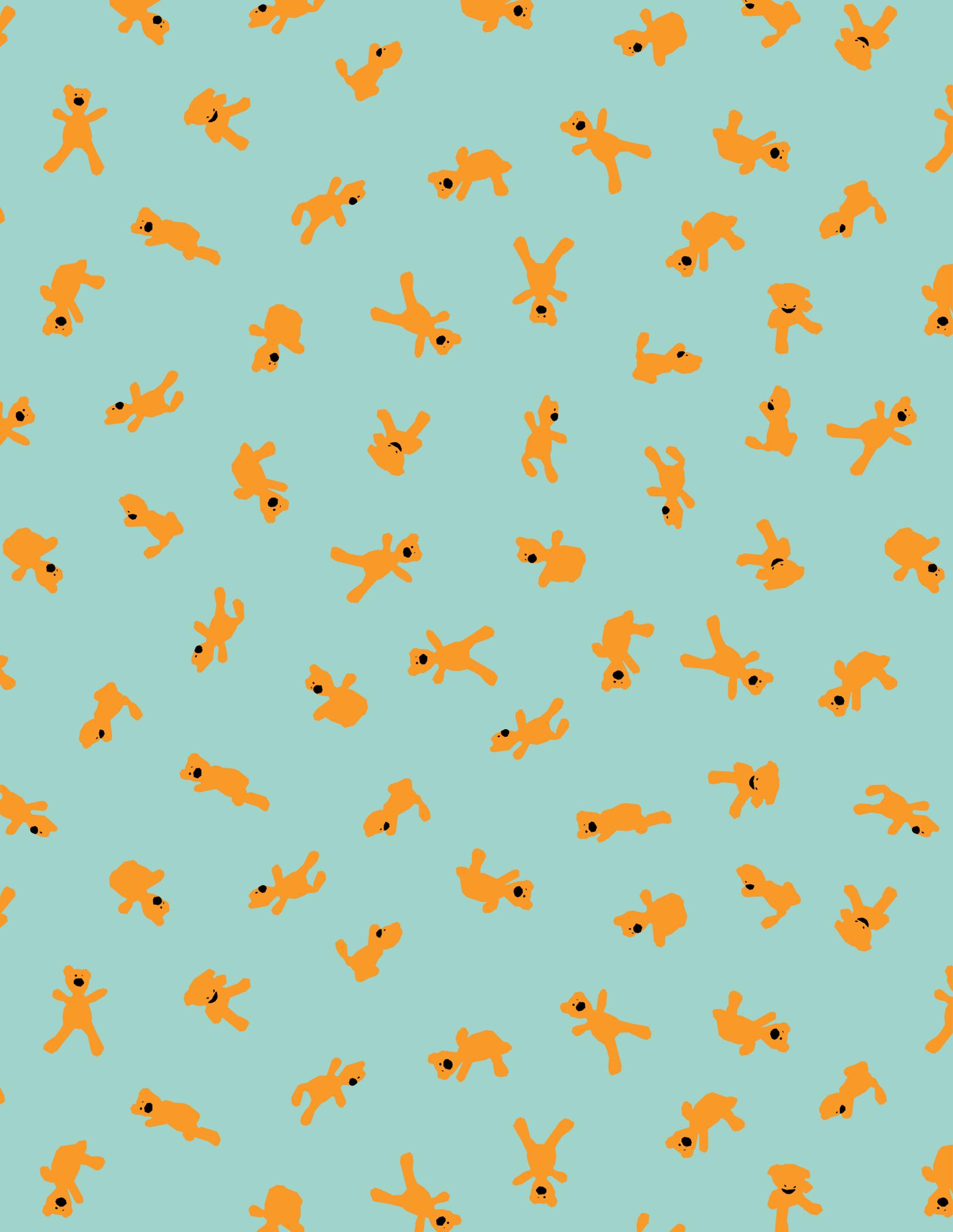


Facilitation Guide

No to Online Sexual Violence Against Our Young People!





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Acknowledgements

The *No to Online Sexual Violence Against Our Young People!* project was developed by Marie-Vincent Foundation (marie-vincent.org). We would like to thank the Ministère de la Justice du Québec for its financial support. We also sincerely thank the administration teams at the schools that hosted us for the two years of the pilot project, as well as the professionals working in school settings who generously gave of their time and energy to nurture and promote the project. Lastly, a very special thank-you to the young members of the prevention committees who shared with us their wonderful ideas, their experiences and their in-depth reflections about online sexual violence. Without their involvement and motivation, this project would not have been possible.

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Introduction

This facilitation guide is intended to support professionals and teachers who want to collaborate with a youth committee to create an awareness-raising campaign about the issue of online sexual violence. This guide is divided into six sections, which provide the content and turnkey workshops you need to create a youth committee and work with it to develop an awareness campaign for their peers.

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Why this guide?

For a number of years now, the omnipresence of new technologies and social media networks has contributed to the exponential emergence and propagation of online violence, and online sexual violence in particular. The Enquête québécoise sur les parcours amoureux des jeunes (Québec study on young people's romantic experiences, better known by the acronym PAJ) which surveyed more than 8,000 older high school students from 2011 to 2014, shows that a little more than one in five young people (23%) report having been cyberbullied sometime during the 12 months preceding the study.¹ A particularly concerning fact is that a high proportion of the cyberbullying these young people have experienced is of a sexual nature. According to the Québec government's study on sexual offences, online sexual solicitation, or child luring, affects about one-third of cyberbullied children (33%).²

The results of Marie-Vincent Foundation's *No to Online Sexual Violence Against Our Young People!* project show that nearly one-quarter of young people (23%) who have had a romantic relationship have shared intimate images with a partner. In doing this, all these young people are exposing themselves to the risk that these images will later be distributed without their consent.

For its part, the Ministère de la Sécurité publique du Québec confirms that the number of cases of computer-enabled child luring has increased to a disturbing degree in recent years. For example, police departments recorded an 83% jump in the number of cases reported between 2013 and 2014.³ Cases of online sextortion against teenage boys have increased by 89% in the last two years.⁴

All these statistics demonstrate the importance of working with young people to target and implement effective prevention strategies.

- 1 Cénat, J.-M., Hébert, M., Blais, M., Lavoie, F., Guerrier, M. et Derivois, D. (July 2015). . *Flash PAJ #2 - Cyberintimidation : Un portrait de la situation*. Équipe des IRSC sur les traumatismes interpersonnels, Université du Québec à Montréal, Montréal.
- 2 Institut de la statistique du Québec (2015). *La victimisation de la population québécoise : victimisation criminelle et cybervictimisation*. Gouvernement du Québec, Québec.
- 3 Ministère de la Sécurité publique (2016). *Infractions sexuelles au Québec. Faits saillants 2014*. Gouvernement du Québec, Québec.
- 4 Institut de la statistique du Québec (2013). *L'Enquête québécoise sur la santé des jeunes du secondaire 2010-2011. Tome 2. Le visage des jeunes d'aujourd'hui : leur santé mentale et leur adaptation sociale*. Gouvernement du Québec, Québec.

What is online sexual violence?

In order to be able to introduce online sexual violence prevention efforts in your environment, it is important to determine what acts and occurrences can be considered forms of online sexual violence. First, let's specify that online sexual violence is a form of sexual violence carried out by means of various communications technologies: the Internet, social media, text messaging and so on. Online sexual violence can take various forms.

It may be called **online harassment** when a victim is pursued by e-mail, text message or social media, or when their online communications are watched or disrupted. The person feels threatened. This form of online violence is more often observed in the context of young people's romantic relationships, but can also occur in other relationship situations.

The publication of an intimate image without consent, as the name indicates, is a form of online sexual violence in which intimate photos of a person are distributed, transmitted or made accessible to others without the consent of the subject of the image. This form of violence can have a snowball effect in school settings, because the images may circulate quickly to a large number of young people.

A blend of the words "sex" and "extortion", **sextortion** refers to sexual blackmail. Generally, this happens when a person manages to obtain intimate photos by passing themselves off as someone else, by piracy or by other means. These pictures are then used to threaten the victim in order to obtain money or more intimate photos.

Child luring, or Internet luring, is also a form of online sexual violence. It's considered luring when an adult or a teen communicates with a child using the Internet with the aim of committing sexual assault. In some cases, these individuals use false information, for instance pretending to be a person of the same age as the targeted young person.

Involving young people in making a difference: the power of the peer approach

In keeping with the *United Nations' Convention on the Rights of the Child*⁵, Marie-Vincent Foundation feels strongly that it is important to get young people involved in the processes that concern them. As such, rallying young people around the issue of online sexual violence is an excellent way to get them involved in preventing a phenomenon that affects them personally. As well, this initiative strengthens teens' power to take action, since they are called upon to use their experiences and personal points of view as leverage to raise others' awareness, and in so doing, to play an active role in their environments. Lastly, awareness-raising campaigns designed by and for young people are generally well received by other young people, who show great openness to content created by their peers.

During the pilot project (see the next section), the young people underscored their preference for prevention carried out by their peers and by people specialized in the field, as opposed to more standard approaches.

5 International Bureau of Children's Rights (2009). *Connaître les droits de l'enfant : comprendre la convention relative aux droits de l'enfant au Québec*. La courte échelle, Montréal.

Section 1

Project background and objectives of the guide

This section explains the objectives of this guide and the context in which the *No to Online Sexual Violence Against Our Young People!* project was created.

Marie-Vincent Foundation

Marie-Vincent Foundation dreams of a world free of sexual violence against children and teens

We at Marie-Vincent Foundation are committed to playing a role in preventing sexual violence by targeting children, teens, parents, professionals with children and the general public. With prevention in mind, we also assist children who present sexual behaviour problems.

We help children and adolescents who are victims of sexual violence, as well as their families, to move through this ordeal by providing specialized treatment at the cutting edge of current knowledge.

We constantly strive for best practices in the field of sexual violence by supporting an inter-university research chair and remaining up to date on the latest developments in society.

We support a number of partners from various fields across the province.

We mobilize victims, their parents, government and financial partners, and everyone working with young victims, to rally around the cause of eliminating sexual violence.

Marie-Vincent Foundation aims to act as a capacity-building incubator. Concretely, our work is based on research and best practices; we design innovative tools by conducting surveys to determine needs; we evaluate these tools and then share them with a view to complementing existing work, as well as fostering collaboration and empowerment.

Background of the *No to Online Sexual Violence Against Our Young People!* project

No to Online Sexual Violence Against Our Young People! is a pilot project by Marie-Vincent Foundation that began in 2016. It focuses specifically on the phenomenon of online sexual violence, working with young people in five targeted high schools in the Laval, Montérégie and Montréal regions.

The pilot project had two guiding objectives :

- **Broaden our knowledge regarding online violence in the targeted environments.**
In partnership with the schools, we held focus groups and conducted surveys. In total, more than 900 young people and 40 school staff members (principals, professionals, teachers) shared their experiences and their perceptions of online sexual violence. A number of the study's results will be used as part of the workshops.
- **Target and introduce innovative and effective prevention strategies by engaging students.**
Five youth committees were formed in the pilot project's five schools. These young people were supported in creating tools and actions designed to prevent online sexual violence, tailored to the needs of their peers in their schools.

The two years of the pilot project helped us confirm our hypothesis regarding the relevance and effectiveness of a prevention formula that operates by and for youth. The activities carried out to this end helped us observe that young people respond positively to this approach. Implementing this approach will assuredly have positive impacts on the issue of online sexual violence in your milieu. We designed this guide in order to share our experiences gained through the pilot project and to disseminate the workshops to other school communities and community organizations.

Objectives of the guide

The facilitation guide for online sexual violence prevention is designed to support professionals and teachers who want to collaborate with a youth committee to conduct an awareness-raising campaign about the issue of online sexual violence.

This guide was designed to provide the accompanying adult with the information and tools they will need to facilitate workshops. The topics addressed in these workshops aim first to help the youth committee to better understand the issue of online sexual violence, and then to think about activities that could raise awareness among their peers. These workshops are designed to help young people equip themselves with the conceptual and practical tools they need to create prevention actions and activities targeting their peers.

General objective

Support the creation of a youth committee and work with members to help them understand the issue of online sexual violence so that they can develop and implement prevention activities in their environment.

Specific objectives

Through their involvement in the youth committee, the participants will be able to:

- 1 Recognize the various forms of online sexual violence and their consequences in their environment.
- 2 Imagine and design prevention tools (or activities) targeting their peers in order to create their own awareness-raising campaign.
- 3 Promote to their peers a prevention approach by and for young people.

Section 2

Creating a youth committee

This section sets out the conditions for success required to set up a committee and conduct an effective awareness-raising campaign by and for young people on the issue of online sexual violence.

Informing and engaging the school community

It is crucial that preventing online sexual violence become a priority and a collective commitment in the school in order for the prevention campaign created by young people to be successful. With this in mind, we recommend that you inform and engage everyone involved within the school environment.

Here are a few concrete strategies that you can put into place in order to raise awareness among the school's key people regarding the issue of online sexual violence and the importance of taking action.

- **Introduce the online sexual violence prevention project to all the key people in the school environment** : management team, school council, school staff, community relations officers affiliated with the school,¹ parents, young people.
- **Engage the administration** : their commitment is crucial for ensuring the engagement of professionals, teachers and the broader school community, as well as for spreading the message.
- **Engage school staff** : their collaboration will greatly facilitate identifying and recruiting participants, and developing and disseminating the actions undertaken by the young people.
- **Engage community relations officer(s)** : their participation in one of the prevention committee's meetings will give youth committee members direct contact and highly relevant information as they pursue the awareness-raising campaign project. This can be a factor in helping engage a committee.

Note

Marie-Vincent Foundation's website provides online tools to facilitate information-sharing (pamphlets, graphic design and more). Visit marievincent.org

¹ Community relations officers are police officers who are specially designated by police departments to act as resource people for community-based prevention and action. These officers generally assume a key prevention role for young people in schools.

Starting the project off right

A number of different formulas are possible. They should be tailored to the school's participative culture. Here are a few suggested activities to encourage people to sign up for organizing a school youth committee.

STEPS	SUGGESTIONS
1 Promote the activity	<ul style="list-style-type: none">• Add the activity to the school's extracurricular activities calendar.• Create posters.• Broadcast messages on the intercom.• Conduct a classroom tour.• Ask teachers to convey information within their specific subjects.• Present the activity at a student assembly.• Involve the student council.• Rally young people who might be interested (very involved young people, young people with the potential to transform their own negative experiences into a positive contribution, young people who want to make a difference).• Organize an information booth.
2 Get sign-ups	<ul style="list-style-type: none">• Organize a booth.• Identify interested young people with the help of key people within the school community (professionals, teachers, etc.).• Distribute response slips while another activity is taking place.• Post a sign-up list.
3 Designate a space and time for conducting the activities	<ul style="list-style-type: none">• Choose a set space for committee meetings: classroom, conference room, student lounge, etc.• Hold prevention committee meetings on a regular basis and at a set time, for example every Tuesday or every Day 2 of the school cycle.• Choose the time of your meetings based on other activities taking place in the school (extracurriculars, make-up periods, etc.) in order to limit absences.• Tailor the pace to your group's needs: take more time for certain aspects of the workshop or condense two topics into a single meeting depending on the committee's comfort with the issues.

Engaging young people for the long term

There is no perfect formula to ensure that the young people on the committee stay engaged for the long term. Still, a few elements may have a positive influence on their engagement or their commitment to the committee and to the cause.

CATEGORIES

SUGGESTIONS

Facilitation

- In order to build a trusting relationship, take the time to greet the young people and ask about their everyday lives before diving into the topic-specific activities.
- Encourage the young people and value their contributions to the activities (“that’s a good point, great question, interesting perspective,” etc.)
- Tailor the format of the activities based on the group’s characteristics (for example, choose oral activities when you have young people with reading or writing difficulties).
- Adopt an active and enthusiastic role as a facilitator: take part in the activities with the young people, share your opinions and ideas for the project.

Note

The content was designed in such a way as to allow for flexibility in facilitation so that the pace of the activities can be adjusted to the group’s needs.

Logistics

- Provide food if budget permits (pizza dinner, snacks, etc.).
- Tell school staff the names of your committee members in order to avoid scheduling conflicts (make-up classes, detentions, etc.).
- Try to kick off the project with the largest possible number of young people to ensure that even if some need to quit, it won’t ruin the committee’s structure.

Preparing and tailoring your facilitation to your committee

For strong facilitation, you need to have a strong grasp of the content and know how to tailor it to the youth committee's needs. We recommend doing a first full read-through of the guide before kicking off the committee's activities.

Read about the workshops and the topics to address as well as the tools provided (support sheets, references). A full list of the material, including sheets to print, is featured at the beginning of each workshop. Check that you have everything you need for your facilitation.



Important

Celebrating victories as a group helps you recognize the young people's good work and create a sense of belonging and accomplishment.

For example, organize a fun informal activity (board games, music, snack potluck, etc.) midway through and specify that the group has worked well and deserves to have fun. Celebrate the young people's work during and after the awareness-raising campaign.

