

Cyber & Sexual Violence: Re-envisioning Solutions and Strategies

Facilitator Training Manual

April 2017

What is the symposium all about?

This symposium marks the end of the Atwater Library and Computer Centre's three-year project, *Helping Communities Respond: Preventing and Eliminating Cyberviolence directed at Girls and Young Women* (funded by Status of Women Canada). Co-hosted by one of our partners, John Abbott College, it brings together a diverse group of stakeholders including community groups, academic researchers, CEGEP students, teachers, and administrators, and those involved in law enforcement, health, the videogame industry, and technology. These stakeholders share an interest in issues related to cyber and sexual violence and its impact on girls, young women, LGBTQQI2S¹ and gender non-conforming people.

The purpose of this symposium is to bring together key stakeholders to identify and develop concrete strategies that serve to de-normalize, prevent, and eliminate cyber and sexual violence in real-life situations.

The goal is to generate knowledge and critical reflections that can be used to inform best practices and strategies for academic institutions when responding to cyber and sexual violence.

The symposium will comprise a **1 hour panel discussion** where panelists will discuss questions such as:

- What can academic institutions do in order to raise awareness around, and to prevent and eliminate gender-based cyber and sexual violence in their communities?
- How should we go about developing and implementing such strategies? Who should be involved?
- What are some foreseeable barriers in implementing these strategies? How may these be addressed?

The panel will be followed by an interactive workshop where participants will collaborate to develop strategies to address gender-based cyber and sexual violence at the individual, collective, and systemic levels.

After the workshop, a **1 hour refreshments and wrap up session** will take place where highlights from our Preventing Cyberviolence Project will be shared, followed by closing remarks.

¹ LGBTQQI2S: Lesbian, Gay, Bisexual, Trans*, Questioning, Queer, Intersex and Two-Spirit

Tentative Symposium Schedule

| | |
|-------------|--|
| 2:30 – 2:45 | Participants enter the venue, get nametags, and take their seats. |
| 2:45 – 3:00 | Symposium organisers, John Abbott College and the Atwater Library, welcome everyone and open up the symposium. |
| 3:00 – 3:45 | Panel discussion |
| 3:45 – 4:15 | Question and answer period |
| 4:15 – 4:30 | Thank you to moderators |
| 4:30 – 5:10 | Interactive workshop |
| 5:10 – 5:30 | Wrap up session and refreshments |

Brainstorming Stations

The brainstorm stations for the interactive workshop will be set up before the symposium begins.

Materials at each station:

- ◆ Flip chart and markers
- ◆ Masking tape
- ◆ Copies of the case scenario (for the facilitator(s) and the participants)
- ◆ Elastic bands (to roll up the flip chart papers at the end of the workshop)

As symposium guests enter the venue, 2 support volunteers will assign a sticker to those who will be participating in the workshop. There will be 8 different stickers, each associated with one of the brainstorming stations. Once the Q&A period is done, I will direct the guests to their respective stations based on the sticker they were assigned.

There will be **8 brainstorming stations** with **1 facilitator** at each station. Each brainstorming station is assigned one of the **4 case scenarios** (copies of the case scenarios can be found at the end of this manual), meaning that each scenario will be examined by 2 different groups of participants. This was done deliberately in order to get different perspectives on, and responses to, each case scenario.

Your Role and Responsibilities as a Facilitator

Before the workshop

Each facilitator will be assigned one of the 4 case scenarios which they will become more familiar with before the symposium. Make sure to develop a good understanding of your case scenario and its complexities. Also take the time to reflect on the possible ways workshop participants may respond to each question. This will help you feel “grounded” in the case scenario and more comfortable answering any questions the workshop participants may have.

Try to get to the symposium by 4:00. The workshop is scheduled to only begin at 4:30 p.m., but it’s always nice to have some time to get the feel of a new environment before diving into group facilitation. Also, this can be a good opportunity to touch base with other facilitators if there is something you are unsure of. Make sure to grab some snacks and coffee/tea/water before heading to your assigned brainstorming station.

During the workshop

Introduce yourself briefly and welcome the participants assigned to your station. You can share what you feel is appropriate, but at the very least, just state that you are a workshop facilitator for the symposium.

