situations, both offline and online. This module helps adult women recognise subtle warning signs, understand where personal boundaries may be crossed, and learn about their basic rights and support options. The focus is on awareness, practical understanding and safe choices, in line with HERizon values of safety, empowerment, rights awareness and inclusion.



6. Key Messages

This module is built around several key messages that participants should remember after the session. These messages are simple and supportive and are used consistently throughout the learning activities:

- Your safety and dignity matter.
- Feeling uncomfortable is a valid and important signal.
- You have the right to set personal boundaries.
- Help and support are available when needed.



7. Educational Content

7.1 Understanding Harassment

Harassment refers to unwanted behaviour that makes a person feel uncomfortable, unsafe or disrespected. It can happen in different environments, such as at work, in public spaces, online or within social relationships. Harassment is not limited to physical actions; it can also include words, gestures, messages or repeated attention that is not wanted.

As a short activity, participants are presented with brief, neutral examples of everyday interactions. Together with the facilitator, they discuss whether the behaviour shown feels respectful or uncomfortable and why. The aim is not to label situations as right or wrong, but to explore personal perceptions and boundaries.



Activity / Example:

Participants read short examples and discuss whether the behaviour feels respectful or uncomfortable.

Reflection question:

Have you ever felt unsure whether a situation was acceptable or not?



7.2 Common Forms of Harassment

Harassment can appear in many forms, including unwanted comments, jokes, repeated messages, staring, intrusive questions or pressure to engage in conversation or activities. Some behaviours are often normalised in society, even though they may still cause discomfort.

In this part of the module, the facilitator presents several short, realistic situations that could occur in daily life. Participants are invited to identify which elements of the situation might be uncomfortable or problematic. This helps raise awareness of behaviours that are sometimes overlooked.



Activity / Example:

Facilitator presents 3 short everyday situations and asks participants to identify possible warning signs.

Reflection question:

Which behaviours are often seen as normal but may still feel uncomfortable?



7.3 Recognising Early Warning Signs

Early warning signs can help people recognise potentially unsafe or disrespectful situations before they escalate. These signs may include ignoring a clear “no”, repeating requests after refusal, creating pressure, making someone feel guilty, or continuing contact despite a lack of response.



Participants take part in a simple matching activity where warning signs are connected with possible safe responses. The focus is on recognising patterns rather than analysing individual people.

Activity / Example:

Participants match warning signs with simple responses.

Reflection question:

Which warning signs do you find easiest or hardest to recognise?



7.4 Personal Boundaries

Personal boundaries are limits that protect a person’s emotional and physical well-being. These boundaries can be different for everyone and may change depending on the situation. Setting boundaries is a personal right and does not require justification.

During this activity, participants are invited to look at several example sentences that express boundaries in a calm and clear way. They may choose one that feels realistic or adapt it to their own words. Sharing is optional.

Activity / Example:

Participants choose one sentence they could use to express a boundary.

Reflection question:

What makes it difficult to express personal boundaries in some situations?



7.5 Simple Safety Strategies

The module emphasises that safety strategies do not need to be complex. Small actions, such as trusting one's intuition, leaving an uncomfortable situation, not responding to unwanted messages, or asking for support, can make a difference.

Participants discuss which strategies feel most realistic and accessible in their daily lives. The aim is to support personal choice rather than promote a single "correct" response.



Activity / Example:

Group discussion on which strategies feel realistic in daily life.

Reflection question:

Which strategy feels most useful or realistic for you?



8. Practical Tools

Participants receive simple practical tools that can be used after the session.

✓ Checklist: “Am I feeling safe?”

- Do I feel respected?
- Am I under pressure?
- Can I leave or ask for help?



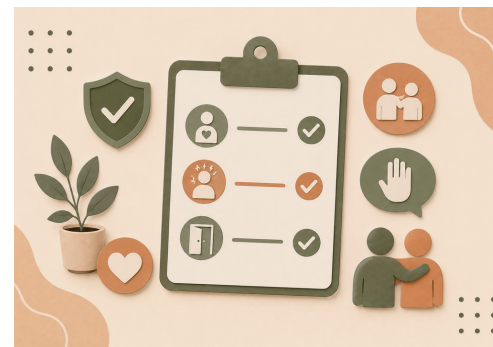
✓ Decision Tree: “If I feel uncomfortable → What are my options?”

- Speak up
- Leave the situation
- Contact someone I trust
- Seek professional support

9. Rights Awareness & Support

Relevant rights:

- Right to dignity and personal safety
- Right to say no
- Protection from harassment and discrimination



These rights are recognised at EU and international level.

Local support services and contacts are provided in the country-specific section.

Participants are encouraged to use the HERizon chatbot [...] and rights guide for additional information.

10. Reflection Prompts (for Trainers)

1. How comfortable am I facilitating discussions on harassment?
2. Which parts of this topic feel most challenging for me?
3. How can I create a safer learning environment for participants?

11. Evaluation

Knowledge Check (Multiple Choice):

1. Harassment is always physical behaviour.

- A) True
- B) False
- C) Only online
- D) Only at work

2. Feeling uncomfortable can be a warning sign.

- A) Yes
- B) No
- C) Only in public
- D) Only with strangers

3. Setting boundaries is a personal right.

- A) Yes
- B) No
- C) Only for certain people
- D) Only in serious situations

4. Participants must share personal experiences.

- A) Yes
- B) No
- C) Sometimes
- D) Only in groups

5. Support services can be useful even in early stages.

- A) Yes
- B) No
- C) Only in emergencies
- D) Only after reporting

12. Ethical & Safety Checklist

- ☒ Language is respectful and non-blaming
- ☒ No graphic or triggering content
- ☒ Participation is optional
- ☒ Support resources are included
- ☒ Content reviewed by peer

13. Real-Life Micro-Scenarios

Scenario 1: Repeated Messages



Situation:

A colleague sends repeated messages after work hours, even after no response

Reflection question: What options does the person have in this situation?

Safe response options:

- Set a clear boundary
- Stop responding
- Seek advice from someone trusted

Scenario 2 : Fear of Negative Consequences



Situation:

During a group project or at work, a woman notices that one person often makes comments that feel personal and uncomfortable. The comments are not openly aggressive and are usually said in a joking tone. She considers addressing the situation but worries that speaking up might create tension, affect cooperation, or make her appear “difficult” or “overreacting” in front of others.

Reflection question: What could support her in deciding how to respond in this situation?

Safe response options:

- Acknowledge her own feelings and take them seriously
- Seek information about personal rights and respectful behaviour
- Discuss the situation with a trusted person or support service.

Scenario 3 : Crossing Digital Boundaries



Situation:

After joining an online community or social media group related to a shared interest, a woman starts receiving private messages from another member. The messages are frequent and increasingly personal, even though she has not encouraged the contact. She feels uncomfortable but hesitates to block or report the person because she worries it might seem rude or unnecessary.

Reflection question: What could help her decide how to respond in this situation?

Safe response options:

- Notice when online interaction no longer feels comfortable
- Use platform tools to limit or stop contact
- Seek information or advice about digital boundaries and support options

Scenario 2: A person you just met asks many personal questions.

What is an appropriate response?

- Answer everything to be polite
- Share private information
- Choose not to answer and change the topic
- Give your phone number immediately



 <https://herizon-project.eu>

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