Section 3

Workshops

The various suggested workshop topics were designed to gradually raise the young people's awareness and equip them progressively over the course of the meetings. The workshops will lead the young people to design prevention tools as part of a campaign within their school. As such, the young people will become agents of positive change and ambassadors for the cause.

Generally, unless otherwise indicated, you can conduct all the activities related to a given topic during a single meeting.

Workshop 1

Getting to know each other and setting the committee's objectives

Objectives

- Give the committee members a chance to get to know each other and develop their sense of belonging while having fun.
- Foster the creation of a bond of trust between the participants and the facilitator.
- Introduce to the young people the various objectives and activities of the online sexual violence prevention project.

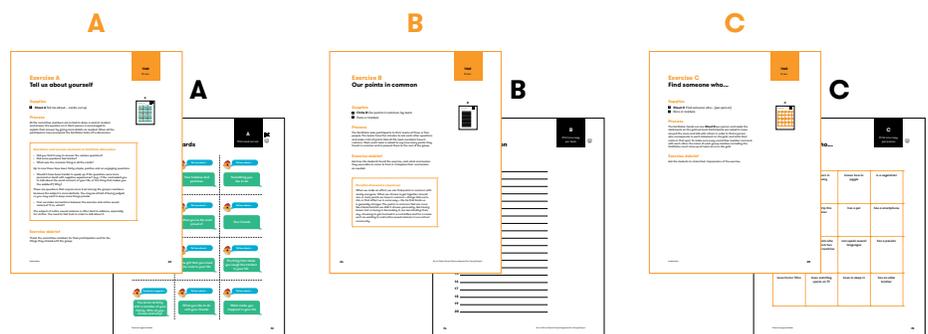
Supplies

- Pens or markers
- Blank name cards
- List of participants
- Meal or snack for participants (if possible)

Icebreakers

- Choice of three icebreakers from Section 4
- Supplies for the three chosen icebreakers

Suggestion : Icebreakers A, B and C



Agenda

1 Participant welcome

- Take a few minutes to welcome the participants, ask them how they're doing, whether they're having a good week, etc.
- Introduce the meeting's objectives.

2 Names and qualities

- Ask the young people to write their name on a name card along with a quality that defines them (for example, Elias the sensitive, Amira the determined, etc.). The facilitator also takes part in the exercise.
- Invite the young people to introduce themselves one by one and explain why they chose their qualities.

3 Facilitator introduction

The facilitator takes a few minutes to introduce themselves, for example by talking about their studies, their passions and why they chose to undertake this project.

4 Project introduction

- Set out the general outline of the project and of the committee's objective.
- Invite the young people to ask questions.

The project at a glance

- Prevention project started by Marie-Vincent Foundation in 2016.
- The facilitation guide aims to help the greatest possible number of schools take part. It was created as part of a pilot project conducted by Marie-Vincent Foundation at five schools in Laval, Montérégie and Montréal.
- As part of the project, 840 young people in five schools filled out a survey about technologies, and more than 50 young people took part in focus groups on the subject.
- The topic of online sexual violence was chosen because more and more cases are happening in schools; as such, it appears necessary to diversify and increase effective prevention actions.
- The formula: The prevention committee will meet on a regular basis (day of the week or day of the school cycle). At these meetings, the committee members will undertake activities and address various topics related to online sexual violence in order to create one or more prevention actions to put together their own awareness-raising campaign for students at their school.

Committee objective

Help young people think about and create effective online violence prevention tools. Because young people receive prevention messages from a number of sources (parents, school, TV, etc.), they are the best placed to determine what speaks to them and what doesn't when it comes to prevention.

5 Icebreakers

A number of icebreakers are suggested based on the participants' level of prior knowledge. We recommend setting aside the first meeting to conduct three icebreakers and help the young people make links between these icebreakers and the issue of online sexual violence. Suggestion: Icebreakers **A**, **B** and **C**.

6 Conclusion

- Thank the members for their participation.
- Take note of each participant's contact information so you can reach them as needed.
- Set a date and time with the young people for the next meeting (important: suggest that they enter it in their agenda).
- Share your enthusiasm in order to help motivate them to come back to the committee.

Workshop 2

The place of technologies in our lives

Objectives

- Become aware of the place we give to technologies in our lives and in the lives of the people around us.
- Start thinking about the issues related to technologies that affect all the students at the school.

Supplies

- Pens or markers
- The participants' name cards

Icebreakers

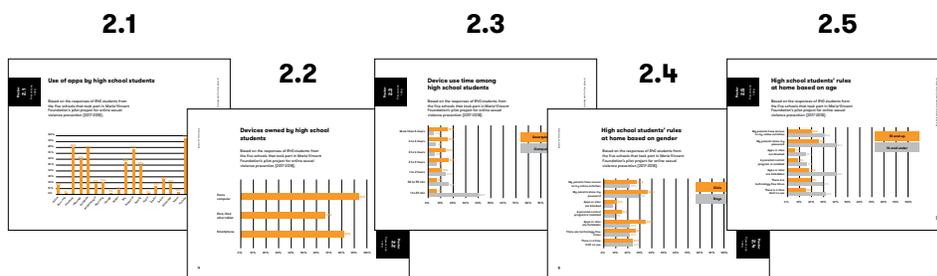
- Choice of an icebreaker from Section 4
- Supplies required for the chosen icebreaker

Suggestion : **Icebreaker D**



Results posters :

- Poster 2.1** Apps used
- Poster 2.2** Devices owned
- Poster 2.3** Time of use
- Poster 2.4 et 2.5** Rules at home



Agenda

1 Participant welcome

- Take a few minutes to welcome the participants, ask them how they're doing, whether they're having a good week, etc.
- Introduce the meeting's objectives.
- Ask the students to place their name cards in front of them.

2 Icebreaker

Run an icebreaker. Suggestion : **Icebreaker D**

3 Conditions for the committee's success

- Explain that to be able to carry out the work of the prevention committee, it's useful for all the members to determine what they consider to be the conditions for the committee's success.
- Ask the participants: In your view, what are the conditions necessary to the success and smooth operation of the committee?
- Validate the group's buy-in by asking the participants whether they are all in agreement with each condition proposed and whether they commit to respecting them throughout the committee's work.
- Write out the chosen conditions for success on a large sheet of paper.

Examples of conditions for success

- Participation
- Openness
- The right to make mistakes
- Respect
- Listening
- Sharing
- Absence of judgment
- Fun
- Attendance
- Punctuality
- Taking turns speaking
- Etc.

Important

Keep the sheet with the conditions for success in order to use it as a reminder, as needed, in future meetings.

4 Discussion about technologies and their use

- Invite the participants to have a discussion about young people's use of technologies in order to better understand each of their situations.

→ Questions on the next page

Questions to facilitate the discussion

- A To begin, I'd like you to tell me about your online, virtual and technological experiences :
- What does your Internet use look like ?
 - What apps do you use the most ?
 - How do these apps work ?
 - What does your use of texting look like ?
 - What place do these technologies hold in your lives? ?
- B In your view, are your online habits similar to those of other students at school, or not? Explain why.

- Conclude the discussion by summarizing what was said.
- Ask participants whether they want to add anything.

5 Survey about technologies

- Explain that a survey was filled out by 840 students at five different schools as part of the online sexual violence prevention pilot project.
- Ask the group to answer a few questions by raising their hands and then compare their answers to the project's results.
- Question the participants as needed to verify the specifics of their reactions to certain questions and to foster discussion.

Questions about technologies

For these questions, raise your hand if you want to answer yes:

- 1 Do you have a smartphone?
- 2 Do you have an iPod, an iPad or other tablet?
- 3 Do you have access to an Internet-enabled computer at home?
- 4 Do you have any of the following rules at home?
 - There is a daily time limit on use.
 - There are technology-free times for everyone at home.
 - Some apps or websites are forbidden.
 - Your parents have blocked access to certain sites and apps.
 - Your parents know your password.
 - Your parents have access to what you watch and do online.

Questions about technologies (continued)

5 Do you use the following apps?

- Ask.fm
- Facebook
- iMessage
- Instagram
- Kik Messenger
- TikTok
- Omegle
- Reddit
- SMS/text messaging
- Snapchat
- Tinder
- Tumblr
- Twitter
- Whatsapp
- Wattpad
- Whisper
- Yubo
- YouTube

For the next two questions, raise your hand if you recognize yourself.

6 How much time do you spend using your smartphone every day?

1 to 29 minutes, 30 to 59 minutes, 1 to 2 hours, 2 to 3 hours, 3 to 4 hours, 4 to 6 hours, more than 6 hours.

7 How much time do you spend using a computer every day?

1 to 29 minutes, 30 to 59 minutes, 1 to 2 hours, 2 to 3 hours, 3 to 4 hours, 4 to 6 hours, more than 6 hours.

- Conclude the exercise by asking the young people what their reactions were and whether they want to share any thoughts.

6 Presentation of technology-use survey results

- Present the various results tables and get the participants' reactions.
- Invite the participants to ask questions and make comments throughout the presentation.
- Ask questions as needed to go further with the participants' statements.

.....

2.1

2.2

2.3

2.4

2.5

7 Conclusion

- Thank the members for their participation.
- Remind them of the date of the next meeting (invite them to enter it in their agenda).

TIME

2 meetings
45 to 55 min. each

Workshop 3

Prevention messages

Objectives

- Become familiar with various online violence prevention tools.
- Determine the various components of a prevention tool, such as target recipient and message.

Supplies

- Projection system and internet access
- Pens or markers
- Samples of chosen tools - **see the list in Section 6**

Icebreaker

- Choice of an icebreaker from Section 4
- Supplies required for the chosen icebreaker

Suggestion : **Icebreaker E**

Sheets

- Sheet 3.1** Copies of the log book entry
- Sheet 3.2** Example of a log book entry
- Sheet 3.3** Possible responses to the brainstorm on prevention initiatives

E



3.1

A form titled 'Log book entry' with a table for recording data. The table has columns for 'Date', 'Time', 'Location', and 'Activity'. Below the table are several numbered questions for reflection.

3.2

An example of a completed 'Log book entry' form, showing a table with data and answers to the reflection questions.

3.3

A worksheet titled 'Possible responses to the prevention initiatives brainstorm' with a table for recording ideas. The table has columns for 'Initiative' and 'Response'. Below the table are several numbered questions for reflection.

Agenda

1 Participant welcome

- Take a few minutes to welcome the participants, ask them how they're doing, whether they're having a good week, etc.
- Introduce the meeting's objectives.
- Ask the participants to find their name card and set it out in front of them.

2 Icebreaker

Run an icebreaker. Suggestion: **Icebreaker E**

3 Violence awareness tools and campaigns

For this exercise, we suggest presenting several awareness campaigns to the committee and opting for a variety of formats; for example, posters, videos, social media campaigns, online games, manifestos, etc. We recommend presenting four or five campaigns in order to meet the objectives of the meeting. A number of prevention campaigns and tools are suggested in Section 6.

- Introduce the exercise. This will give you the chance to provide an overview of online violence prevention tools from which they can take inspiration.
- Invite the participants to analyze each of the awareness campaigns presented using **Sheet 3.1 Log book**.
- Present the sheet and explain how to fill it out.

.....



→ Questions on the next page

Questions on the log book sheet

- 1 Who is the message targeting?**
We want to understand who the target audience is, meaning what people or groups the campaign was designed for.
For example: young people, girls, parents, etc.
- 2 What is the message?**
Note what information the campaign is disseminating. After seeing the campaign, what do we remember about it? What message does it convey? What kind of thinking might the campaign inspire?
- 3 What is the campaign's objective?**
Try to determine what the objective was for creating the campaign. An objective always begins with a verb. For example, raise awareness, inform, grow, reduce, improve, develop, etc.
- 4 What are the campaign's weak and strong points ?**
Try to find the positive and negative points of the campaign in terms of both form (font size, image quality, length, language, etc.) and content (clarity of the message, presence of stereotypes or generalizations, tailored to the audience, etc.).

Agenda for each campaign

- 1 Briefly introduce the campaign and specify who created it.
- 2 Look at the campaign as a group (watching, handling, experiencing, etc.).
- 3 Remind the committee how to fill out the various sections of the log book.
- 4 Ask the participants to fill out the log book alone, in small groups or all together. To get familiar with the log book sheet, you may want to fill it out all together for the first campaign you analyze.
- 5 Review with the committee after a few minutes and encourage them to share their observations.
- 6 Fill out or correct the information as needed.
- 7 Encourage the young people to take their analysis deeper.

4 Brainstorm and discussion on prevention initiatives

- Invite the participants to name everything that comes to mind for three major categories that characterize a perfect campaign.
- Participants are invited to name all the elements in each category, one at a time: first, the qualities of a perfect campaign, then the possible content for an ideal campaign, and lastly, the possible forms. (The facilitator can take inspiration from the responses provided on **Sheet 3.3** to get the discussion going.)
- Take note of all the ideas.
- Invite the participants to take inspiration from the various campaigns analyzed in the preceding exercise.

.....

3.3

Qualities	Content	Forms



Important

Keep the results of this exercise; they'll be used once again for Workshops 4 and 9. If the exercise is done using a chalkboard or whiteboard that will need to be erased, we recommend taking a photo and transcribing it.

5 Conclusion

- Thank the members for their participation.
- Remind them of the date of the next meeting (invite them to enter it in their agenda).

TIME

1 to 2 meetings
45 to 55 min.

Workshop 4

Negative experiences and online violence

Objectives

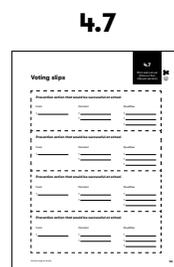
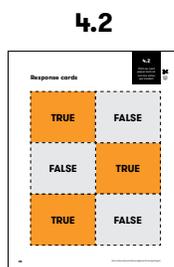
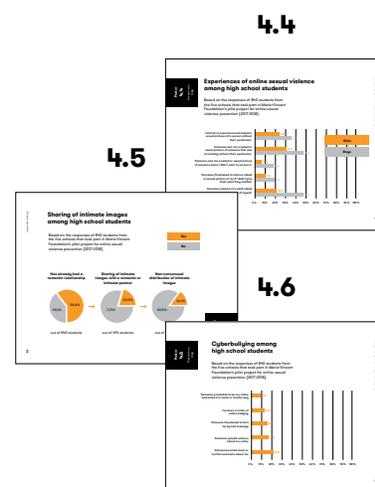
- Learn about the various instances of online violence experienced by the committee members and the people in their lives.
- Pursue thinking about the issues related to technologies that affect all students at the school.

Supplies

- Pens or markers
- Notes sheet
- Results from the brainstorm about prevention initiatives (**Workshop 3** - exercise 4 p.32)

Sheets and posters

- Sheet 4.1** Quiz game cards
- Sheet 4.2** Response cards (true or false)
- Sheet 4.3** Examples of questions to ask the community relations officer
- Sheet 4.4** Online sexual violence
- Sheet 4.5** Sharing of intimate images
- Sheet 4.6** Cyberbullying
- Sheet 4.7** Voting slips



Agenda

1 Participant welcome

- Take a few minutes to welcome the participants, ask them how they're doing, whether they're having a good week, etc.
- Introduce the meeting's objectives.

2 Discussion about negative experiences and online violence

- Ask the participants to recall the first group discussion at the beginning of the workshops, which was about technology-related habits and general experiences online.
- Specify that, after a few meetings at which the conditions for success were respected, you can now have a deeper discussion about negative experiences and online violence.
- As needed, remind the group about the conditions for success they chose (**Workshop 2**, exercise 3) while underscoring the importance of respect and confidentiality.
- Then ask participants to start a discussion about negative experiences and online violence using the questions in the box.

Questions to facilitate discussion

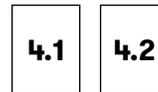
- A I'd like you to tell me about online experiences that are worth talking about because, for instance, they made you uncomfortable, because they created controversy or because you didn't know how to react. You may have had these experiences directly or they can have happened to someone you know.
- What happened?
 - Tell us more about this story.
 - How did things end?
 - Are specific events taking place at school?
 - How did the people involved feel?
 - What were the consequences for these people?
- B In your view, are your experiences similar to those of other students here, or not? Explain why.

- Conclude the exercise by thanking the participants for listening and being open.
- Summarize what was said.
- Ask the participants what conclusions they can draw, and help them as needed.

3 Quiz game on the various forms of online violence

- Distribute copies of the response cards to the participants.
- Explain the quiz game: lift the card corresponding to the correct answer for each question.
- Ask the questions and give the participants time to answer.
- Ask them to expand and explain their reasoning for each of their answers.
- Explain the answer using the information provided on the quiz game cards.

.....



4 Preparing for the visit from the community relations officers (in case of collaboration with police departments)

- Announce to the participants that community relations officers will be attending the next youth committee meeting (ask them to enter the meeting date in their agenda).
- Explain that the objective of the visit is to create dialogue with the community relations officers and get answers about the law and legal consequences related to online sexual violence.
- Invite the participants to think of questions to ask the community relations officers on various forms of online sexual violence.
- Take inspiration as needed from the questions provided on **Sheet 4.3** to get the discussion going.