Describe your role and responsibilities, and the participants’ roles and responsibilities:

- **The workshop is first and foremost participant-led**, meaning that you are there to play a supportive role. In other words, you are not leading the discussion, but making sure that the group dynamic and energy is “good enough” for participants to be able to work collaboratively. The participants will be the ones writing down their ideas on the flip chart, and deciding on whether or not certain group members will take on specific roles (e.g. the group may decide that some of their members should be the facilitator, note taker, and/or timekeeper).
- **Your main responsibilities are to help facilitate the discussion if/when needed; to foster a respectful, engaging, and just process; and to answer any questions the participants may have.** This includes such things as ensuring that all participants have the chance to speak (if they want to of course), and intervening in situations where people are not being respectful to one another (e.g. not listening to and/or dismissing certain participants, prejudicial comments, etc.). If your group, generally, works well together, then there may be very few instances where you will have to intervene.

After going over roles and responsibilities, **establish a safer space with the participants.** Ask participants to share their name and anything that they feel is important for others to know

in order to feel comfortable (e.g. asking participants to share their preferred/affirmed pronoun). Because the participants have a limited amount of time to examine their assigned case study, it will be important for you to take the lead and briefly go over some key safer space concepts:

- ◆ Non-violence
- ◆ No judgment
- ◆ Respect
- ◆ Confidentiality
- ◆ No assumptions
- ◆ Being mindful of how much space you are taking
- ◆ Being accountable to these rules

After listing some important ground rules, explain to participants that it is ok to share personal experiences if they are necessary and helpful to the group process. However, if a personal anecdote has the potential to trigger another participant, the person who is about to share this anecdote needs to forewarn the other group members (trigger warning). This will give other participants the opportunity to decide whether they feel comfortable listening to the anecdote. Furthermore, participants must ensure to respect the anonymity of the individuals they refer to while sharing a personal story.

Finally, remind participants that if anyone needs support at any time, that there are support volunteers at the symposium they can go to. After you have named the above ground rules, ask the participants if they feel there is anything else that needs to be discussed in order to foster a safer and more comfortable atmosphere.

Remember that the participants have about 45 minutes to examine their assigned case scenario so try your best to limit introductions and the safer space discussion to 10 minutes. This is just a suggestion. You will ultimately have a more intimate understanding of what your group needs.

Make sure that everyone gets the chance to **read the case scenario**. Ask the group if they would like for you to read the case scenario out loud or if they rather read the case scenarios individually (or a combination of the two).

After the workshop

Once the 45 minutes are up, I will go up to the mic and ask the participants to share any important strategies, responses, and or reflections that came out of the group process. The moderator will then invite the participants to stay for refreshments and for the wrap-up session.

At this time, we will roll up the flip chart papers from the workshop and engage in a small collective debrief (touching base). If we feel that another debrief is needed, we will organise one to take place after the symposium.

Who will the Participants Be?

There will likely be a range of participants. Most will be students, teachers, researchers, and administrators from John Abbott College, and other academic institutions. People working in technology, law, health, and the videogame industry are also expected to be present. The diversity of people attending will make for a rich and stimulating environment. Given that everyone attending has some interest in preventing and eliminating gender-based cyber and sexual violence (hopefully!), there should not be any major issues and/or value conflicts among participants (e.g. we would expect that participants would not condone rape culture and victim blaming). Nonetheless, people who do not share our commitment to gender justice, and social justice, more generally, exist in every space. Reflecting on ways to ensure group cohesion and to address possible instances of violence and oppression is always important, no matter what the context.

Facilitation Tips & Potential Challenges

→ Language

Tone

We use different tones when engaged in different types of conversations. For instance, when we are excited, the pitch in our voice rises and we may speak more loudly, or when bored, we may speak in monotone. The tone that we use in the workshop is a critical tool which can be used to encourage the participants and help them feel comfortable speaking. A relaxed tone throughout the conversation enables the audience to feel more at ease while you conduct the workshop. We encourage you to practice by recognizing the various tones that you use in everyday life and choosing the ones with which you feel most comfortable.

The tone that we use should be relaxed yet dynamic. It should be welcoming, but not exaggerated. Avoid using a condescending or patronizing tone as it could put the participants on the defensive. Always be aware of your tone.

Body Language

Open body means open mind. Comfortable facial expressions, body posturing, and eye contact are important when conducting a workshop.

