Activities for Youth Workers

Activity 1: What If It Was Me? Responding to Deepfake Harassment

Title/Type of Activity

Activity Name: What If It Was Me? Responding to Deepfake Harassment
Type: Role-Playing + Group Discussion (Professional Simulation for Youth Workers)

Instructions for Implementation

Step 1: Read aloud the following fictional disclosure:

"A 17-year-old girl finds out that a deepfake pornographic video featuring her face is circulating on a meme page. She says she's scared of being bullied and doesn't want anyone to know. She confides in you privately but refuses to report it yet."

Step 2: Break into pairs or trios. Assign roles:

- Youth Worker
- Young Person
- Observer (optional, rotates in)

Step 3: Simulate a 5–7-minute conversation between the youth worker and the young person. The focus is on active listening, emotional validation, and ethical boundaries.

Step 4: Debrief as a group. Discuss:

- Q1: How did the youth worker balance trust and safety?
- Q2: What principles guided your communication style?
- Q3: What legal, safeguarding, or platform tools could support this young person?

Learning Objectives & Skills Developed

Learning objectives:

- Practice trauma-informed, youth-centred support strategies
- Understand consent and power dynamics in AI-related GBV
- Explore ethical dilemmas in non-reporting scenarios

Skills connected:

- Empathy
- Ethical decision-making
- Communication under pressure

- Applied safeguarding

Teaching Methods

- Role-playing
- Peer feedback
- Group discussion
- Reflective analysis

Required Resources

- Printed scenario handouts
- Timer
- Private space for small group role-play
- Flipchart or digital board for takeaways

Duration

60 minutes

References

Adapted from:

Umbach, R. et al. (2024). *Non-consensual deepfake pornography*. CHI '24. https://dl.acm.org/doi/fullHtml/10.1145/3613904.3642382

Henry, N. & Powell, A. (2018). *Trauma, Violence & Abuse, 19*(2), 195–208.

Activity 2: Ask the AI – Can a Chatbot Be Trusted?

Title/Type of Activity

Activity Name: Ask the AI – Can a Chatbot Be Trusted?
Type: ICT Simulation + Critical Reflection (Youth Worker Training)

Instructions for Implementation

Step 1: Present a chatbot script (mock or live demo) offering help to a user disclosing harassment.

Step 2: Youth workers evaluate the chatbot as professionals. Focus on tone, relevance, privacy, and usefulness of guidance.

Step 3: Discuss in groups:

- Q1: What did the chatbot do well or poorly?
- Q2: Would you recommend this tool to a young person?
- Q3: What would you need to know before using an AI-based tool in your practice?

Learning Objectives & Skills Developed

Learning objectives:

- Evaluate digital tools for appropriateness in GBV response
- Understand AI limitations in trauma support
- Promote ethical digital referral practice

Skills connected:

- Technology assessment
- Risk-benefit analysis
- Informed referral judgment

Teaching Methods

- ICT simulation
- Case critique
- Facilitated discussion

Required Resources

- Internet connection
- Printed chatbot sample (if no live tool available)
- Group discussion guide

Duration

45 minutes

References

Musharu, T. et al. (2025). *AI and Open Data for GBV Prevention: Policy Ethical Governance and Policy Frameworks in the EU.*

UNICEF. (2022). *Safer Chatbots Implementation Guide.* https://www.unicef.org/documents/safer-chatbots-implementation-guide