Important

We suggest sending the students' questions to the community relations officers ahead of time in order to facilitate discussion.

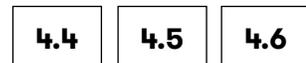
.....



5 Presentation of the results of the online violence survey

- Present the various tables and get the members' reactions.
- Invite the students to ask questions throughout the presentation and to give their comments.
- Ask questions as needed to take the students' statements further.

.....



6 Prioritization exercise for brainstorm elements

- Present the results of the brainstorm on prevention initiatives you undertook as part of **Workshop 3**.
- Read the list of targeted elements aloud.
- Present the voting slips and explain how to fill them out.
- Ask participants to fill out their voting slips (three or four per person) by choosing various ideas from within the brainstorm results.

..... **4.7**

Fill out the voting slips

For each slip :

- 1 Choose a form of prevention that's relevant for the school and write it on the slip.
- 2 Write down two relevant, consistent items of content that relate to the chosen form of prevention.
- 3 Write down the three main qualities that should come through in the form of prevention chosen.
For example: a poster (form) with statistics and a slogan (content) that is clear, original and punchy (qualities).



Important

Keep all the completed slips; they'll be used for the exercises for Workshop 9.

7 Conclusion

- Thank the members for participating.
- Remind them of the date of the next meeting (ask them to enter it in their agenda).

Workshop 5

Optional meeting with a community relations officer

This meeting can be included in the project if it is possible to set up a collaboration with a community relations officer at the school. The students generally appreciate this meeting very much, and it helps create a stronger partnership while reinforcing ties between the school and the officer.

Objectives

- Create an opportunity for the youth committee engaged in carrying out prevention work to meet and talk with the local community relations officer.
- Obtain specific answers about laws, legal consequences and the prevention of online violence.

Supplies

- Copy of the students' list of questions

Agenda

1 Participant welcome

- Take a few minutes to welcome the participants, ask them how they're doing, whether they're having a good week, etc.
- Introduce the meeting's objectives.
- Introduce the community relations officer and thank them for coming.

2 Discussion with the community relations officer

- The officer answers the students' questions.

3. Conclusion

- Thank the members for participating.
- Remind them of the date of the next meeting (ask them to enter it in their agenda).



Important

We recommend debriefing about the visit the following week during the participant welcome round in order to find out what the students liked, what struck them in their discussions with the community relations officer, etc.

Workshop 6

Causes of online violence

Objectives

- Determine the various factors that influence the presence of online sexual violence among young people.
- Encourage the participants to become aware of the social structures that foster the maintenance and reproduction of social issues such as online violence.

Supplies

- Pens or markers
- Large sheets of paper

Sheets

- Sheet 6.1** *Examples for the brainstorm on the causes of online violence*
- Sheet 6.2** *Ecological systems theory applied to an animal*
- Sheet 6.3** *Ecological systems theory applied to an animal (example filled out)*
- Sheet 6.4** *Ecological systems theory applied to a teenager*
- Sheet 6.5** *Example of classification of the causes of online sexual violence using ecological systems theory*



Agenda

1 Participant welcome

- Take a few minutes to welcome the participants, ask them how they're doing, whether they're having a good week, etc.
- If the previous meeting was devoted to a visit from the community relations officer, ask the students what they liked, what they got out of the discussions, etc.
- Introduce the meeting's objectives.

2 Brainstorm on the causes of violence

- Ask the participants: "What are the causes of online violence?" Encourage them to give all the answers that come to mind.
- Ask the participants to say anything that could explain why young people experience online sexual violence.
- Note the answers on a large sheet of paper or on the board.
- Ask questions and refer to the examples of causes provided on **Sheet 6.1** to get the discussion going.

..... **6.1**

Questions to inspire the brainstorm

- Why is there online violence in our society?
- Why do young people experience online violence?
- Why do young people sext with each other?
- For what reasons do you think intimate images get circulated on the Internet?
- Why do girls seem to be victims of online violence more often than boys?
- For what reasons do these forms of violence take place online?

- Congratulate the participants when they have come up with a sufficient number of ideas.

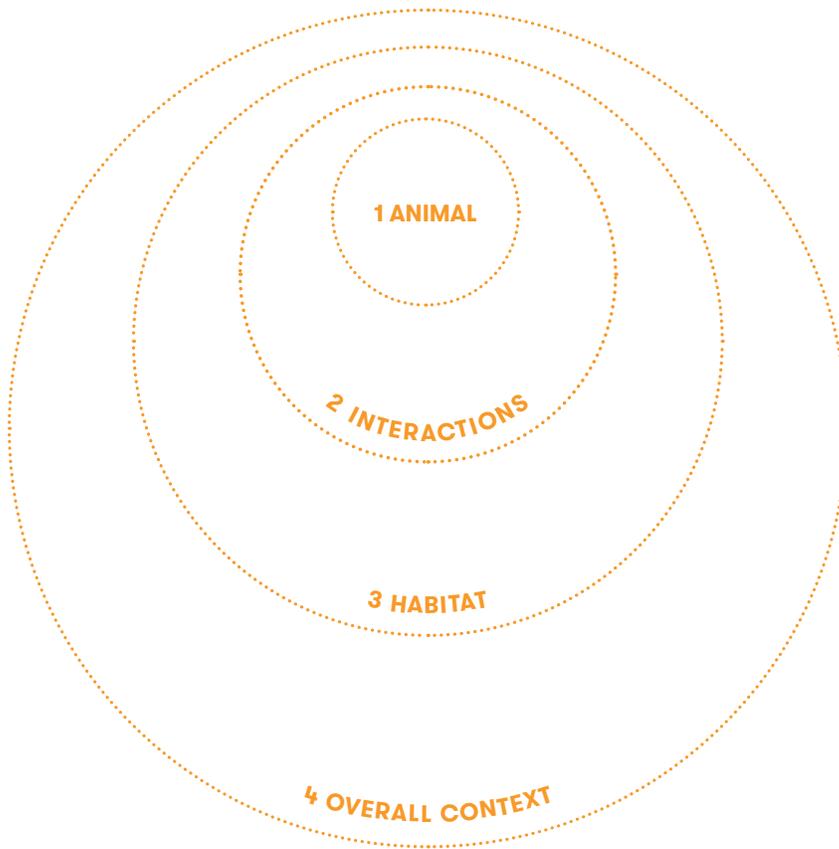


Important

Keep the results of this exercise; they will be reused in the exercises for **Workshop 9**. If the exercise is done on a board that needs to be erased, we recommend taking a photo and transcribing it.

3 Informal presentation of ecological systems theory and its usefulness in prevention

- Explain to the participants that you'll be showing them a conceptual model that's useful for prevention work on a specific phenomenon such as online sexual violence.
- Invite participants to ask questions throughout the presentation.
- Use the examples provided as needed (**Sheets 6.2, 6.3 and 6.4**).



Note
Simplified model of Urie Bronfenbrenner's ecological systems theory.

Presentation on ecological systems theory

- A Ask participants what the word “ecology” makes them think of, and orient answers toward life, the living and the environment.
- B Explain: This is called “ecological systems theory” because it’s used to understand the environment we live in, or more specifically, the various elements, structures and systems that influence our lives.

C Illustrate the theory on paper using the example of an animal suggested by one of the participants (**Sheets 6.2** and **6.3**).

D Explain the way each element influences the life of the chosen animal.

For example: positive consequences if the whole predator population were to disappear, negative consequences if environmental protection laws are abolished all over the planet, etc.

E Illustrate ecological systems theory once more on paper with the students' participation, this time placing a teenager at the centre (**Sheet 6.4**).

F Explain how each element has an influence on the lives of teenagers.

For example: a positive consequences if millions of dollars are invested in high schools, negative consequences if a conflict happens within a group of friends, etc.

G Help participants to make links between the various campaigns and prevention tools analyzed in the previous meetings and the levels of ecological systems theory.

For example : a poster campaign in the school targets people and the places they spend time, while a manifesto read at the National Assembly targets the overall context.

4 Classification of the causes determined during the brainstorm

- Invite the participants to classify the various causes of online violence that were named during the brainstorm within ecological systems theory (example on **Sheet 6.5**).
- As needed, support and praise their participation.
- Conclude the exercise by asking participants what they thought of it.
- Explain that what has been done will help guide them when it's time to create the prevention actions. This will help them choose the causes to target and select appropriate strategies.

.....

6.5

5 Conclusion

- Thank the members for participating.
- Remind them of the date of the next meeting (ask them to enter it in their agenda).

Atelier 7

Available resources

Objectives

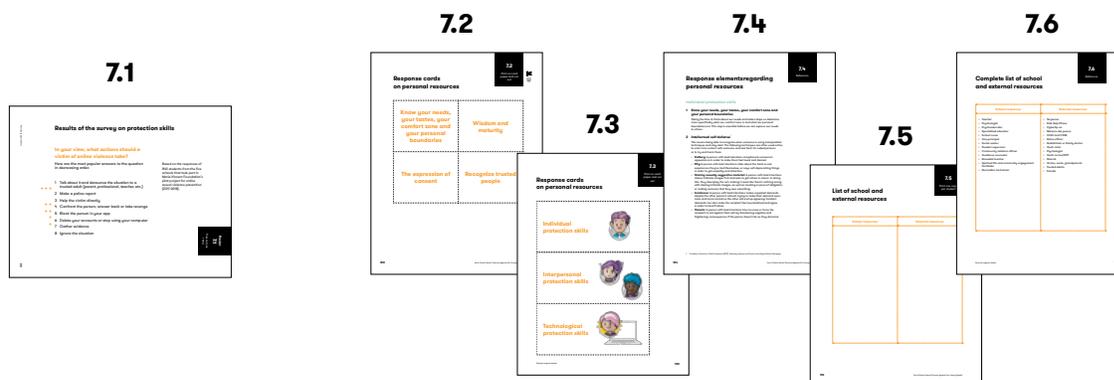
- Become familiar with the protection skills that teens need to acquire or strengthen in relation to the issue of online sexual violence.
- Determine the school-based and external resources that can help young people in relation to the issue of online sexual violence.

Supplies

- Pens or markers

Fiches

- Poster 7.1** Results of the survey on protection skills from open questions
- Sheet 7.2** Response cards on personal resources
- Sheet 7.3** Category cards for personal resources
- Sheet 7.4** Response elements regarding personal resources
- Sheet 7.5** List of school and external resources
- Sheet 7.6** Complete list of school and external resources



Agenda

1 Participant welcome

- Take a few minutes to welcome the participants, ask them how they're doing, whether they're having a good week, etc.
- Introduce the meeting's objectives.

2 Presentation of the results of the survey on protection skills

- Ask the volunteer participants: "In your view, what should we do when someone is the victim of online violence? In your view, what should we do when a person's intimate images are circulating without their consent?"
- Present the summary of answers (**Sheet 7.1**) given by the young people who took part in the pilot project for preventing online sexual violence. **7.1**
- Collect the participants' reactions.
- Close the exercise by inviting the participants to come up with their own conclusions regarding the answers provided both by the committee members and by the young people who took part in the survey.
- Summarize the students' ideas and complete them as needed.

3 Classification of personal resources

- On a table, set out the three cards featuring the categories of personal resources (**Sheet 7.3**). **7.3**
- Explain the definition of each category.

The categories of personal resources

- The various categories of protection skills call upon a range of personal resources.
 - Individual protection skills: these belong to each person.
 - Interpersonal protection skills: useful in our relationships with others.
 - Technological protection skills: related to our use of technologies.

- Invite the committee members to form two teams and give each team half the response cards on personal resources (**Sheet 7.2**). **7.2**

- Ask the two teams to classify the personal resources cards into the various protection skills categories.
- When all the cards are placed, re-read the list of skills out loud.
- Ask the appropriate teams what they understand about each skill and why they classified them as they did.
- For each classified card, provide complementary explanations, referring to **Sheet 7.4** to help the participants learn more.
- Ask the participants if other skills should have been named, and what categories they would fall under.
- Conclude the exercises by congratulating the participants for their classification work.
- Specify that all the elements mentioned could be used as part of the prevention action the committee members will be designing. For example, the committee could choose to undertake an action project that teaches students how to differentiate between healthy and unhealthy relationships.

..... **7.4**

4 Flash list of school and external resources

- Distribute copies of **Sheet 7.5** to the participants.
- Explain to the participants that they will have about one minute to write down as many resources as they can that exist in their school (school resources) and one minute to write down as many resources as they can think of that exist outside the school (external resources).
- You can add a competitive dimension: an extra point is given to participants who mention a resource nobody else has thought of. You can even award a small prize.
- Next, invite the participants to share their answers.
- Complete the answers by adding resources that were not mentioned, with the help of the full list on **Sheet 7.6**.
- To conclude the exercise, explain the link between the exercise and cases when victims of online sexual violence have often had to make quick decisions following their experience. Making a list of resources quickly is one way to put yourself in the shoes of the victims, who don't always have much time in which to find solutions.

..... **7.5**

..... **7.6**

5 Conclusion

- Tell the participants that these were the last exercises designed to help them learn more about prevention and online sexual violence.
- At the next meetings, you will be planning the prevention actions for the school.
- Thank the members for participating.
- Remind them of the date of the next meeting (ask them to enter it in their agenda).

Workshop 8

Needs of the students at this school

Objectives

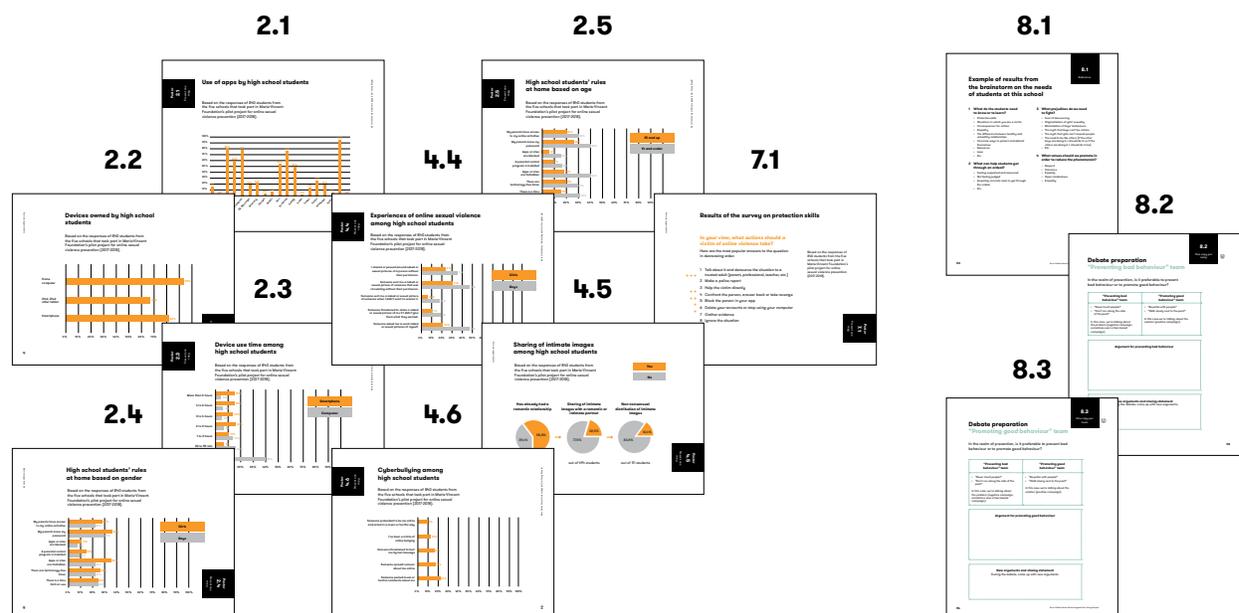
- Summarize all the topics addressed in the previous committee meetings.
- Determine the specific needs of the students at this school with regard to preventing online sexual violence.

Supplies

- Notes sheet
- Large sheet of paper
- Pens or markers

Sheets and posters

- All the results posters : **Posters 2.1, 2.2, 2.3, 2.4, 2.5, 4.4, 4.5, 4.6, 7.1**
- Sheet 8.1** *Examples of answers regarding young people's needs*
- Sheets 8.2 and 8.3** *Debate preparation sheets*



Agenda

1 Participant welcome

- Take a few minutes to welcome the participants, ask them how they're doing, whether they're having a good week, etc.
- Introduce the meeting's objectives.

2 Summary of all the topics addressed since the committee began meeting

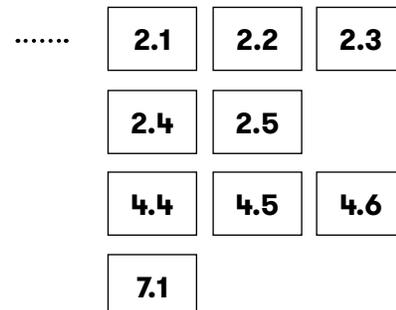
- Ask the participants to try and recall the various topics that have been addressed within the committee meetings and to share these elements with the group.
- As needed, complete the information and point out that the committee members now have all the elements they need (knowledge, tools, etc.) to develop a prevention action for their school.

