

Case Scenario 1 - Chisha

This case scenario considers the complexity and impact of *grooming*.

Chisha has been having trouble at home lately and is being bullied a lot at school. It makes her feel better to practice different make up looks and post selfies on Instagram. She's trying to build a large following so she can be a makeup artist and makeup blogger. Someone named Marcel starts following her, likes and writes nice comments on a bunch of her pictures, and begins sending her messages. He mentions that he is also enrolled as a student at the same school as her, but is taking business and accounting courses in the evenings. She sees that they have a few mutuals (people that they are both following and followed by) that she knows in real life (IRL), so she responds to the messages. Marcel is really sweet and supportive and listens, and the first person in a long time Chisha feels she can trust. They start dating, and he's the best boyfriend ever - he takes her out to dinner, and to clubs and parties she couldn't go to otherwise, and on makeup shopping sprees at Sephora and MAC. He's a bit overprotective - he always wants to know where she is and with whom - but it's nice to know that someone cares about her and would fight anyone who tries to hurt her.

Things get worse and worse at school and at home, and Marcel offers the perfect solution - move in with him and begin building a business together. Soon after she moves in with him, Marcel starts acting strange. Anytime Chisha tries to talk about her feelings he says she is being annoying and whiny, and he doesn't want to take her anywhere or do anything. Marcel says she owes him for everything he has done for her (e.g. food, hydro, transport, and rent), and that she should start working at his friend's massage parlour. Chisha is scared and doesn't want to work there but Marcel says she doesn't have a choice. Karisa, a friend at school, notices that Chisha has been missing a lot of her classes. When she does come in, she looks exhausted and engages very little with other students. Karisa tries to talk to Chisha about what is going on, but Chisha reassures her that everything is fine. Feeling that something is "off", Karisa approaches one of their teachers. (developed by N. Londe)

Questions

1. What is the teacher's role in this situation?
2. What are some challenges the teacher is likely to face when reaching out to Chisha? What can the teacher do to gain Chisha's trust?
3. What are some meaningful ways the teacher can intervene in this situation? Who can they collaborate with and in what capacity? Consider the following:
 - i. What can the teacher do to support Chisha (i.e. one-on-one support)?
 - ii. What can the teacher do to prevent, respond to, and eliminate the practice of *grooming* among their students?
4. What about current educational structures and cultures need to be changed in order to foster an alternative online/offline culture?

Case Scenario 2 – Anahita & Sasha

This case scenario represents a situation where a student is seeking support after having been a target of *revenge porn*.

Anahita and **Sascha** have been messaging online for the past year. They first met through Facebook on a meet-up group for queer and trans students attending Morton College. Anahita identifies as a queer woman and Sascha as a trans man. Sascha has kept their trans identity pretty private. Messages between the two have become more and more intimate: they share almost everything that is going in each other's lives, including their interests, home life, past relationships, and being queer, etc. Their interactions have become more flirtatious and they start sending each other sexy messages and photos. The photos show their entire body, but they are both wearing underwear in all them. Anahita wants to meet up with Sascha at school. Sascha loves messaging Anahita, and really likes her, but does not feel comfortable meeting face-to-face just yet.

This causes tension between the two students. Their communication breaks down. Sascha, not feeling good about their interaction anymore, blocks Anahita on Facebook. A week later, Sascha finds out through Karim (a friend who also uses the queer and trans student meetup group) that shirtless photos of them have been posted on Facebook. Sascha feels infuriated, confused, betrayed, and terrified. They no longer feel comfortable or safe coming to school. Not sure who to approach to discuss what has happened, they decide to meet with a counsellor at the College.

Questions

1. What is the counsellor's role in this situation?
2. What are some barriers Sascha is likely to face in feeling comfortable with the counsellor? What can the counsellor do in order to reduce these barriers?
3. What are some meaningful ways the counsellor can intervene in this situation? Who can they collaborate with and in what capacity? Consider the following:
 - i. What can the counsellor do to support Sascha (i.e. one-on-one support)?
 - ii. What can the counsellor do to address revenge porn in the College, more generally?
4. What about current educational structures and cultures need to be changed in order to foster an alternative online/offline culture?

Case Scenario 3 - Alejandro, Karim & Sam

This case scenario explores the complexity of the *bystander role*.