Some things to avoid:

- ◆ Looking bored or crossing your arms when someone else is speaking.
- ◆ Giving your attention only to the participants that appear more enthusiastic about the process. More often than not, we have a tendency to focus on the participants that look the most engaged during a workshop. Try and make sure that you're addressing the whole group when you speak to avoid just talking to some "favourites."

Gender Neutral Language

Using gender neutral language is important in order to ensure that all sexualities and genders are represented and respected:

- ◆ "Partner", instead of girlfriend or boyfriend
- ◆ People with vaginas, people with penises
- ◆ Being mindful of what pronouns you use. Do not label someone as "she" or "he" if you do not actually know how that person identifies and feels.
- ◆ Using the 3rd person singular "they"

By using gender neutral language, we are ensuring that people who do not fit into gender and sexuality binaries are not discriminated against. Not everyone with a vagina feels like a girl, and not everyone with a penis feels like a boy. Make sure to provide concrete examples about different identities and different relationships if necessary.

→ Skills

1. Establishing ground rules & creating a safer space

This involves creating a list of ground rules in collaboration with the members of the group. This usually happens near the *beginning of the group process*. These rules, generally, seek to establish group expectations and norms, for instance:

- ◆ Non-violence, no judgement; commitment to be present and participate; respect, respectful individualism, being accountable to the group; confidentiality; do not make assumptions; reflecting before speaking: Is what I am about to say going to hurt someone? Am I taking up too much space? Is what I am about to say necessary?; being accountable to these rules; and conflict resolution procedures, etc.

Co-constructing the contract with group members ensures that members feel that they have some control over the process. If members have a degree of ownership over this process, it is more likely that they will honour these rules.

A detailed description of how to establish a safer space for the symposium is provided on pages 4 and 5.

2. Active listening

Active listening refers to a group of skills that are crucial to practice when working with individuals and groups. It involves being fully present and committed to listening and understanding what a person or group of people are communicating. Active listening is more than just listening to the words people say (the content). It also involves listening to the feelings and attitudes behind the words. It includes observing the facial features, tone of voice, and body language of the other person. Active listening is NOT therapy, counselling, a quick fix or solving other people's problems for them. Active listening is...

- ◆ Non-judgmental
- ◆ Accurately hearing what the speaker is communicating
- ◆ Accepting the speaker's feelings
- ◆ Committing to being attentive to what the speaker is saying
- ◆ Letting people make their own informed decisions
- ◆ Applicable in any situation including group settings as well as one on one

Active listening skills include...

a) Open-ended Questions

An open-ended question is one that allows the other to answer in any depth that is comfortable for them. This kind of question does not invite a “yes” or “no” answer, or a short response. Open-ended questions can assist a person in exploring ideas that were not initially reflected upon prior to the discussion. Open-ended questions usually begin with: where, what, how, when. Why questions are generally avoided since they probe for motives and tend to promote defensiveness.

- ◆ What are your feelings about that?
- ◆ Could you tell me something more about ___?
- ◆ Can you give me an example?
- ◆ Tell me more about ____.

b) Non-verbal responses

Far from being passive, appropriate nonverbal responses show understanding and involvement and encourage speakers to analyze and explore their thoughts, feelings and actions in depth. Examples of nonverbal responses include meaningful facial expressions, gestures and postures, and use of silence. Some of the general suggestions for an active listening posture are:

- ◆ Face each other squarely or at a diagonal
- ◆ Adopt an open posture (avoid crossing your arms)
- ◆ Lean towards the person you are listening to if that seems like it would feel comfortable to them
- ◆ Maintain eye contact, if that seems comfortable to them

Keep in mind that these are just suggestions, and that the important thing is to be comfortable in your own skin and to stay aware of the participants’ reactions to you, as well as to their personal space needs.

c) Acknowledging feelings

Acknowledgment of feelings means being attuned to the feelings that are shared by the speaker and respecting whatever is expressed. In active listening, the listener must always be careful not to put words into the speaker’s mouth and to avoid making assumptions about how they think the speaker should be feeling. Stick with feelings expressed by the speaker and avoid mentally processing how you think the

person should be feeling or reacting in a certain situation. Some examples of responses that acknowledge feelings are:

- ◆ That must have been hard for you
- ◆ That sounds like it was irritating
- ◆ It seems like you really appreciated that

Reflecting feelings is often a helpful de-escalation strategy as well as paraphrasing (see f below) and summarising (see g below).

d) Minimal provokers (supportive responses)

Minimal provokers are short, verbal, attending statements, sometimes phrased as a question, that encourage the speaker to give more detail or to continue to discuss a subject in more depth. Some examples: Mmm hmm... / Uh huh. / I see. / Yeah. / Sure. / Right. / Of course. / Repeating the last word that they say in the form of a question, e.g. “Confusing?”

e) The controversy over “I understand”

Many people use ‘I understand’ as a supportive response—often we say this to our friends as a way to let them know that they are not alone. BUT you may want to think carefully about using ‘I understand’ in an active listening context: do you really understand what this person is going through? If someone is describing an emotional situation that you cannot possibly understand, such as dealing with cancer, or having no family left, or being housebound, these are experiences that you likely don’t understand fully. Even if you have been through a similar situation (say for example that you are a cancer survivor as well) that does not mean that you necessarily understand either, because no two people are going to live a similar set of circumstances in the same way. Instead, you can use phrases such as “I can’t imagine how that must feel” or “that must be difficult”: these phrases show that you support them without presuming to ‘understand’ them.

f) Paraphrasing

Paraphrasing is listening accurately to another person and reflecting what they said back to them using your own words. Paraphrasing allows the listener to check the accuracy of their understanding of what is being said. For instance, “if I understand you correctly, you’re saying that...” It also assures the speaker that you are indeed listening to them.

g) Summarising

Summarising is pulling together, organising, and integrating the major aspects of what the other person has said. Pay attention to various themes and emotional overtones. Put key ideas and feelings into broad statements. DO NOT add new

ideas. Summarising gives a sense of movement and accomplishment to the exchange and establishes a basis for further discussion. It is often used at the end of a discussion to ensure understanding and to give closure. It can also be used to “bring back” a conversation that is diverging into many subjects. For instance, “We’re going a bit all over the map this morning. If I understand you correctly, the three major points of what you’ve been saying are...”

h) Self-disclosure

Self-disclosure is telling others about yourself. In active listening, the judicious sharing of a little bit of personal information can have the effect of facilitating trust and a sense of comfort for the people you are working with. It can include all kinds of information: life experiences, personal circumstances, feelings, dreams, opinions and so on. It is telling the truth, not just presenting your good side or your social mask. Self-disclosure can help to reduce a sense of shame or guilt that can come with confiding certain experiences and to increase self-acceptance. It helps people realise that we all have our moments and our foibles. If others can accept you, you will likely feel okay to be less harsh on yourself. HOWEVER, self-disclosure should be used sparingly, so that the discussion remains focused on the participants and the purpose of the workshop.

i) Affirmation

All of these active listening tools are really useful, but it’s important to remember that you cannot always fall back on them. In certain situations, it is better to leave reflecting and mirroring aside for a moment and just give the person that you are listening to some positive feedback. For example, “that seems like a good idea”.

3. Ensuring that everyone has space to participate

Sometimes one participant may dominate the conversation. We want to hear from as many people as we can. Here are some ways to get more participants involved in the discussion.

- ◆ Ask the group what they think. Try saying: “*How do the rest of you feel about this?*”
- ◆ Ask to hear from those who haven’t spoken yet. Don’t single anyone out, but address the whole group: “*What about those who we haven’t heard from yet, what do you think?*”
- ◆ Passing around an object that people can hold (e.g. a tennis ball) can be helpful in designating whose turn it is to speak.

4. Focus on and tune into the needs of the group

The focus of the workshop should always be the needs of the group and the goals of the group process. Check-ins are conducted by facilitators in order to gauge where everyone is at in the group. This is crucial, because there will be times where you have missed a cue that is really important. Check-ins intentionally create space for participants to express how they are feeling, bring up any concerns, share impressions about the workshop and/or group process thus far, etc. The facilitator can then adjust the workshop in order to better meet the needs of the participants.

Sometimes we do check-ins with the entire group, but sometimes certain members will not reveal how they really feel. So it is also good to do *individual check-ins*. When appropriate, this may involve asking specific members to share their impressions. There may be members who are not comfortable sharing how they truly feel in front of the group. In these situations, it is sometimes appropriate to check-in with individual members before and/or after the workshop, or during a break.