Summary of all the topics addressed

- 1 Getting to know each other while having fun and starting to think about how the victims of online violence must feel.
- 2 Reflecting on the place of technologies in our lives.
- 3 Examining existing prevention initiatives.
- 4 Reflecting on negative experience and online violence.
- 5 Discussing the legal consequences of online sexual violence with the community relations officer (potentially).
- 6 Thinking about the causes of online violence.
- 7 Learning about the available personal, school and external resources.

3 Review of the various survey results

- Suggest that the participants take another look at the survey results.
- Present the results of the various survey sections by laying them out on the table so the students can see them.
- Ask each participant to determine the statistic that makes the greatest impression, the most relevant one, which could guide the campaign.
- Take note of the students' responses.



4 Brainstorm on the needs of the school's students

- Ask the committee members to spontaneously name all the ideas that come to mind in response to the following question: "What do young people need to learn about online violence?"
- Stimulate discussion by specifying that participants can work based on the survey results, the various committee workshops, and so on. As needed, use the questions below to get the discussion going or provide answers to help advance the discussion.

..... **8.1**



Questions to stimulate discussion

- What do young people need to know or learn?
- What can help them get through an ordeal?
- What prejudices do we need to fight?
- What values do we need to promote in order to reduce the phenomenon?

Important

Keep the results of the exercise; they will be reused in the exercises for Workshop 9. If the exercise is done using a board that will need to be erased, we recommend taking a picture and transcribing it.

Exercise conclusion :

- When a sufficient number of elements have been named, summarize them.
- Make connections with the content of the various workshops when possible.
- Specify that everything that's been said could be part of the prevention project, but they will need to make some choices.

5 Debate on two major prevention strategies

- Propose that the students take part in a debate between two teams: the "preventing bad behaviour" team and the "promoting good behaviour" team.

Note

Optional activity, but one that the students tend to really enjoy.

"Preventing bad behaviour" team	"Promoting good behaviour" team
<ul style="list-style-type: none"> • "Never insult people!" • "Don't run along the side of the pool!" <p><i>In this case, we're talking about the problem (negative campaign, sometimes even a fear-based campaign).</i></p>	<ul style="list-style-type: none"> • "Be polite with people" • "Walk slowly next to the pool" <p><i>In this case we're talking about the solution (positive campaign).</i></p>

- Distribute one of the two argument preparation support sheets for each team (**Sheets 8.2** and **8.3**).
- Explain to the students how the debate will be run.



Questions to stimulate discussion

- 1 The members of each team will have five minutes to quietly talk about their team's arguments and write them down.
- 2 Each team will designate a spokesperson who will have two minutes to explain the group's position.
- 3 After explaining their positions, the two teams will then have two minutes to consult amongst themselves again and come up with more arguments in order to rebut the other team's statements.
- 4 The spokesperson for each team has two more minutes to explain the new arguments and say some final words.

After the debate :

- Ask the young people how they enjoyed the exercise.
- Congratulate the students who were able to come up with arguments and defend a point of view they didn't necessarily agree with.
- Congratulate the students for respecting and listening to each other during the debate.
- Make the connection with the prevention action that the committee members will create, since it's possible that some ideas won't be supported by everyone, and yet they still need to move forward together and make compromises as they implement the action.

6 Conclusion

- Thank the members for participating.
- Remind them of the date of the next meeting (ask them to enter it in their agenda).

TIME

45 to 55 min.

Workshop 9

Action plan

Objectives

- Choose the action(s) for the prevention committee to carry out.
- Establish the general outline of the chosen prevention action(s).

Supplies

- Pens or markers
- The results of the various brainstorming sessions as noted during **Workshop 3**, **Workshop 6** and **Workshop 8**
- Voting slips filled out during **Workshop 4**

Fiche

- Sheet 9.1** *Developing the prevention action for the school*

9.1

Developing the prevention action for the school

Order	Priority	Responsible

1. What is the prevention committee's mission?
2. What is the objective of the prevention action?
3. What is the budget for the prevention action?
4. What are the resources available for the prevention action?
5. What are the risks of the prevention action?

Agenda

1 Participant welcome

- Take a few minutes to welcome the participants, ask them how they're doing, whether they're having a good week, etc.
- Introduce the meeting's objectives.

2 Inspiration session

- Present the results of the various brainstorm sessions to the participants, and make them available (post them on the wall or set them out in the middle of a table) so they can use them for inspiration in creating the prevention action.
- Reread the voting slips filled out during **Workshop 4** and compile the results (example: four votes for a poster).
- Ask the young people whether some forms seem to better inspire them. In the case of split opinions within the group, propose forming two teams that will each be tasked with further developing their respective ideas.

3 Action development

- Present the action development sheet and explain to participants how to fill it out.

Action development sheet

- **Form :** Write down the type of action (poster, classroom tour, etc.).
- **Content :** Write down two types of content targeted during the brainstorm on prevention initiatives or on the voting slips that are appropriate for the chosen action.
- **Qualities :** Write down three qualities that came up in the brainstorm on prevention initiatives or on the voting slips that are appropriate for the chosen action.
- **Who is the prevention initiative aimed at ?**
Determine the audience (for example: first-year high school students, parents, etc.).
- **What is the objective you wish to achieve?**
Starting with a verb, formulate what you want to accomplish with the action (for example: raise students' awareness of ..., provide guys with ..., reduce the number of ...).

→ continued on the next page

- **What message do you want to convey?**
Determine what you want the audience to understand from your message, what you want them to remember or learn. What thinking do you want to inspire in the audience?
- **What do you need in order to implement the action ?**
Plan out the supplies, resources, information and authorizations you'll need in order to produce the project.

- The committee members choose the type of action to carry out. Two teams can be formed if the group has different preferences. Give out the corresponding voting slips so they can serve as inspiration.
- Help the group or groups to fill out **Sheet 9.1** *Developing a prevention action for the school*.
- After a few minutes, invite participants to share what they developed, and solicit each person's participation to enhance the sections by adding ideas.



Exercise debrief

- Explain to the participants that the development sheet will serve as a basis for developing and implementing the action. If you are developing two actions, specify that you'll have to assess over time whether the committee should carry them out one after the other or at the same time.



Important

Keep the action development sheets; they'll be used during the exercises for **Workshop 10**.

4. Conclusion

- Thank the members for participating.
- Remind them of the date of the next meeting (ask them to write it down in their agenda).

TIME

Several meetings
45 to 55 min.

Workshop 10

Implementing prevention actions

This workshop will take place over a few meetings in order to give the students time to think about their action, design it and disseminate it.

- Plan three or four meetings for a simple action (poster, button, intercom message, booth, etc.).
- Plan six or more meetings for a larger-scale action (filming a video, giving an in-class workshop, creating a themed game, mural, etc.).

Objectives

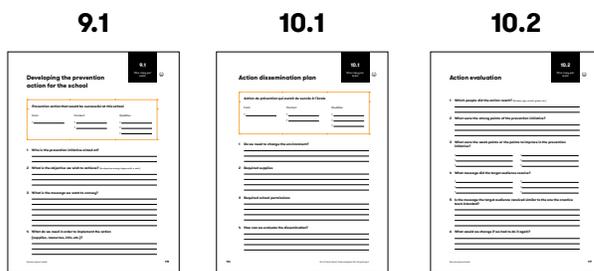
- Design one or more awareness-raising actions by and for youth.

Supplies

- Scrap paper
- Markers and coloured pencils

Sheets

- Sheet 9.1** *Developing a prevention action for the school (filled out)*
- Sheet 10.1** *Action dissemination plan*
- Sheet 10.2** *Action evaluation*



Important

It is important to list and prepare the supplies you will need in order to guide the students in creating their project based on the chosen action itself (for example, a computer to use for writing, paint in order to make a mural, etc.).

Once the plan is made and the directions are clearly defined for the chosen action, several meetings will be devoted to concretely developing the prevention action or tool proposed by the committee members.

The meetings will serve as work sessions for designing the tool, but also as times for following up on the tasks the young people and the facilitator need to carry out outside the committee meetings (for example: video editing, borrowing supplies, writing, etc.). Here is a list of the steps to put into place during these meetings in order to facilitate the committee members' creation of a prevention tool or action.

Steps

1 Reminder of the chosen directions

Use **Sheet 9.1** filled out, which will serve as a guide and reference for the entire process.

..... **9.1**

2 Inspiration session

Consult similar tools, leaf through books, etc.

3 Brainstorm

Discuss what you want for the school based on the directions set out in **Sheet 9.1** and the inspiration session, and invite the committee members to think about the precise content of their tool.

..... **9.1**

4 Mock-ups and concept development

Invite the young people to imagine, alone or in groups, a number of different concepts for a same type of tool (for example: several poster concepts) and to present them to the other committee members. Underscore the good ideas and determine which ones can be reworked or changed.

5 Pooling and concept refinement

Using the various mock-ups, ask the students to find what they like in each other's mock-ups and create other concepts with those points in mind.

6 Final concept

Lead the students in choosing the most relevant elements from among the various concepts and to bring them together into a single final design.

7 Research on external resources as needed

Some actions or tools may require external undertakings (for example: borrowing recording equipment, asking an artist to collaborate, etc.).

8 Producing the tool

Ask the students to get to work on producing the tool or action. It may be preferable to assign tasks to a number of subgroups (for example: the different scenes of a scenario). Some actions may also require support from the facilitator (for example: formatting, negotiating authorizations, purchasing supplies, etc.).

9 Planning the dissemination of the tool

With the students, fill out **Sheet 10.1** in order to plan how to disseminate the tool.

.....

10.1

10 Disseminating the tool

The involvement of the young people and the facilitator will vary based on the type of action or tool chosen (for example: posting a video on the school's Facebook page versus conducting a classroom tour with the students).

11 Review of the dissemination

Once the tool has been disseminated, schedule a meeting to evaluate how it went, using **Sheet 10.2**. This step is particularly useful if you plan to develop a second tool or prevention action. Take the time to celebrate this step with the committee members.

.....

10.2

Section 4

Icebreakers

This section features suggested icebreakers that can be used, particularly during the first few committee meetings, in order to help the members get to know each other better, have fun and develop a sense of belonging to the committee.

The guide suggests specific times to use the icebreakers.

Exercise A

Tell us about yourself

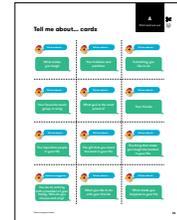
Supplies

- **Sheet A** Tell me about... cards, cut up

Process

All the committee members are invited to draw a card at random and answer the question on it. Each person is encouraged to explain their answer by giving more details as needed. When all the participants have answered, the facilitator kicks off a discussion.

A



Questions and answer elements to facilitate discussion

- Did you find it easy to answer the various questions?
- Did some questions feel harder?
- What was the common thing in all the cards?

Up to now these have been fairly simple, positive and un-engaging questions.

- Would it have been harder to speak up if the questions were more personal or dealt with negative experiences? (e.g.: if the card asked you to talk about the worst moment of your life, or the thing that makes you the saddest?) Why?

These are questions that require more trust among the group's members, because the subject is more delicate. You may be afraid of being judged, or you may want to keep some things private.

- Can we make connections between the exercise and online sexual violence? If so, which?

The subject of online sexual violence is often hard to address, especially for victims. You need to feel trust in order to talk about it.

Exercise debrief

Thank the committee members for their participation and for the things they shared with the group.

Exercise B

Our points in common

Supplies

- Sheet B** *Our points in common*, by team
- Pens or markers

Process

The facilitator asks participants to form teams of three or four people. The teams have five minutes to ask each other questions and make a list of points that all the team members have in common. Next, each team is asked to say how many points they found in common and to present them to the rest of the group.

B

The worksheet is titled "Points in common" and has a header "How many points in common?". Below the header is a grid with 10 rows and 2 columns. The first column is for "Name" and the second column is for "Points in common".

Name	Points in common

Exercise debrief

Ask how the students found the exercise, and what conclusions they were able to come to from it. Complete their conclusions as needed.

Possible discussion responses

When we make an effort, we can find points in common with nearly everyone. When we choose to get together around one or more points we have in common—things that we're into or that affect us in some way—the tie that binds us is generally stronger. The points in common that are more like characteristics we didn't choose personally, like having brown hair or being in Secondary 3, are less binding than, say, choosing to get involved in a committee and for a cause such as wanting to end online sexual violence in our school community.

TIME

5 min.

Exercise C

Find someone who...

Supplies

- Sheet C** *Find someone who...* (per person)
- Pens or markers

Process

The facilitator hands out one **Sheet C** per person and reads the statements on the grid out loud. Participants are asked to move around the room and talk with others in order to find a person who corresponds to each statement on the grid, and write their name in that spot. To make sure every committee member connects with each other, the name of each group member, including the facilitator, must come up at least once on the grid.

C



Sheet C: Find someone who... grid. The grid contains 12 statements in a 3x4 layout:

Statement	Statement	Statement	Statement
Has a pet	Has a car	Has a job	Has a hobby
Has a friend	Has a sibling	Has a pet	Has a hobby
Has a friend	Has a sibling	Has a pet	Has a hobby
Has a friend	Has a sibling	Has a pet	Has a hobby

Exercise debrief

Ask the students to share their impressions of the exercise.

Exercise D

Pyramid of cups

Supplies

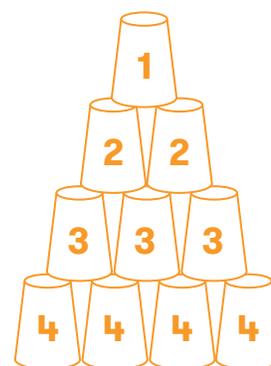
- Numbered cups for each two-person team:
 - Four cups with the number 4
 - Three cups with the number 3
 - Two cups with the number 2
 - One cup with the number 1
- Blindfolds (one per team)

Process

The facilitator explains the object of the game: in teams of two, build a pyramid of cups with the first level made up of the four cups marked with the number 4, the second level made with the three cups bearing the number 3, the third level made of the two cups with the number 2, and the top using the number 1 cup.

The challenge : One team member can use their hands, but not their eyes; they are blindfolded. The other team member can use their eyes, but not their hands, and must guide their partner by giving them verbal instructions only.

After five minutes, the participants switch roles.



Exercise debrief

Discuss the exercise with the whole group by asking these questions:

- What was the exercise like for you?
- How did you feel in your role?
- Looking back, would you have done things differently?
- Can you make connections between this exercise and online sexual violence?

Possible discussion responses

- *Feeling poorly equipped and lacking resources (the eyes and the hands during the exercise, and, in the case of online violence, not knowing where to get help, not being supported, etc.) can have an influence on our*
- *actions (successfully building the pyramid, going to get help).*
- *Doing something alone when we have limits (and we all have our limits!) can be a whole lot harder.*

TIME

5 min.

Exercise E

Get up!

The facilitator explains that the purpose of the exercise is to warm up and stretch out.

Rules of the game

Four people need to be standing at the same time. Each person can remain standing for a maximum of 10 seconds only. You can't talk to each other to organize the game. You need to watch what's happening and assume your responsibilities without verbal communication. The facilitator ends the exercise after a few minutes.

Exercise debrief

Ask for the participants' impressions of the exercise.

- In your view, what was the objective of the exercise?

The objective was to show how important communication is and how hard it is to co-ordinate without communicating.



Important

If the group is small, reduce the number of people who can be standing at the same time.

Section 5

Exercise support sheets

This section contains all the support sheets you'll need to carry out the exercises (tools, posters, response slips, cards to cut up, log book, etc.). Precise instructions about printing or photocopying the documents are provided in the upper right-hand corner of each sheet. A table summarizing all the sheets and their features is also provided at the beginning of the section.

Summary table of sheets and posters

SHEET	TITLE	PAGE			----- WORKSHOPS -----												
					1	2	3	4	5	6	7	8	9	10			
Sheet A	Tell me about... cards	73	X	X	X												
Sheet B	Points in common	74		X	X												
Sheet C	Find someone who...	75		X		X											
Poster 2.1	Use of apps by high school students	76					X									X	
Poster 2.2	Devices owned by high school students	77					X									X	
Poster 2.3	Device use time among high school students	78					X									X	
Poster 2.4	High school students' rules at home based on gender	79					X									X	
Poster 2.5	High school students' rules at home based on age	80					X									X	
Sheet 3.1	Log book entry	81		X				X									
Sheet 3.2	Log book entry (example)	82						X									
Sheet 3.3	Possible responses to the prevention initiatives brainstorm	83						X									
Sheet 4.1	Quiz game cards	84	X	X					X								
Sheet 4.2	Response cards (true or false)	88	X	X					X								
Sheet 4.3	Examples of questions to ask the community relations officer	89							X								
Poster 4.4	Experiences of online sexual violence among high school students	90							X							X	
Poster 4.5	Sharing of intimate images among high school students	91							X							X	
Poster 4.6	Cyberbullying among high school students	92							X							X	
Sheet 4.7	Voting slips	93	X	X					X								
Fiche 6.1	Examples for the brainstorm about causes of online violence	94													X		
Sheet 6.2	Ecological systems theory applied to an animal	95													X		

→ Continued on the next page

SHEET	TITLE	PAGE	----- WORKSHOPS -----											
					1	2	3	4	5	6	7	8	9	10
Sheet 6.3	Ecological systems theory applied to an animal (example filled out)	96							X					
Sheet 6.4	Ecological systems theory applied to a teenager	97							X					
Sheet 6.5	Example of classification for the causes of online sexual violence using ecological systems theory	98							X					
Poster 7.1	Results of the survey on protection skills	99								X	X			
Sheet 7.2	Response cards on personal resources	100	X	X						X				
Sheet 7.3	Category cards for personal resources	103	X	X						X				
Sheet 7.4	Response elements regarding personal resources	104								X				
Sheet 7.5	List of school and external resources	110		X						X				
Sheet 7.6	Complete list of school and external resources	111								X				
Sheet 8.1	Example of results from the brainstorm on the needs of students at this school	112								X				
Sheet 8.2	Debate preparation – “preventing bad behaviour” team	113		X							X			
Sheet 8.3	Debate preparation – “promoting good behaviour” team	114		X							X			
Sheet 9.1	Developing the prevention action for the school	115		X								X		
Sheet 10.1	Action dissemination plan	116		X										X
Sheet 10.2	Action evaluation	117		X										X



Tell me about... cards



Tell me about...