Alejandro, Sam, and Karim are members of their college's student union. During a "welcome" frosh party put on by the student union, Alejandro took a bunch of photos. Although most photographs are "benign" in nature, many are of young womyn, most of whom are new to the college. Everyone at the party was aware that Alejandro was taking pictures for the purpose of "recording the event". Alejandro told everyone at the party that he would not post the pictures on Facebook or on Instagram. After the party, Alejandro uploaded all the pictures onto a shared computer in the student union office.

A week later, word got around the college about a website displaying pictures of young womyn partying at different events. The website appeared to be created for the sole purpose of objectifying and sexualizing womyn students attending different colleges in the city. Karim recognised that a lot of the pictures were taken at the student union party he helped coordinate. He also notices that one of the pictures is of his partner. Furious, he confronts Alejandro. Alejandro assures Karim that it was not him – yes he took most of those pictures but did not post them on that site. Karim is not entirely convinced, but decides to confront other members of the union who he knows uses the computer, Sam being one of them. Sam brushes off the incident as stupid and inconsequential. He never suggests that he was responsible, but does remind Karim of the risks of formally reporting the incident: all union members would be investigated and would potentially face criminal charges, and that he, Karim, would risk being expelled in light of already being on probation for past violent behaviour. Karim is disturbed by Sam's response.

Meanwhile, an anonymous tip was given to the administration accusing Alejandro of posting the pictures. An investigation was initiated and Alejandro was immediately suspended until further notice. Soon after, Alejandro received an outpouring of shaming and racist comments via social media. Karim feels terrible about what has happened, but is unsure of what to do.

Questions

1. What is Karim's role in this situation?
2. What are some meaningful ways Karim can intervene in this situation? Who can he collaborate with and in what capacity? Consider the following:
 - i. What can Karim do to support his partner, and the womyn targeted by this website?
 - ii. What can Karim do to support Alejandro?
 - iii. What are some barriers Karim is likely to face in accessing support for himself and for those affected by the situation?
 - iv. What can be done to reduce or eliminate these barriers?
3. What can students, like Karim, teachers, and staff do to address cyberviolence at the College, more generally?
4. What about current educational structures and cultures need to be changed in order to foster an alternative online/offline culture?

Case Scenario 4 – Niloufar

This case scenario considers the impact of *inciting others to assault*.

Niloufar is the president of the Muslim Students Association at her college. She spearheads a variety of initiatives on campus to curb Islamophobia and to nurture solidarity among all students and staff. The Association also plays an important role in challenging the administration and teachers to reflect on ways they propagate Islamophobia, racism, and sexism through their practices and curricula. Although administrators and teachers, for the most part, appreciate these efforts, many remain sceptical, respond defensively, and/or make excuses as to why they cannot change certain elements of their policies, practices, and curricula.

Recently, a student Facebook group called “Real Social Justice” popped up. The group’s members claim to be fed up of being attacked by “social justice warriors” on campus citing the Muslim Students Association as an example. The members, most of whom claim to be white, state that they are tired of being pigeonholed as privileged oppressors and believe that the college’s administration is “wasting time and money” responding to the “complaints of social justice warriors”, including setting up a space for prayer and creating gender neutral bathrooms for “sick trannies”. Members take turns attending speeches and workshops facilitated by different student associations, and report back to the Facebook group. These “reports” often defame the person giving the workshop/speech, and call for members to help end “this toxic meddling”.

Repeatedly, the Muslim Students Association, and Niloufar, in particular, are targeted with hate speech stemming from this group. Niloufar also receives abhorrent private messages that attack her very identity, gender, body, and dress. Most come from people who are members of the Facebook group, but there are also messages from accounts she is not familiar with. Increasingly, she struggles with sleep, and is constantly anxious and vigilant at school. Hateful messages have also been left in the Association’s mailbox. Fearing that the situation can potentially escalate, she approaches a teacher, who, so far, appears to be open to the initiatives the Association has implemented at the college.

Questions

1. What is the teacher’s role in this situation?
2. What are some barriers Niloufar is likely to face in feeling comfortable with the teacher and in reporting the situation to the administration? What can the teacher do in order to reduce these barriers?
3. What are some meaningful ways the teacher can intervene in this situation? Who can they collaborate with and in what capacity? Consider the following:
 - i. What can the teacher do to support Niloufar (i.e. one-on-one support)?
 - ii. What can the teacher do to prevent, respond to, and eliminate the *incitement of hate speech and assault* among their students?
4. What about current educational structures and cultures need to be changed in order to foster an alternative online/offline culture?