→Potential Challenges

Conflict management

Conflict is a healthy and dynamic part of expression. It promotes growth and change by challenging norms, beliefs, and entrenched perspectives. When addressing a conflict and/or tension in a group, your aim is to...

- ◆ Nurture group cohesiveness and a sense of belonging.
- ◆ Ensure that everyone feels included, valued, respected, and safe. If a member is being disruptive (e.g. breaking ground rules, verbally aggressive, etc.) it is important to try to negotiate the situation in a way that will not make that person feel excluded and/or shamed. At the same time, however, it is just as important to honour other participants' rights to respect and security. Although unlikely, it may be necessary to ask for a participant to leave the group if you deem their behaviour to be causing an unjust amount of harm to other participants and to yourself.

The following are some possible sources of tension and conflict:

LGBTTSQQI+ phobic, racist, ableist, classist, sexist and other oppressive comments, perspectives and behaviours:

- ◆ First, listen to see if and how the group reacts
- ◆ Direct your attention to the person who said the comment and ask them directly why they believe it. In reflecting about their comment, they may change their mind, or more discussion may be stimulated.
- ◆ Ask them to think about how that comment could be hurtful.
- ◆ It is easy to be thrown off by a negative comment made during a workshop. It is important to prepare yourself for these comments and to practice ways to defuse them.

- ◆ Allow for silence, don't be afraid of it! Periods of silence can create space for the speaker to gather their thoughts and to better connect to their feelings.

Aggression: If a participant is acting aggressively, and if it is obvious that a lot of tension has arisen as a result:

- ◆ Remain calm so you can resolve the issue without adding to that tension. Walk up to the participant and try saying the following: *“This is one of the reasons why these topics are so difficult to talk about. People often have a hard time agreeing.”* (of course, only if this makes sense to you in the moment)
- ◆ Ask the participant to elaborate further on their comments or question why they felt that they needed to say what they wanted to say. Discuss further.
- ◆ Try to neutralize the participant's aggressiveness by looking at the comment from another angle.
- ◆ If you reach a point where you feel that you are not being respected, or feel unsafe, notify me and I can take over while you take a break. Reflect on ways that you can potentially be triggered during the workshop beforehand (e.g. certain topics, situations, strong emotions, and/or personalities), and develop a plan of what to do if you do get triggered (e.g. breathing techniques, positive self-talk, telling the participants that you need to step aside for a second, signalling to me or another facilitator that you need some support, etc.)

Responding to a complaint, disruption or perceived unfairness

Here are some useful responses when someone is telling you they are unhappy with you, criticising you, complaining about you, or just simply yelling at you.

- ◆ Don't jump right into defending yourself at this point. It will inflame them further. Try allowing time for silence after feelings are expressed and reflect or summarise/rephrase what they said if that feels appropriate.
- ◆ People shout because they don't think they are being heard. Make sure they know they are—that you are hearing how angry or upset they are. Just listening and letting them get it out can be the most productive thing to defuse their anger.
- ◆ Acknowledge their side—this does not mean you agree with them, only that you are registering their viewpoint. For example, “I can see, if you think that was my attitude, why you are so angry” or “I can see why the problem makes you so upset.”
- ◆ If someone is speaking over someone else or if there are side conversations, saying something like, “Did you have something that you wanted to add to the discussion?” can be helpful.

Evidently, there are an infinite number of potential challenges. If there are some that come to mind that you are worried about, make sure to talk it out with me and/or one of the other facilitators.