What makes you laugh



Tell me about...

Your hobbies and pastimes



Tell me about...

Something you like to do



Tell me about...

Your favourite music group or song



Tell me about...

What you're the most proud of



Tell me about...

Your friends



Tell me about...

The important people in your life



Tell me about...

The gift that you loved the most in your life



Tell me about...

The thing that made you laugh the hardest in your life



Someone suggests...

You do an activity with a member of your family. Who do you choose and why?



Tell me about...

What you like to do with your friends



Tell me about...

What made you happiest in your life



Points in common

List of points in common :

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____
- 14 _____
- 15 _____
- 16 _____
- 17 _____
- 18 _____
- 19 _____
- 20 _____



Find someone who...

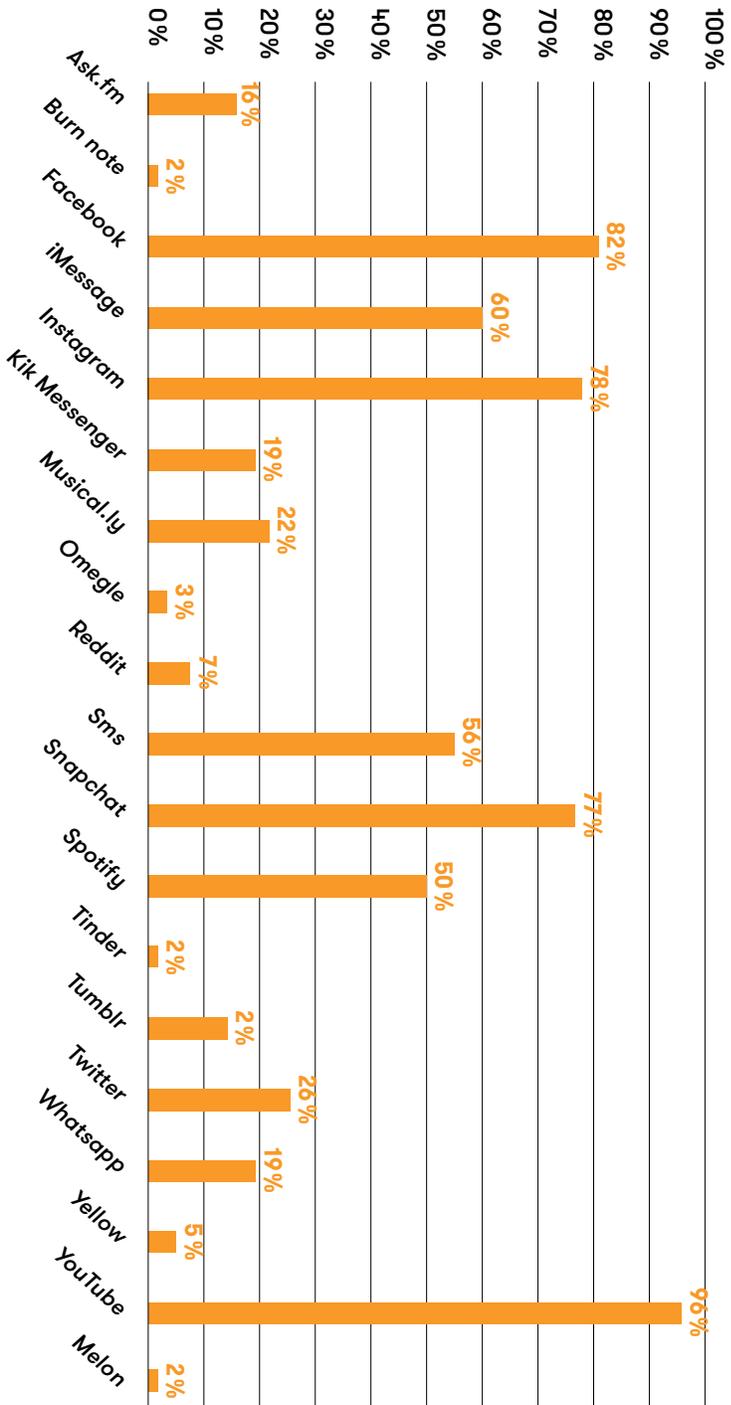
has a younger sister	was born in January	knows how to juggle	is a vegetarian
has been part of a competition	took a trip this summer	has a pet	has a smartphone
has a food allergy	has parents who come from two different countries	can speak several languages	has a passion
loves horror films	loves watching sports on TV	loves to sleep in	has an older brother

Poster 2.1

Present one
copy

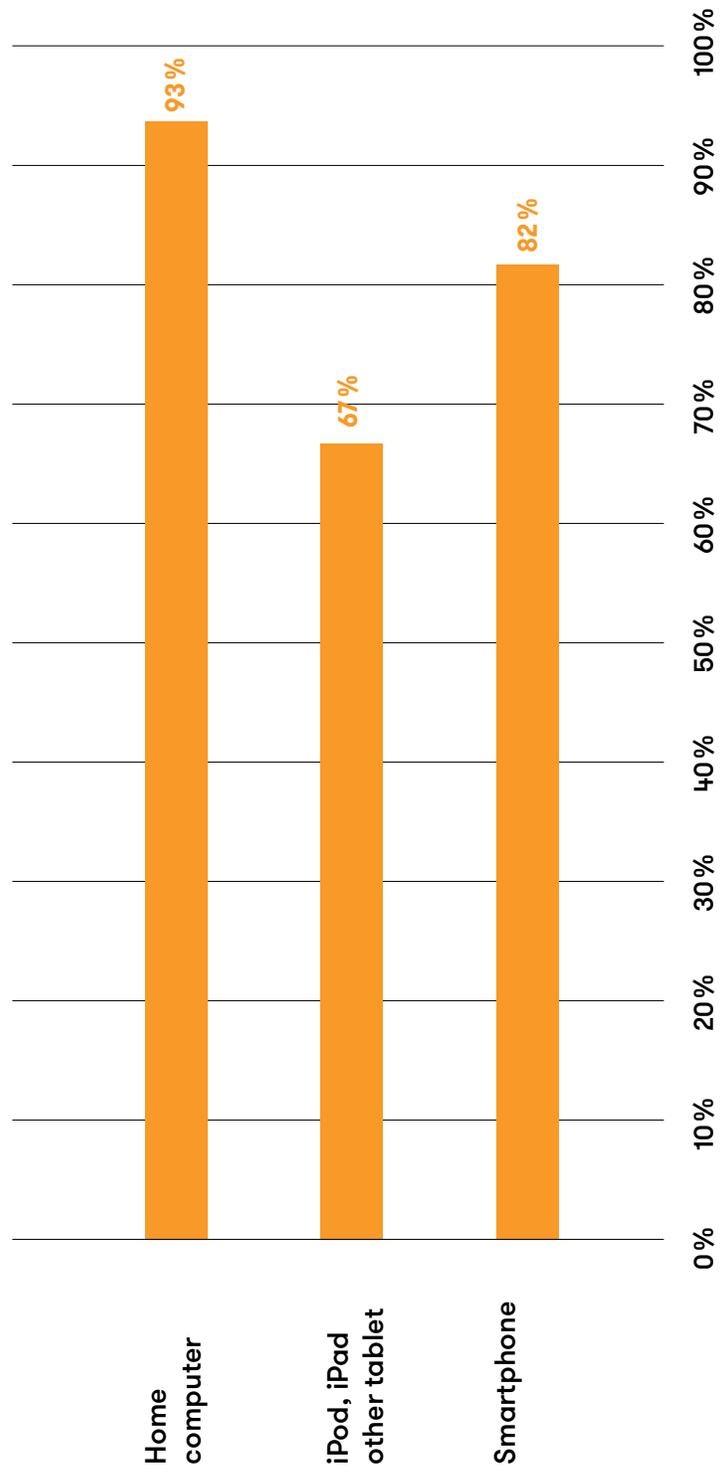
Use of apps by high school students

Based on the responses of 840 students from the five schools that took part in Marie-Vincent Foundation's pilot project for online sexual violence prevention (2017-2018).



Devices owned by high school students

Based on the responses of 840 students from the five schools that took part in Marie-Vincent Foundation's pilot project for online sexual violence prevention (2017-2018).

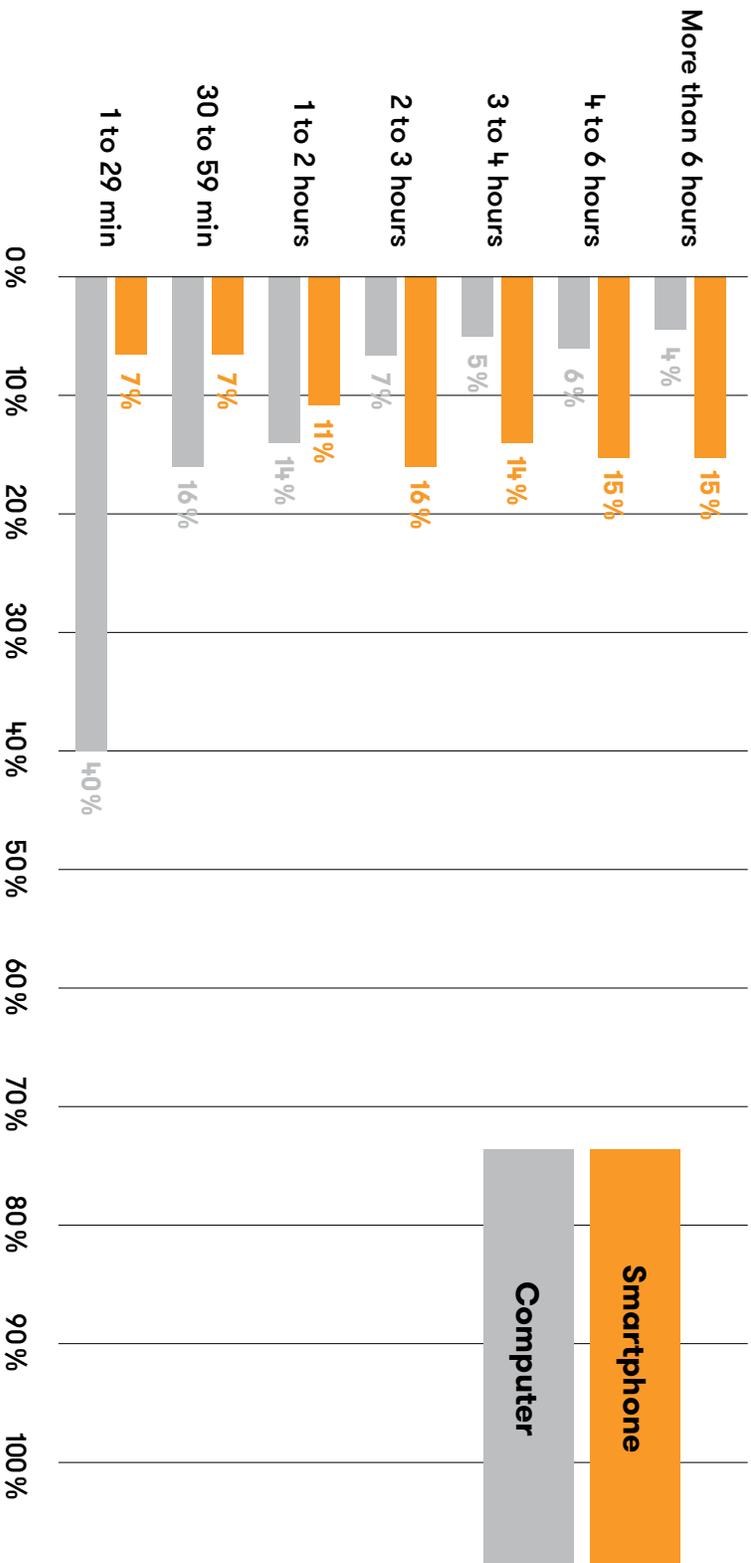


Poster
2.3

Present one
copy

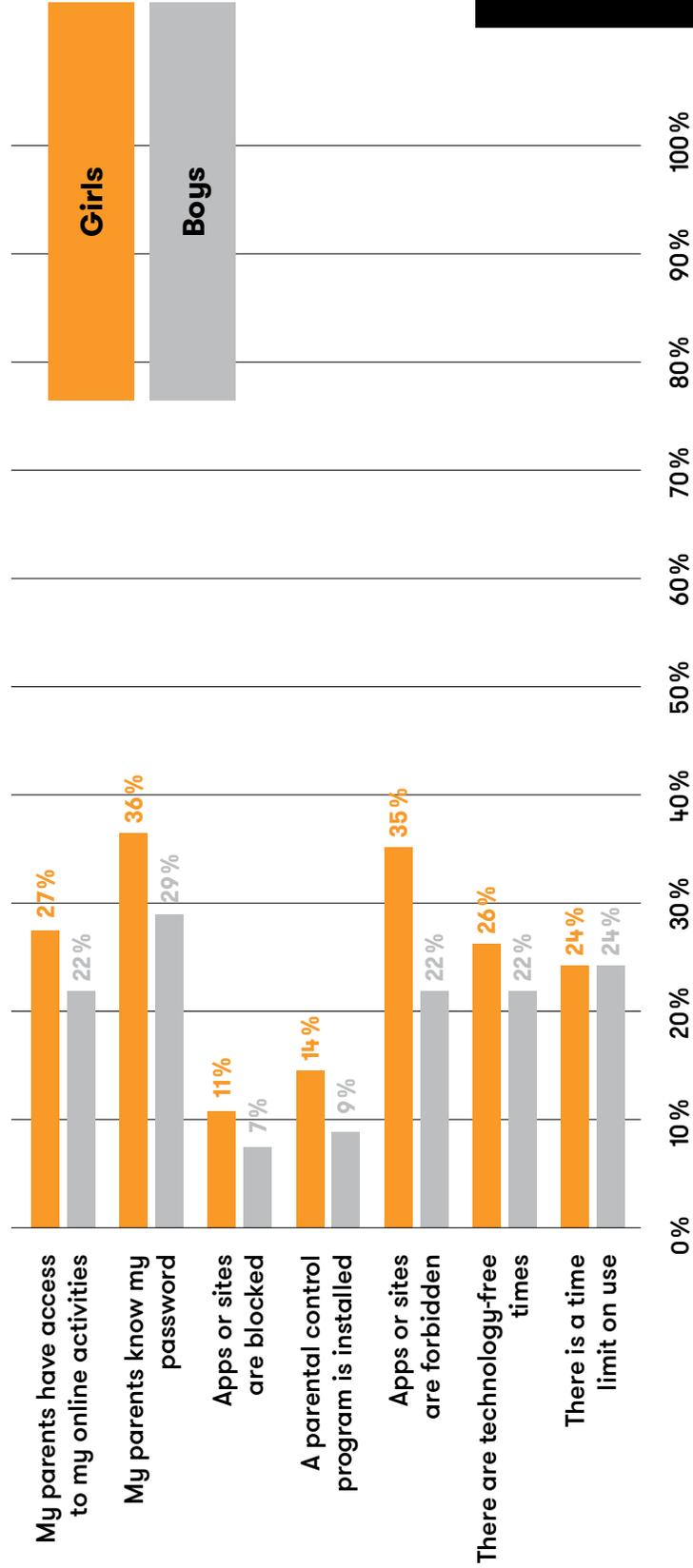
Device use time among high school students

Based on the responses of 840 students from the five schools that took part in Marie-Vincent Foundation's pilot project for online sexual violence prevention (2017-2018).



High school students' rules at home based on gender

Based on the responses of 840 students from the five schools that took part in Marie-Vincent Foundation's pilot project for online sexual violence prevention (2017-2018).



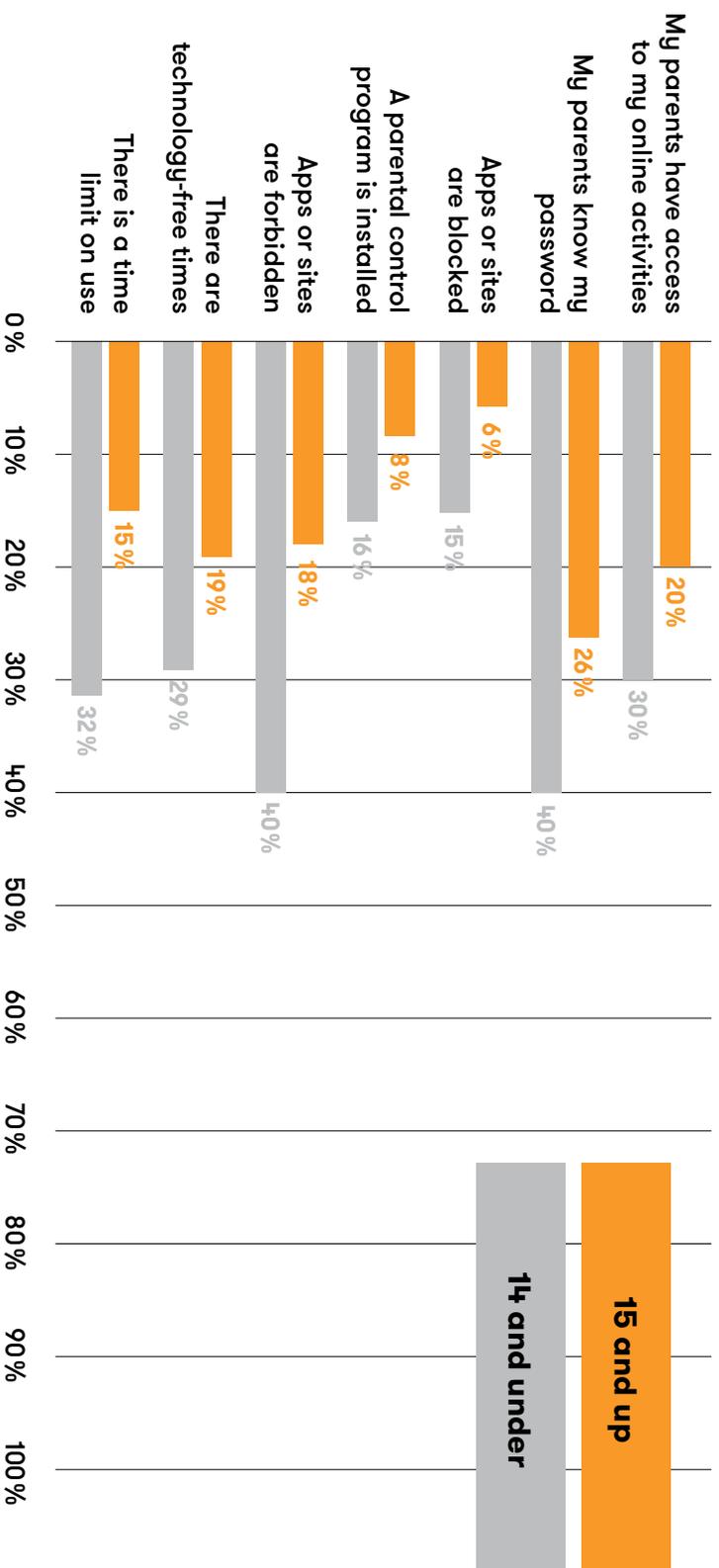
Poster 2.4
Present one copy

Poster
2.5

Present one
copy

High school students' rules at home based on age

Based on the responses of 840 students from the five schools that took part in Marie-Vincent Foundation's pilot project for online sexual violence prevention (2017-2018).





Log book entry

Name of the initiative	Concept/form of the initiative	Author of the initiative

1 Who is the prevention initiative aimed at?

2 What is the message of the prevention initiative?

3 What is the objective of the prevention message?

4 What are the strong points of the prevention initiative?

5 What are the weak points of the prevention initiative?

Log book entry (example)

Name of the initiative	Concept/form of the initiative	Authors of the initiative
<p><i>Manifeste des enfants et jeunes contre l'intimidation et la violence dans le milieu scolaire au Québec</i> (a child and youth manifesto against bullying and violence in schools in Québec)</p>	<p>Manifesto read at the National Assembly</p>	<p>Group of 11 children and teens who were bullied in school</p>

1 Who was the prevention initiative aimed at?

The Prime Minister, the government, schools.

2 What is the message of the prevention initiative?

According to the authors of the manifesto, many young people are the victims of bullying and violence in schools, which aren't managing to ensure their safety. Bullying and violence have serious consequences for the victims. Schools, supported by the government, need to take stronger action. They need to put in place more effective prevention and intervention structures to deal with bullying and violence, both for the victims and their parents and for the people doing harm and their parents.

3 What is the objective of the prevention message?

Denounce the inaction of the government and schools when it comes to the bullying and violence young people are experiencing. Directly call on decision-makers to put concrete actions into place in order to end bullying in schools.

4 What are the strong points of the prevention initiative?

- Moving
- Gets people on board
- Intelligent
- Gets people thinking
- Calls on decision-makers
- Motivating for young people

5 What are the weak points of the prevention initiative?

- Long to read
- Not easy for young people to access
- Not well publicized or well known
- Political change takes longer to achieve than change directly with young people

Possible responses to the prevention initiatives brainstorm

Qualities	Content	Forms
<ul style="list-style-type: none"> • Well disseminated • Memorable • Informative • Useful • Personalized • Colourful • Inclusive • Professional • Realistic • Simple • Short • Accessible • Clear • Funny • Serious • Gets people interested • Intelligent • Gets people thinking • Beautiful • Represents diversity (sexual, body, etc.) • Free of stereotypes • Not a cliché • Shocking (impactful technique) • Current • Original • Inspiring • Sensitive 	<ul style="list-style-type: none"> • Statistics • Numbers • Consequences for the victims • Consequences for the perpetrators • Scenarios • Representation of the diversity of potential situations • Puts the law in layperson's terms • Illegal aspect of the acts • Slogans • Informative text • Evocative images • Aid resources • Call to action • Encouragement to denounce • Call for empathy • Lived experience • Moral • Testimonials and real cases • Solutions • Powerful images or messages 	<ul style="list-style-type: none"> • Poster • Mural • Slogan • Pamphlet • Zine • Merchandise: buttons, stickers, magnets, etc. • T-shirt • Intercom message • Video • Skit • Testimonial • Play • Workshop in class • Demonstration • Political action • Open letter • Information booth • Lecture • Newspaper • Blog • Social media post • Exhibition • Song • Website • Student assembly • Student radio show • Quiz game



Quiz game cards

True or false?

People may share intimate images of themselves when they don't really want to.

TRUE There are many reasons why some people may share intimate images when they don't really want to. For example, if they're the victim of sextortion and are afraid of the consequences if they don't send pictures. A person may also be pressured to send intimate images of themselves due to repeated insistence or harassment from a partner, for example.

True or false?

Being a victim of online violence can have an influence on a person's school progress.

TRUE The school progress of a victim of online violence can be affected by what they're going through. They may not want to go to school, and so they may often be absent. They may also have a hard time concentrating or they may lose interest in school. All these elements can contribute to lower grades.

True or false?

When you love someone, you share everything, even your passwords (example: cellphone, social media accounts or e-mail).

FALSE Being in a romantic relationship doesn't mean you have to share everything with your partner. Each partner has the right to privacy. A password (such as for your cellphone, e-mail or social media accounts) must remain confidential. When a person forces you to share it, saying that love means you share everything, that's an example of not respecting someone's privacy

**True or false?**

There is a specific article in the law about sharing intimate images without the consent of the person in question.

TRUE Since 2015, there has been a specific article in the Criminal Code. The article “Publication, etc., of an intimate image without consent” specifically addresses the fact of sharing intimate images without the consent of the person who appears in the pictures. It has been added to the existing laws about child pornography.

True or false?

Surveilling someone’s movements using a geolocation program can be considered a form of online violence.

TRUE This is online harassment, because geolocation is used as a way to try and control a person. For example, a romantic partner may use geolocation to verify whether their partner is telling the truth or to find out who they are with. Sending controlling text messages can also be part of an online harassment dynamic, such as “Where are you? Who are you with? I don’t want you going there with that person.”

True or false?

You can’t be accused of possessing or distributing child pornography when intimate images are shared only between consenting people.

FALSE If the intimate images are later shared or distributed in any way (stolen phone, sharing after a breakup, etc.) and they show a minor engaging in explicit sexual activities, or if they show the sexual organs of a minor person, the person can be accused of possessing or distributing child pornography.

**True or false?**

You can stay in control of intimate pictures when you share them with someone in the context of a romantic relationship.

FALSE You can never control all the factors, even if you fully trust someone. For example, a phone can be lost or stolen and fall into the wrong hands. Even if you fully trust a person when you send the pictures, nothing guarantees that this trust won't be broken when there is a breakup, a conflict, jealousy or any other reason.

True or false?

It's against the law for an adult to pretend to be a teenager and get in touch with a child or a teenager in order to set up an in-person meeting.

TRUE This is a criminal act: child luring. Teens and children who are contacted in this way can be considered to be the victims of a criminal act. A police report is the most effective solution for preventing child luring.

True or false?

Threatening to share the intimate images someone has sent, if the person does not pay or does not send more pictures, is not against the law.

FALSE This is an offence under the Criminal Code. It's called extortion. The term "sextortion" was created to describe this phenomenon.

**True or false?**

Online violence can have consequences on victims' self-esteem.

TRUE Researchers who look at the consequences of online violence have noted that teens who are victims generally have lower self-esteem than those who are not.



Response cards

TRUE	FALSE
FALSE	TRUE
TRUE	FALSE

Examples of questions to ask the community relations officer

About their work:

- What is your role in the school?
In the neighbourhood?
- What kind of cases do you handle frequently regarding online violence?
- What is the typical portrait of the online violence victims you encounter?
- What is the typical portrait of the perpetrators?

General:

- Can minors go to jail?
- What are we exposing ourselves to if we create a fake Facebook profile?
- Starting at what age can someone have a criminal record?
- How is a teenager judged if they commit a criminal act?
- Is it easy to find a perpetrator or a hacker?
- What are the most dangerous websites?

Sextortion:

- If a person is a sextortion victim, do they need to pay in order to try and limit the spread? If they pay, can they be reimbursed once the police are involved?

Non-consensual distribution of intimate images:

- Can a person who has been exposed (the non-consensual sharing of intimate images) take revenge against the person who exposed them by doing the same thing?
- Are the consequences the same for a 14-year-old and a 17-year-old?
- Is it illegal to ask someone for intimate images?

Child luring:

- How can a person find out where you live?
- What is the age range of the victims most affected by child luring?

Online harassment:

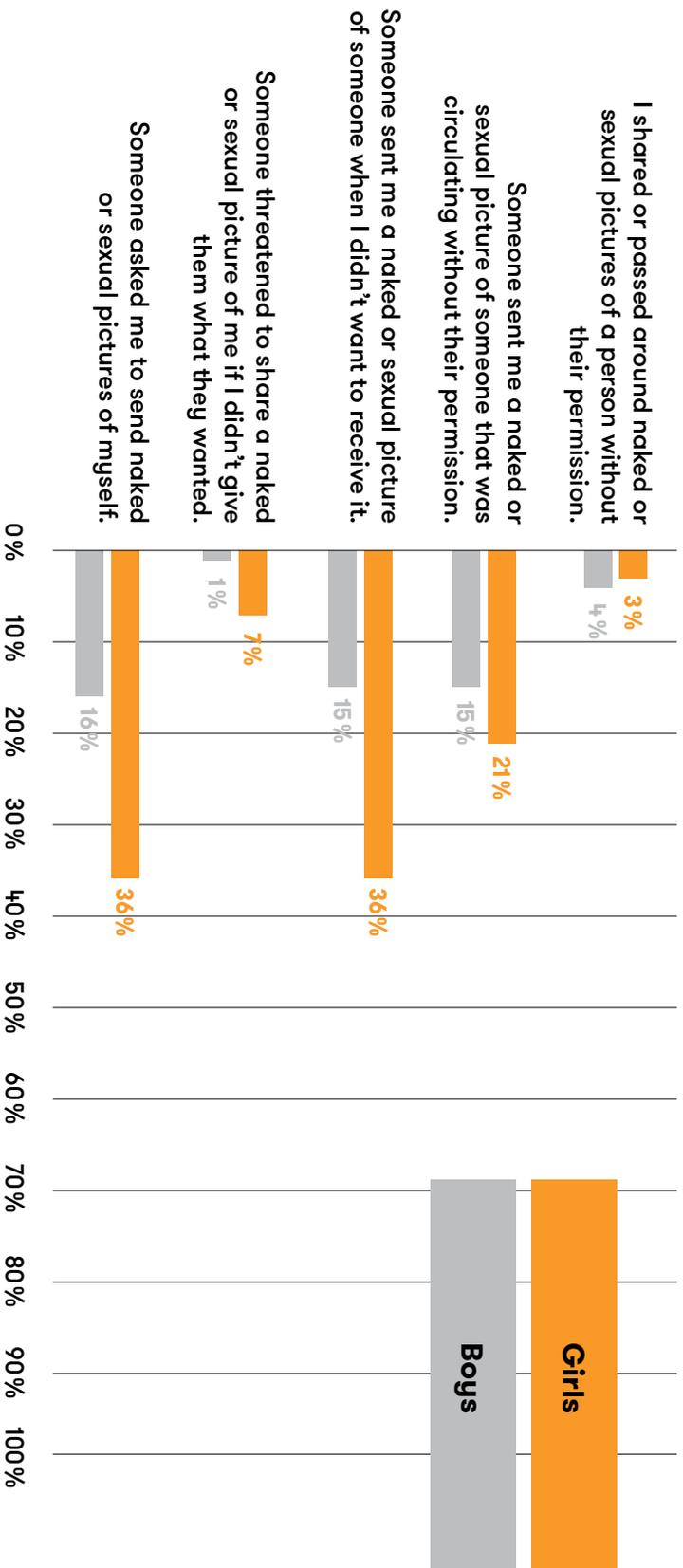
- What should we do if this happens to us?
- Is it serious if you delete the evidence?
- Is it dangerous to install geolocation on your own device so you can find it if you lose it?
- When can a situation be considered harassment?

Prevention:

- What are the best strategies for doing prevention work with teens?

Experiences of online sexual violence among high school students

Based on the responses of 840 students from the five schools that took part in Marie-Vincent Foundation's pilot project for online sexual violence prevention (2017-2018).

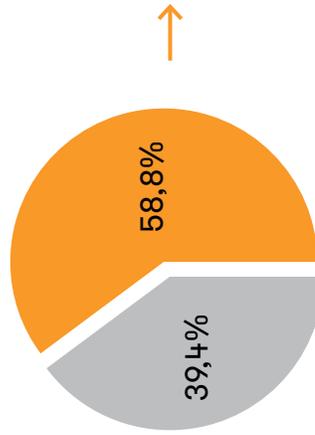


Sharing of intimate images among high school students

Based on the responses of 840 students from the five schools that took part in Marie-Vincent Foundation's pilot project for online sexual violence prevention (2017-2018).