Definitions & Things to know about Cyberviolence in Canada

Definitions & Manifestations of Cyberviolence

- ◆ **Cyberviolence** refers to online or technology facilitated behavior that constitutes or leads to harm against the psychological, emotional, financial, and/or physical state of an individual or group. Although cyberviolence occurs online it can begin offline and/or have serious offline consequences. Gender-based cyberviolence, specifically, refers to cultural and social norms, behaviors and standards that legitimize online and offline violence, including misogyny, against women, girls, LGBTQQI2S₂ and gender non-conforming people.³
- ◆ **Cyberstalking** refers to the repeated use of electronic communication in order to harass or frighten another person.⁴
- ◆ **Grooming**: using social media to develop trust in order to harm (i.e. commit sexual assault)
- ◆ **Internet luring**: communicating with people online with the purpose of committing a sexual offense or other types of criminal offences.
- ◆ **Surveillance/Tracking**: stalking and monitoring victim's activities (i.e. GPS, Keystroke monitoring)
- ◆ Recording and/or distributing images or videos of sexual assault
- ◆ Inciting others to assault
- ◆ **Doxing**: hacking and posting confidential information such as social security numbers, medical records, passwords, license numbers, banking information, etc.
- ◆ **Defamation**: posting or directly sending false information to victim's friends, relatives, employers, potential employers with the intention of permanently destroying the victim's reputation
- ◆ **Creep shots**: clandestine, lewd photos taken of girls, womyn, and others without their consent or knowledge then posted online.
- ◆ **Gas lighting**: presenting false information with the intent of making victims doubt their own memory, perception or sanity.
- ◆ **Dog piling**: a group of people overwhelming someone with a flood of unfriendly responses to a comment in a short time period.
- ◆ **Sea lioning**: pestering a target with unsolicited questions delivered with a false air of civility/a swarm of seemingly random, largely anonymous people descending to

² Lesbian, Gay, Bisexual, Trans, Queer, Questioning, Intersex and Two-spirit

³ Atwater Library and Computer Centre (2016). Preventing and Eliminating Cyberviolence Initiative: Needs Assessment Findings

⁴ <http://www.statcan.gc.ca/pub/75-006-x/2016001/article/14693-eng.htm>

comment and criticize.

These are just some of the many manifestations of cyberviolence.

Laws concerning non-consensual distribution of “intimate images”

In Quebec, sharing sexts and “intimate images” online is legal as long as it is consensual and only if the two (or more) people involved do not share it with others. These practices are also legal for people who are less than 18 years in age, but the two people involved have to be, more or less, close in age.

- ◆ Usually, the age of consent is 16 years.
- ◆ 14-15 year olds can consent to sex with a person less than five years older.
- ◆ 12-13 year olds can consent to sex with someone less than two years older.
- ◆ For anal sex, the age of consent is currently being changed from 18 years to 16 years.

According to the Department of Justice, Canada: “the term “intimate images” is intended to refer to images that relate to the core of a person's privacy interest. Such images are generally understood to depict explicit sexual activity or nudity or partial nudity that is captured on film or video consensually.”⁵

Sending photos of people who are under 18 years of age that can be perceived as “sexual” in nature can land you on the sex offender’s list.

- ◆ “Child pornography includes any photograph or video that shows a person under 18 engaged in explicit sexual activity, or where the focus of the picture is on the depiction of a sexual organ or the anal region. Female breasts are considered to be sexual organs in the case law. Most sexting images exchanged by teens qualify as child pornography, if there is nudity in the image.”⁶
- ◆ In cases where youth have been brought to court, some penalties include probation (for a year).
- ◆ In most cases, it is the person who initially distributed the photo that is charged and not necessarily the other people who received and forwarded the photo.

Currently, the distribution of “intimate images” of a minor (someone under the age of 18) is considered a criminal offence and is “captured by the *Criminal Code's* child pornography provisions (section 163.1).”⁷ However, the non-consensual distribution of “intimate images” of adults (those over 18 years of age) is not covered by existing criminal offences: “Existing offences do not adequately address the harm that is caused by the non-consensual sharing of intimate images. For example, the offence of voyeurism only applies if the image is taken surreptitiously, and in the situation at issue, the images are most often taken with the

⁵ <http://www.justice.gc.ca/eng/rp-pr/other-autre/cndii-cndcii/p6.html>

⁶ <http://org.kidshelpphone.ca/guest-blog-sexting-and-the-law-in-canada-by-dr-andrea-slane/>

⁷ <http://www.justice.gc.ca/eng/rp-pr/other-autre/cndii-cndcii/p6.html>

consent of the person depicted. The offence of obscene publication would only apply if the image depicted was one of violence and sex, which is not a typical situation. Criminal harassment requires that the victim actually fear for their safety or the safety of someone known to them. The result of this type of conduct is usually embarrassment or humiliation caused by the breach of privacy, but not necessarily a fear for one's safety. Although existing criminal offences may apply in certain situations, they do not address the identified harm and therefore are not adequately responsive to the non-consensual distribution of intimate images.”⁸