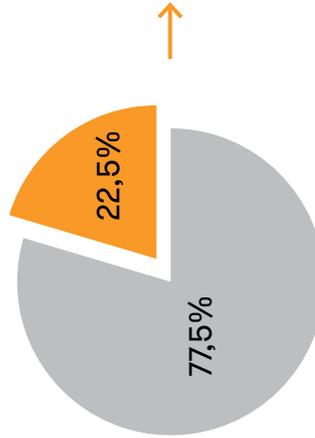


Has already had a romantic relationship



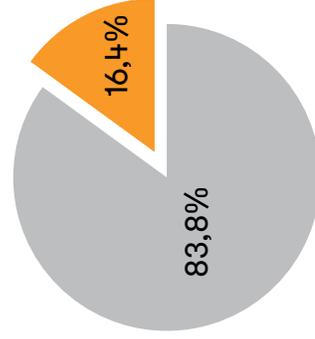
out of 840 students

Sharing of intimate images with a romantic or intimate partner



out of 494 students

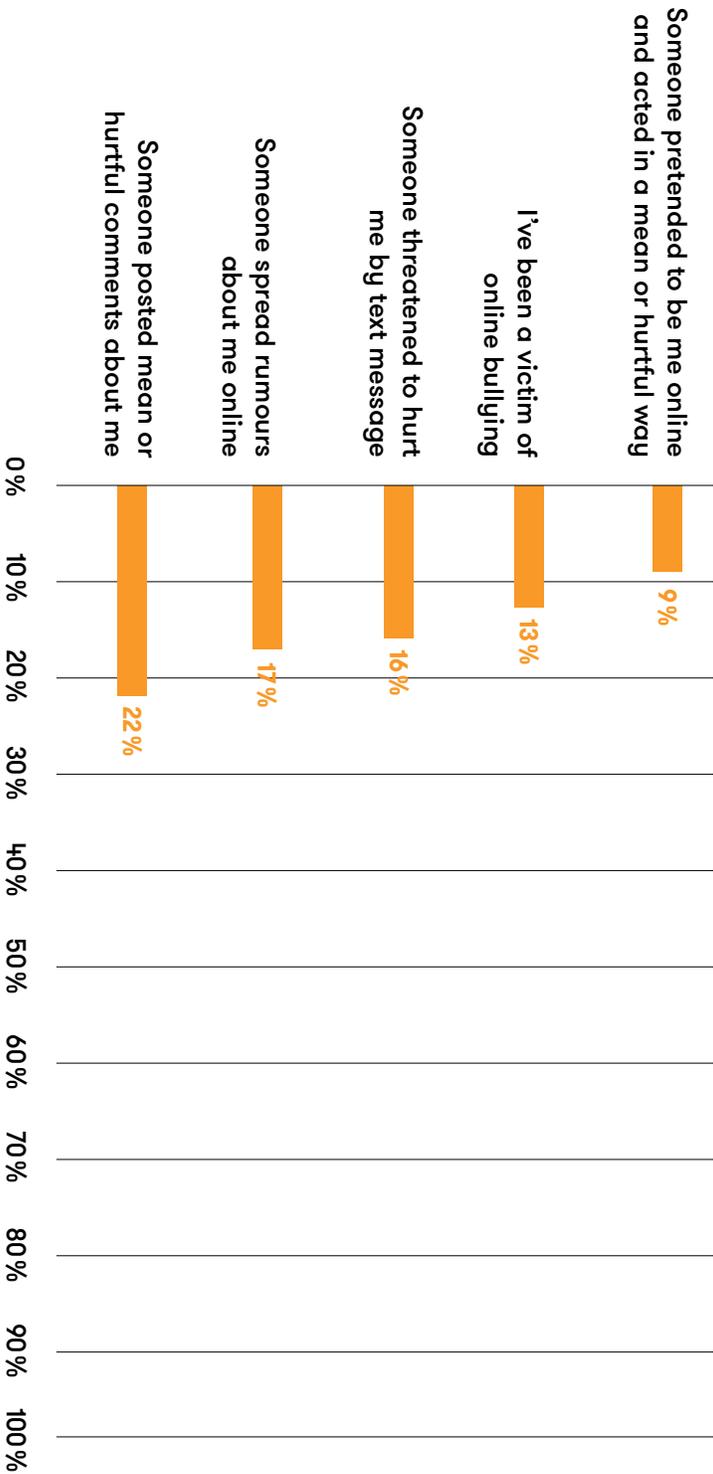
Non-consensual distribution of intimate images



out of 111 students

Cyberbullying among high school students

Based on the responses of 840 students from the five schools that took part in Marie-Vincent Foundation's pilot project for online sexual violence prevention (2017-2018).





Voting slips

Prevention action that would be successful at school

Form

• _____

Content

• _____

• _____

Qualities

• _____

• _____

• _____

Prevention action that would be successful at school

Form

• _____

Content

• _____

• _____

Qualities

• _____

• _____

• _____

Prevention action that would be successful at school

Form

• _____

Content

• _____

• _____

Qualities

• _____

• _____

• _____

Prevention action that would be successful at school

Form

• _____

Content

• _____

• _____

Qualities

• _____

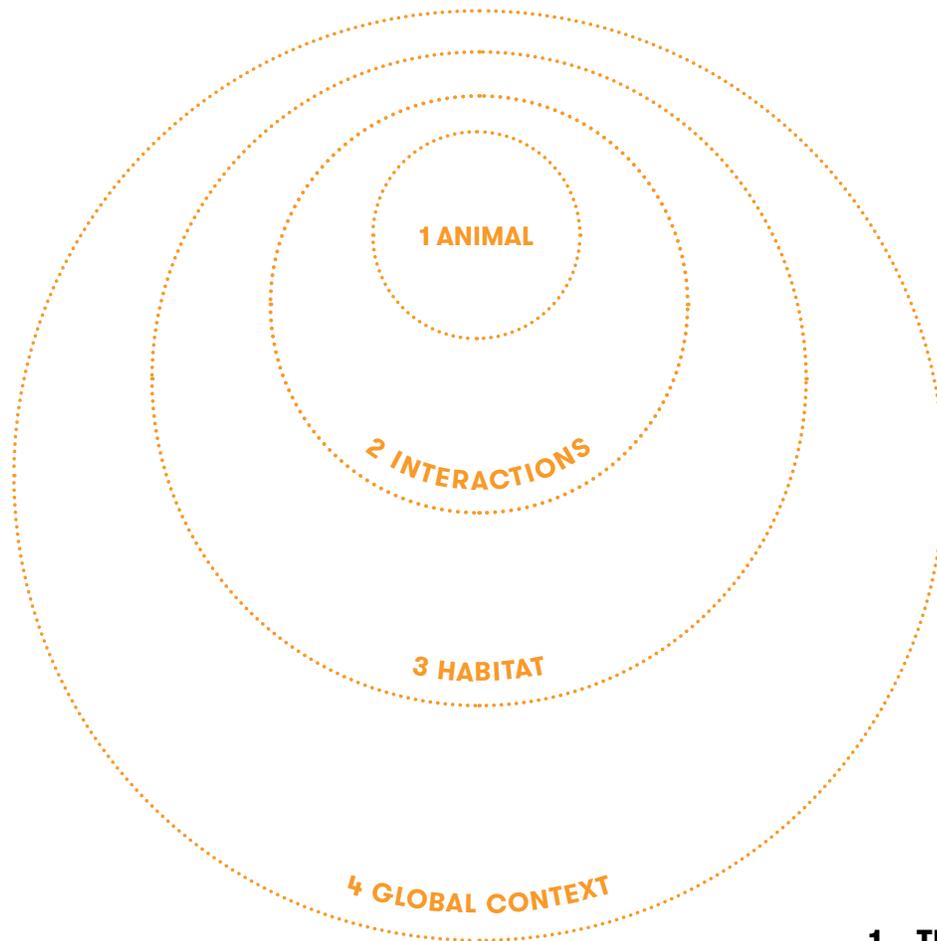
• _____

• _____

Examples for the brainstorm about causes of online violence

- Age
- Maturity
- Gender
- Individual aptitudes
- Desire to please
- Jealousy
- Sexual experimentation
- Seduction games
- Desire to belong
- Imitation and conformity
- Increased lack of empathy online
- Society of the spectacle
- Social pressure
- Anonymity on social media
- Technological skill
- Society focused on appearance
- Sexism
- Racism
- Homophobia
- Double standard between guys and girls
- Rules at home
- Parental supervision
- Sexting shown on TV
- Influence of the media

Ecological systems theory applied to an animal



1 The animal and its individual characteristics

2 Its everyday interactions

(with animals of the same species, predators and prey)

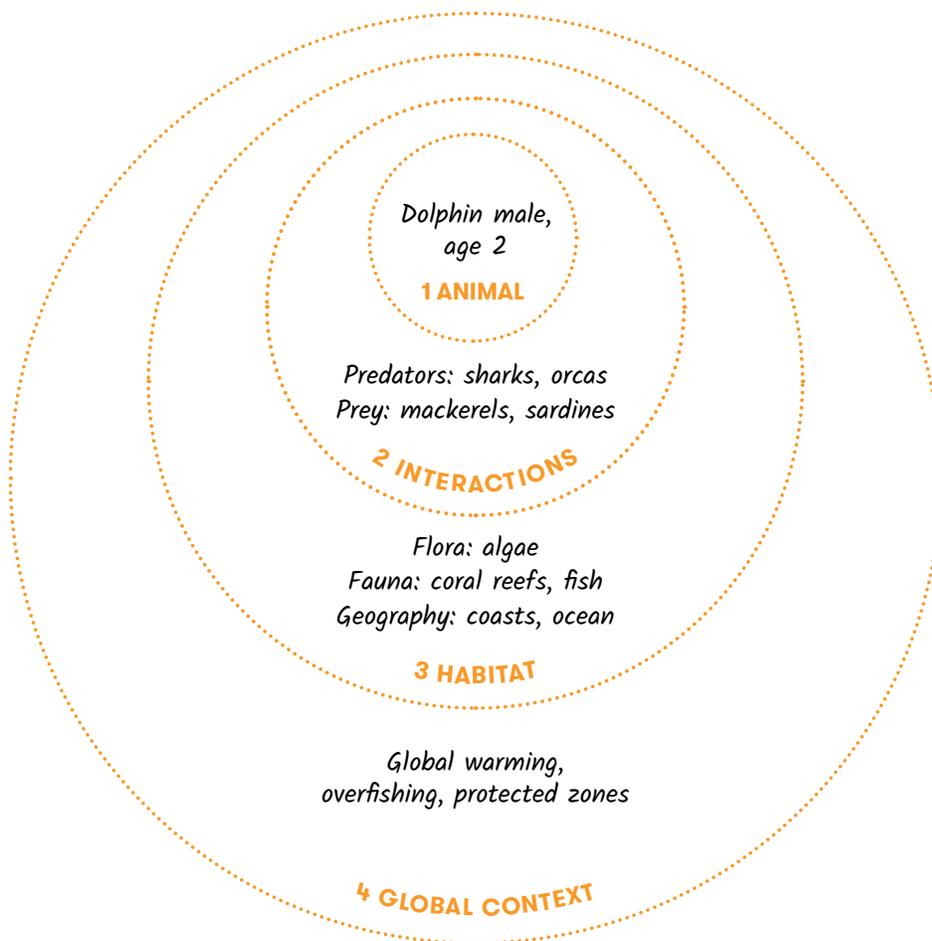
3 Its habitat

(flora, fauna and geography)

4 The global context

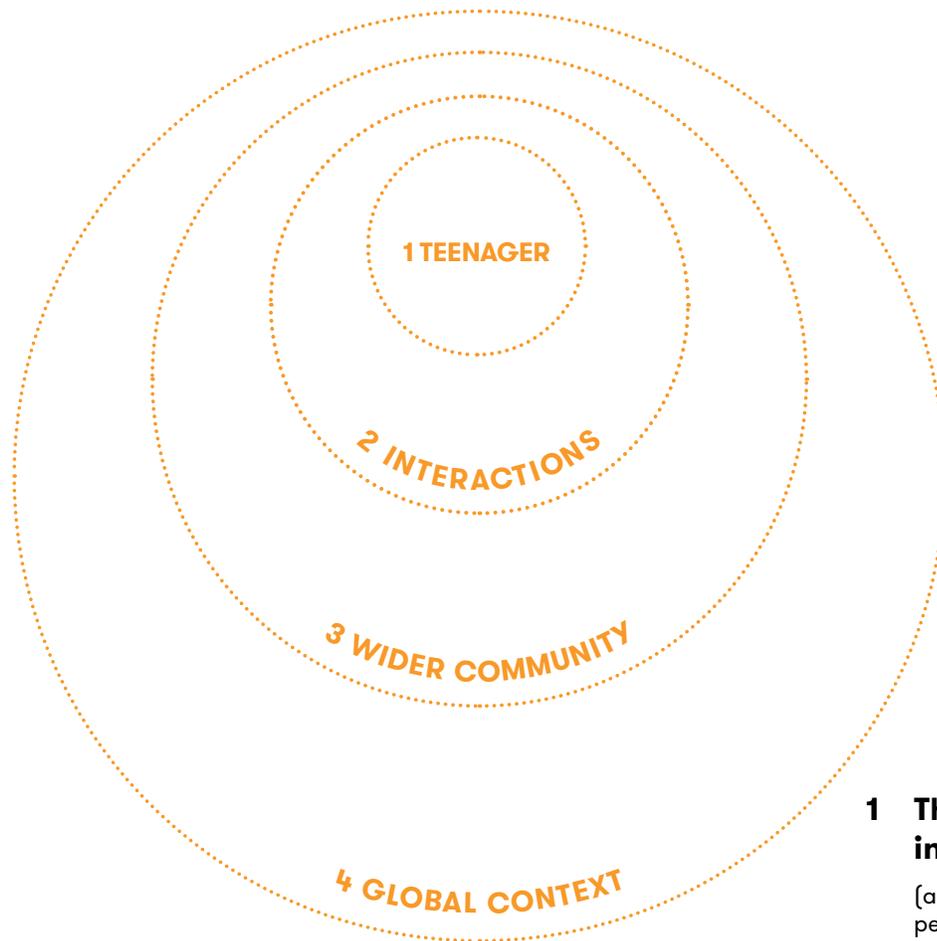
(climate, environmental policies, laws, etc.)

Ecological systems theory applied to an animal (example filled out)



- 1 The animal and its individual characteristics**
- 2 Its everyday interactions**
- 3 Its habitat**
- 4 The global context**

Ecological systems theory applied to a teenager



1 The teen and their individual characteristics

(age, sex, areas of interest, personality, desires, physical and mental abilities, appearance, etc.)

2 Their everyday interactions in their living environment

(friends, brothers, sisters, parents, romantic partners, school)

3 The wider community

(neighbourhood, colleagues, extended family, school system, community organizations, media)

4 The global context

(policies, attitudes and values, culture, economy, society, norms, beliefs)

Example of classification for the causes of online sexual violence using ecological systems theory

1 The teen and their individual characteristics	2 Their everyday interactions in their living environment	3 The wider community	4 The global context
<ul style="list-style-type: none"> • Age • Maturity • Gender • Individual abilities or aptitudes • The desire to please 	<ul style="list-style-type: none"> • Jealousy • Sexual experimentation • Desire to please • Desire • Pleasure • Lack of empathy • Jealousy • Seduction • Desire to follow what others are doing • Social pressure • Rules at home • Parental supervision 	<ul style="list-style-type: none"> • Anonymity of social media networks • Facility with technologies • Encouragement in the media • Sexting represented on TV 	<ul style="list-style-type: none"> • Society focused on appearance • Sexism • Racism • Homophobia • Double standards among guys and girls

Results of the survey on protection skills

In your view, what actions should one take in relation to someone being a victim of online violence?

Here are the most popular answers to the question in decreasing order.

- + + 1 Talk about it and denounce the situation to a trusted adult (parent, professional, teacher, etc.)
- 2 Make a police report
- + 3 Help the victim directly
- + 4 Confront the person, answer back or take revenge
- + 5 Block the person in your app
- + 6 Delete your accounts or stop using your computer
- 7 Gather evidence
- 8 Ignore the situation

Based on the responses of 840 students from the five schools that took part in Marie-Vincent Foundation's pilot project for online sexual violence prevention (2017-2018).



Response cards on personal resources

**Know your needs,
your tastes, your
comfort zone and
your personal
boundaries**

**Wisdom and
maturity**

**The expression of
consent**

**Recognize trusted
people**

7.2

Print on card
paper and cut
out



**Promote healthy
relationships and
avoid unhealthy
relationships**

Know the laws

**Know how to put
a stop to online
behaviour**

**Know how apps
work**



**Know about school
and external
resources**

**Listen to others'
needs and
boundaries**

**Intellectual
self-defense**

**Manage conflicts
and romantic
relationship
breakups**

Gather evidence



Response cards on personal resources

**Individual
protection skills**



**Interpersonal
protection skills**



**Technological
protection skills**



Response elements regarding personal resources

Individual protection skills

1 Know your needs, your tastes, your comfort zone and your personal boundaries

Taking the time to think about our needs and tastes helps us determine more specifically what our comfort zone is and what our personal boundaries are. This step is essential before we can express our needs to others.

2 Intellectual self-defense¹

This means being able to recognize when someone is using manipulation techniques and stay alert. The following techniques are often used online to enter into contact with someone and ask them for naked pictures or to try and harm them.

- **Flattery:** A person with bad intentions compliments someone's appearance in order to make them feel loved and desired.
- **Pity:** A person with bad intentions talks about the hard or sad experiences they've had themselves, or says self-deprecating things in order to get empathy and attention.
- **Sharing sexually suggestive material:** A person with bad intentions shares intimate images first and asks to get others in return. In doing this, they downplay the act, making it seem like there's nothing wrong with sharing intimate images, as well as creating a sense of obligation or making someone feel they owe something.
- **Insistence:** A person with bad intentions makes repeated demands despite the other person's refusal, trying to make their demand seem more and more normal so the other will end up agreeing. Insistent demands can also make the recipient feel overwhelmed and agree in order to be left alone.
- **Threats:** A person with bad intentions tries to scare or force the recipient to act against their will by threatening negative and frightening consequences if the person doesn't do as they demand.

1 Canadian Centre for Child Protection (2017). *Parenting Tweens and Teens in the Digital World*. Winnipeg.

3 Wisdom and maturity

This refers to the personal ability to stop and take time to think before acting and to ask for support if necessary.
Example: Will things go better or worse if I do this?
Should I talk about it with my peers or with a trusted adult?

4 Know about school and external resources

Learning what people and organizations or institutions around you can help is the first step before you can go get help or suggest resources to a person who needs them.

5 Know the laws

A number of laws exist regarding the phenomenon of online sexual violence.

- **Publication, etc., of an intimate image without consent:** sharing an intimate image without the consent of the person who appears in it.
- **Production of child pornography:** creating images that represent a minor having explicit sexual relations or showing the sexual organs or anal area of a minor.
- **Distribution of child pornography:** distributing to others images that represent a minor having explicit sexual relations or showing the sexual organs or anal area of a minor.
- **Possession of child pornography:** possessing images that represent a minor having explicit sexual relations or showing the sexual organs or anal area of a minor.
- **Defamatory libel:** publishing something that risks causing harm to a person's reputation or exposing them to hate, contempt or ridicule.
- **Identity theft:** pretending to be someone else in order to benefit or to cause harm to this person or someone else.
- **Voyeurism:** watching or filming a person secretly for sexual purposes while the person expects their privacy to be protected.
- **Sextortion:** using threats, accusations or violence to force a person to do something sexual.
- **Criminal harassment:** following a person, contacting them repeatedly, surveilling places they spend time.

Interpersonal protection skills

1 The expression of consent ²

You can use many strategies to express your consent. These same strategies can be used to withdraw consent or express boundaries.

- **Be direct:** “No! I don’t feel like it.” “I don’t want to.”
- **Explain why it’s a bad idea:** “I’ve seen too many situations where photos were shared, so I’m not sending you any.”
- **Repeating as needed:** Be firm and repeat that you disagree, even if the other person insists: “It’s my choice, I don’t want to, I’m not interested.”
- **And lastly, if the insistence persists:** “Listen, if you don’t stop, I’ll have to go tell...”

2 Listen to others’ needs and boundaries

Listening to others’ needs and boundaries is a good way to avoid problematic situations and prevent online sexual violence. A few examples:

- Respect others when they say no.
- Encourage others to get help if they need it.
- Take action and get involved when you see a boundary not being respected, or go get help before the situation degenerates.

3 Promote healthy relationships and avoid unhealthy relationships ³

The concept of healthy relationships applies to all types of relationships, including friendships, romantic partnerships and wider circles.

A few characteristics of a healthy relationship:

- **Lack of pressure to do anything.**
- **Lack of control:** right to say no without negative consequences.
- **Mutual respect:** considering the other person’s feelings, respecting their opinions and choices.
- **Honesty:** communicating in a sincere way, and not playing games.
- **Mutual trust:** counting on one another, not disclosing others’ personal information.

2 Canadian Centre for Child Protection (2016). "Moyens directs et indirects de se sortir d'une situation inconfortable". *Comment protéger votre ado contre l'exploitation sexuelle sur Internet ?* Winnipeg.

3 Canadian Centre for Child Protection (2013), "Autoexploitation juvénile c'est pas correct. Dans une relation saine, l'amour c'est:", fascicule, aidezMoiSVP.ca.

- **Caring:** showing generosity and concern for what the other person is feeling, helping each other out.
- **Listening:** taking the time to listen to others, making space for everyone in conversations.
- **Empathy:** trying to understand what others are feeling.
- **Pleasure:** appreciating the time spent together, sharing interests.
- **Patience and understanding:** understanding that nobody is perfect, everyone can make mistakes.
- **Loyalty:** defending one another.

A few characteristics of an unhealthy relationship:

- Assault and mistreatment.
- Being possessive, not trusting, being jealous.
- Bullying, threatening and making someone afraid.
- Manipulating.
- Lying.
- Persisting and pressuring.
- Blaming and punishing.
- Surveilling a person online, using technologies, directly or through friends.

4 Manage conflicts and romantic relationship breakups⁴

Many cases of online sexual violence are linked to poor management of conflict and breakups.

A few tips:

- Learn how to manage negative emotions such as jealousy and anger.
- Don't avoid or put off breaking up if you know it's time to end things.
- Be honest: say what you think, be direct, don't find excuses for the breakup.
- Act kindly and with respect for the other person and the relationship.
- Avoid manipulation techniques and don't give into them yourself.

It's normal to feel pain, anger or other emotions that are hard to manage when a romantic relationship is breaking up. You may feel hurt, disappointed, betrayed and more, but it's important not to give in to the desire to hurt others or take revenge.

⁴ Canadian Centre for Child Protection (2011). *Une porte grande ouverte. Apprendre aux ados à rompre une liaison amoureuse*, Winnipeg.

5 Recognize trusted people⁵

This element is important so that you are able to go get help from the right people and to detect people whose presence in your life might lead to risks or negative consequences.

A trustworthy adult is a person:

- with whom you enjoy spending time, who listens to you and is always sensitive to your feelings;
- who helps you when you need it and respects your boundaries;
- who sets good boundaries.

A dangerous adult is a person:

- whose presence bothers you;
- who threatens to harm someone you love.

Technological protection skills

1 Gather evidence

This is an important skill to help you defend yourself and make a report.

Examples :

- Make screenshots.
- Keep a copy of messages.
- If conversations have disappeared, note the date and content of the conversation as best you can based on your memory.
- Continue to note all cases where there is a negative interaction (threats, bullying, etc.).

2 Know how to put a stop to online behaviour⁶

There are several ways to put a stop to online sexual violence:

- **Report:** know how to report people on the apps you use, and use the feature as needed.
- **Block the person:** stop communicating with the person and block them in your contacts if necessary.
- **Sort your contacts:** remove people who make you feel uncomfortable or unsafe from your contacts list.

⁵ Canadian Centre for Child Protection (2011). *Une porte grande ouverte.*

Les adultes de confiance et la sécurité sur Internet (enfants de 13 à 15 ans), Winnipeg.

⁶ Canadian Centre for Child Protection (2016). « Moyens directs et indirects de se sortir d'une situation inconfortable », *Comment protéger votre ado contre l'exploitation sexuelle sur internet ?*, Winnipeg.

- **Create new accounts:** change your e-mail or app accounts in order to start fresh.
- **Check your privacy settings:** control who can find you and send you friend requests.
- **Get intimate images taken down:** report the image to the site, send a complaint message with your age, the name of the people in the photo, and the fact that you never consented to having them posted. Example: “I’m 15 years old and I demand that you take down a sexual photo/video of me, which can be found on your service at the following address: {include the exact URL where the photo or video is posted}. I did not post this photo/video on your site, I didn’t consent to anyone else doing so, and I don’t want this photo/video to be online. I don’t know who posted the photo/video on your site.”

3 Know how apps work

Learn how the apps you use work and keep your knowledge up to date when apps are updated. This is a good way to find out how to prevent online violence and what can put you at risk.

Examples:

- Learn about a site or app’s privacy policies.
- Learn how they store data.
- Learn the features of the apps and how people with bad intentions can get around them (for example: Snapchat photos disappear, but there are apps that let you save what you’ve seen).
- Understand what it means to have a private account versus a public one.



List of school and external resources

School resources	External resources

Complete list of school and external resources

School resources	External resources
<ul style="list-style-type: none">• Teacher• Psychologist• Psychoeducator• Specialized educator• School nurse• Vice-principal• Social worker• Student supervisor• Community relations officer• Guidance counselor• Remedial teacher• Spiritual life and community engagement facilitator• Recreation technician	<ul style="list-style-type: none">• Tel-jeunes• Kids Help Phone• Cybertip.ca• Maisons des jeunes• CLSC and CSSS• Police officer• Pediatrician or family doctor• Youth clinic• Psychologist• Youth centre/DYP• Parents• Uncles, aunts, grandparents• Trusted adults• Friends

Example of results from the brainstorm on the needs of students at this school

1 What do the students need to know or to learn?

- Protection skills
- Situations in which you are a victim
- Consequences for victims
- Empathy
- The difference between healthy and unhealthy relationships
- Concrete ways to protect and defend themselves
- Resources
- Laws
- Etc.

2 What can help students get through an ordeal?

- Feeling supported and reassured
- Not feeling judged
- Acquiring concrete tools to get through the ordeal
- Etc.

3 What prejudices do we need to fight?

- Fear of denouncing
- Stigmatization of girls' sexuality
- Minimization of boys' behaviours
- The myth that boys can't be victims
- The myth that girls can't assault people
- The need to be like others (if the other boys are doing it, I should do it; or if the others are doing it, I should do it too)
- Etc.

4 What values should we promote in order to reduce the phenomenon?

- Respect
- Tolerance
- Equality
- Open-mindedness
- Empathy



Debate preparation

“Preventing bad behaviour” team

In the realm of prevention, is it preferable to prevent bad behaviour or to promote good behaviour?

“Preventing bad behaviour” team	“Promoting good behaviour” team
<ul style="list-style-type: none"> • “Never insult people!” • “Don’t run along the side of the pool!” <p><i>In this case, we’re talking about the problem (negative campaign, sometimes even a fear-based campaign).</i></p>	<ul style="list-style-type: none"> • “Be polite with people!” • “Walk slowly next to the pool!” <p><i>In this case we’re talking about the solution (positive campaign).</i></p>

Argument for preventing bad behaviour

New arguments and closing statement
During the debate, come up with new arguments.



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Argument for promoting good behaviour

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Developing the prevention action for the school

Prevention action that would be successful at this school

Form

• _____

Content

• _____
• _____

Qualities

• _____
• _____
• _____

1 Who is the prevention initiative aimed at?

2 What is the objective we wish to achieve? (An objective always begins with a verb.)

3 What is the message we want to convey?

4 What do we need in order to implement the action (supplies, resources, info, etc.)?



Action dissemination plan

Prevention action that would be successful at this school

Form

• _____

Content

• _____

• _____

Qualities

• _____

• _____

• _____

1 Do we need to change the environment?

2 Required supplies

3 Required school permissions

4 How can we evaluate the dissemination?



Action evaluation

1 Which people did the action reach? (Number, age, school grade, etc.)

2 What were the strong points of the prevention initiative?

- _____
- _____
- _____
- _____
- _____

3 What were the weak points or the points to improve in the prevention initiative?

- _____
- _____
- _____
- _____
- _____

4 What message did the target audience receive?

5 Is the message the target audience received similar to the one the creative team intended?

6 What would we change if we had to do it again?

Section 6

Additional resources

This section provides additional resources that may be useful to carrying out the online sexual violence prevention project.

Posters

1 **#deleteit** (in English)

Sexual assault voices of Edmonton, 2015

A series of English-language posters that promote the “Without Consent It’s Not Sent” campaign and address the non-consensual sharing of intimate images.

savedmonton.com/deleteit.html

2 **Sharing Someone Else’s Sext is Illegal** (bilingual, English and French)

Canadian Centre for Child Protection, 2017

Poster that raises awareness about the legal consequences of sharing intimate images.

cybertip.ca/pdfs/Ctip_NCDIISendingImage_Poster_en.pdf

3 **Sharing Someone Else’s Sext Has Consequences** (bilingual, English and French)

Canadian Centre for Child Protection, 2017

Poster that raises awareness about the legal consequences of sharing intimate images.

cybertip.ca/pdfs/Ctip_NCDII_Consequences_Poster_en.pdf



Young people’s favourite

Videos

1 **Cybersmile and Chessie King Body Positivity** (English)

Cybersmile and Chessie King, 2018

Online video that discusses online harassment and its impacts on body image.

youtube.com/watch?v=Csxszvx3oX8

2 **#BedtimeStories** (English)

Papyrus Prevention of Young Suicide, 2018

Online video that addresses the impacts of online bullying among youth.

papyrus-uk.org/bedtime-stories/

3 **Le sextage, une problématique chez nos jeunes** (French)

Service de police de Saint-Jérôme, 2016

Online awareness-raising video about sexting.

vsj.ca/fr/sexta.aspx

4 **Aime-toi plus que lui !** (French)

Table de concertation jeunesse du Haut-Saint-Laurent, 2017

Online video about sexting, aimed at parents.

youtube.com/watch?v=vZXnlrxlcpA

5 **Réfléchis quand tu publies** (French)

Regroupement des maisons de jeunes du Québec, Centre-du-Québec, 2016

Tool designed by and for youth to help them think about the impacts of social media posts.

reflechisquandtupublies.ca

6 **Liker, c’est déjà harceler** (French)

Rose Carpet, 2016

Short online video that discusses online harassment.

youtube.com/watch?v=ANDOrJeHUQ0

Videos (continued)

7 On (nous) lit nos méchants commentaires (French)

Rose Carpet, 2015 Online video against online harassment.

youtube.com/watch?v=_9G-TY5rAq0

8 Sharing Someone Else's Sext is Illegal (bilingual, English and French)

Canadian Centre for Child Protection, 2017

Online awareness-raising video about the non-consensual sharing of intimate images.

youtube.com/watch?v=OGcOfKMSE4Y

9 Video created by young people: Prévenir la cyberviolence sexuelle

(French)

Marie-Vincent Foundation and Comité de prévention de la cyberviolence sexuelle de l'école Leblanc, 2018

Online video created by young people that aims to raise young people's awareness of the issue of online violence.

youtube.com/watch?v=sShzxpjzGGg

Awareness-raising campaigns that provide a range of tools

1 Don't get sextorted, send a naked mole rat

(bilingual, English and French)

Cybertip, n.d.

Funny campaign explained using a video. It suggests that boys avoid sextortion by responding to someone who asks for a naked picture by using memes and pictures of a naked mole rat.

dontgetsextorted.ca

2 Les sextos, c'est de la porno (French)

Service de police de Châteauguay, 2018

Campaign featuring posters and cell phone-sized cards in Châteauguay schools.

ville.chateauguay.qc.ca/Campagne_SEXTO

3 #gardeçapourtoi (French)

Service de police de Gatineau, 2017

Campaign about sexting that offers a bank of photos to use when someone asks for a sext, as well as posters, social media banners, a short video and tools for professionals working in schools and parents.

gatineau.ca/portail/default.aspx?p=guichet_municipal/police/zone_jeunesse/programmes_ecoles_secondaires/garde_ca_pour_toi/visuels_banque_photos_envoyer

4 Stop Hating Online: "Consequences" TV Ad

(bilingual, English and French)

Canadian Centre for Cybersecurity, n.d.

Awareness-raising campaign about online safety, including online bullying, which offers images to share on social media, videos and information.

getcybersafe.gc.ca/cnt/rsrscs/vds/cnsqncs-en.aspx

5 #changethestory

(bilingual, English and French)

Centre canadien de protection de l'enfance, s.d.

Campaign providing videos, downloadable posters, promotional banners and a school activity. The campaign deals with controlling your online image and gives messages of hope and resources for young people who are experiencing problems online.

needhelpnow.ca/app/en/changethestory

Other tools

1 **Booklet: 100 % Elles : mes choix, mes limites** (French)

Maison d'Haïti, 2018

Information and activity booklet created as part of the Juste pour « ELLES » program, which addresses a number of subjects including sexts, the non-consensual sharing of intimate images, and sextortion.

mhaiti.org/sites/default/files/documents/Cr %C3%A9er %20 %27Document %27/pdf_100_elles_2.pdf

2 **Insafe resources: Decision trees**

(several languages)

Better Internet for Kids, 2017

Site that provides various decision trees in several languages in regard to sextortion, the posting of content online and online self-protection.

betterinternetforkids.eu/web/portal/practice/helplines/detail?articleId=200459

3 **Manifeste des enfants et jeunes contre l'intimidation et la violence dans le milieu scolaire au Québec**

(French) 

Collectif d'enfants et d'adolescents, 2018

A manifesto against bullying, signed by a group of young people and addressed to the government to push for change in regard to bullying.

ledevoir.com/documents/pdf/2018-03-14_Manifeste_Intimidation_vfinale.pdf

4 **Interactive game for teens** (French)

Service de police de la Ville de Montréal, n.d.

Interactive game for teens that looks at, among other things, online bullying and its possible consequences.

spvm.qc.ca/fr/jeunesse/jeuxAdo

5 **Cartoon: Social Smarts: privacy, the Internet and you** (bilingual, French and English)

English)

Office of the Privacy Commissioner of Canada, 2017

Website that presents a cartoon and a discussion guide to go with it.

priv.gc.ca/en/about-the-opc/what-we-do/awareness-campaigns-and-events/privacy-education-for-kids/social-smarts-privacy-the-internet-and-you/

6 **Parents branchés : Pour des relations amoureuses sans cyberviolence** (French)

Association québécoise Plaidoyer-Victimes, 2018

Project that provides information to parents of teens about online violence within romantic relationships and presents a quiz game for parents.

aqpv.ca/projets-dossiers/parents-branches-pour-des-relations-amoureuses-sans-cyberviolence/

7 **Works of art and in-class augmented reality: #HistoiresGravées** (Français)

Action Innocence, 2018

Artworks engraved on desks on the topic of online harassment and augmented reality app to help young people go further. Explanations of the process on video.

youtube.com/watch?v=MEsF9q0uQRo

8 **Immersive experience: Les couloirs de la violence amoureuse** (French)

La Passerelle, 2010

Immersive process on violence in romantic relationships. The participants move through hallways in small groups and witness the various steps of violence within a romantic relationship.

couloirsviolenceamoureuse.com

Get a glimpse: youtube.com/watch?v=s4OeyW5m_qw