Laws addressing other forms of cyberviolence

Currently, there are major gaps in the law when it comes to addressing the myriad manifestations of online violence. In most cases, online forms of violence can only be captured by existing laws such as those that can be found in the *Criminal Code of Canada*, and the *Canadian Human Rights Act*⁹:

Criminal Code of Canada

- Criminal harassment (section 264): consists of causing someone to feel threatened (does not need to be intentional), including repeatedly communicating with someone, causing them to feel threatened, unsafe, or fear for the safety of others, and such things as uttering threats and stalking.
- Defamatory libel (section 298): consists of publishing an untrue statement that is likely to injure someone's reputation, such as writing something that is designed to insult or hurt someone by exposing them to hatred, contempt or ridicule.
- Mischief (section 430): includes manipulating, destroying, or altering data.
- Corrupting Morals (section 163): includes making, printing, publishing, distributing, circulating, or possessing for the purpose of publication, distribution or circulation any obscene written matter, picture, object, or indecent show.
- Child Pornography (section 163.1): consists of forbidding the production, distribution, and possession of child pornography, covering the visual and written depictions or representations of sexual activity or anything sexually suggestive by persons (real or imaginary) under the age of 18 years.

Canadian Human Rights Act

- Violations as it pertains to posts or messages that spread hate or discrimination based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status or disability.

⁸ <http://www.justice.gc.ca/eng/rp-pr/other-autre/cndii-cdncii/p6.html>

⁹ <http://www.rcmp-grc.gc.ca/cycp-cpcj/bull-inti/pres/cyberbull-cyberintimidoh3-11-12-eng.htm>

Workshop Case Scenarios

Case Scenario 1 – Chisha

This cases scenario considers the complexity and impact of *luring and grooming*.

Chisha, an 18-year-old College student, 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 teacher 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, in passing, has asked Chisha if everything is ok, but Chisha reassures her that everything is fine. Karisa feels that something is “off” and is wondering what she should do. (developed by N. Londe, adapted by Andie)

Questions

1. What is the teacher’s role in this situation?
2. 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 are some challenges the teacher is likely to face when reaching out to Chisha?
 - iii. What are some things the teacher must be mindful of when intervening in this situation? (E.g. potential consequences of certain actions and decisions)
3. What can the teacher do to prevent, respond to, and eliminate the practice of *grooming* among their students more generally?
4. What roles may the media play in this situation? (negative or positive)
5. *Systemically*, what needs to change in educational institutions in order to...
 - i. Meaningfully support students like Chisha?
 - ii. To de-normalise sexual violence online and offline?

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 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 must the counsellor be mindful of when intervening in this situation? (E.g. potential consequences of certain actions and decisions)
 - iii. What are some barriers Sascha is likely to face in feeling comfortable with the counsellor? What can the counsellor do to reduce these barriers?
3. What can the counsellor do to address revenge porn in the College, more generally?
4. What roles may the media play in this situation? (negative or positive)

5. Systemically, what needs to change in educational institutions in order to...

- iii. Meaningfully support students like Sascha?
- iv. To de-normalise sexual violence online and offline?

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 use 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 Alejandro?
 - ii. What are some barriers Karim is likely to face in accessing support for himself and for those affected by the situation?
 - iii. What can be done to reduce or eliminate these barriers?
3. What can students, like Karim, do to address cyberviolence at the College, more generally?
4. What roles may the media play in this situation? (negative or positive)
5. *Systemically*, what needs to change in educational institutions in order to...
 - i. Meaningfully support students like the womyn targeted by this website, and bystanders like Karim?
 - ii. To de-normalise sexual violence online and offline?

Case Scenario 4 – Niloufar

This cases 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. 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 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 must the teacher be mindful of when intervening in this situation? (E.g. potential consequences of certain actions and decisions)
 - iii. 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 to reduce these barriers?
3. What can the teacher do to prevent, respond to, and eliminate the *incitement of hate speech and assault* among their students?
4. What roles may the media play in this situation? (negative or positive)
5. *Systemically*, what needs to change in educational institutions in order to...
 - i. Meaningfully support students like Niloufar?
 - ii. To de-normalise sexual violence online and offline?

