

Training Guide

Preventing Online Sexual Violence among Youth with a Peer-Based Prevention Approach (PBPA)





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Acknowledgments

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Text

Marie-Vincent Foundation

Translation

Matthew A. Garriss

Graphic Design

Léonie Côté

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Introduction

This Training Guide is intended to support school staff members, including professionals and teachers who wish to use the leadership skills of a group of young people to facilitate workshops on preventing online sexual violence. This guide is divided into three sections that present content and turnkey training activities to prepare young people and support them in conducting awareness workshops combatting online sexual violence designed for their peers in Secondary 1 and 2 (grades 7 and 8).

A second document—the Workshop Facilitation Guide—has been created as a necessary companion to the Training Guide.

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Section 1

Project Background and Objectives of the Training Guide

Purpose of this Guide

For several years now, the large place that new technologies and social networks occupy in the lives of young people (and not so young people) has contributed exponentially to the emergence and spread of online violence, particularly online sexual violence.

According to the results of the Marie-Vincent Foundation's *Non à la cyberviolence sexuelle pour nos jeunes!* project, nearly one young person in four (23%) that has been in an intimate relationship has shared intimate images with their partner. Of these, 16% report that the intimate images were shared without their consent. Requests to send sexual images are also prevalent, with more than one-third of girls (36%) and more than one in seven boys (16%) saying they have been asked to send nude or sexually explicit pictures of themselves. Lastly, 18% of the young people surveyed said that they had received a photo of a naked person, or one with sexual connotations, that was circulated without that person's permission¹.

For its part, Québec's Department of Public Security confirms that the number of cases involving the luring of children with a computer has increased worryingly in recent years. For example, police services recorded an 83% increase in the number of cases reported between 2013 and 2014². Cases of online sextortion of adolescent boys have increased by 89% in two years³. In addition, the study conducted by the Government of Québec on sexual offences reveals that: "Internet-based sexual solicitation, or luring of children, affects about one-third of child victims of cyberbullying (33%)⁴."

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

1. Based on the responses of 840 young people from the 5 schools that participated in the Marie-Vincent Foundation's pilot project on preventing online sexual violence in 2018–2019.
2. Ministère de la Sécurité publique (2016). *Infractions sexuelles au Québec. Faits saillants 2014*. Gouvernement du Québec, Québec.
3. 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.
4. Institut de la statistique du Québec (2015). *La victimisation de la population québécoise: victimisation criminelle et cybervictimisation*. Gouvernement du Québec, Québec.

What is Online Sexual Violence?

In order to be able to implement efforts to prevent online sexual violence in your community, you need to identify the actions and gestures that can be considered types of online sexual violence. First of all, online sexual violence is a type of sexual violence that is carried out via various communication technologies such as the Internet, social media, and text messaging. Online sexual violence can take many shapes.

Online harassment is when a victim is being stalked via e-mail, text messaging, or social media. Their online communications are monitored or disrupted. They feel threatened. While this type of online violence is most often observed in young people's romantic relationships, it can also be observed in other relational contexts among teens.

The **publication of intimate images without consent**, as its name suggests, is a type of online sexual violence in which intimate images of a person are disseminated, transmitted, or made accessible to other individuals without the consent of the person in the image. This type of violence can have a snowball effect in school settings as the images circulate quickly and among a large number of young people.

Merging the words "sex" and "extortion" has led to the coining of **sextortion**, which refers to sexual blackmail. Usually, the sextortioner (or perpetrator) is able to obtain intimate images by pretending to be someone else, through hacking or other means). These images are then used to threaten the victim to obtain money or more intimate images.

Child luring, or computer luring, is also a type of online sexual violence. Luring occurs when adults or teenagers communicate with children over the Internet with the intent to commit a sexual offence. In some cases, these individuals use false information, such as posing as someone of the same age as the targeted youth.

Involving Young People to Make a Difference: The Strength of the Peer-Based Approach

Following the example of the Convention on the Rights of the Child⁵, the Marie-Vincent Foundation is convinced of the importance of involving young people in the processes that concern them. Mobilizing young people around the issue of online sexual violence therefore appears to be an excellent way to involve them in preventing a phenomenon that affects them personally. In addition, this initiative empowers adolescents by encouraging them to use their personal experiences and points of view as levers to raise awareness among others and thus play an active role in prevention in their communities.

Lastly, peer-led awareness activities are generally well received by local youth, who are very open to peer-led content.

In past projects carried out by the Marie-Vincent Foundation, young people have emphasized their preference for prevention carried out by their peers and people specialized in the field rather than the approaches usually adopted.

Marie-Vincent Foundation

The Marie-Vincent Foundation wish to build a protective community and provide unifying leadership in Québec in the fight to end violence against children and adolescents.

Our Values

Hope
for a world free of violence against children and adolescents.

The conviction
that children and teens who are victims of sexual and physical violence can overcome their ordeal, rediscover a happy life, and reach their full potential.

Gender **equality.**

Equity, diversity and inclusion.

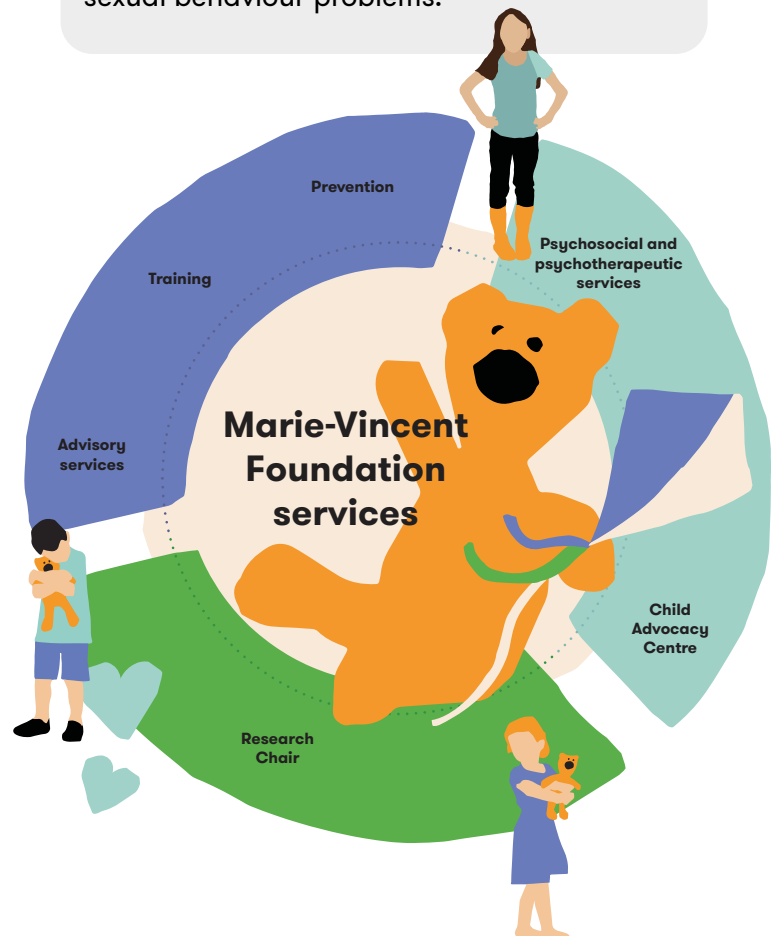
Innovation
through the implementation of best practices in prevention and treatment.

Collaboration
between members of the Foundation's team and with public and private partners to more adequately protect and treat children and adolescents.

Our Mission

In collaboration with our partners, we support children and adolescents who are victims of sexual and physical violence by providing the services they need under one roof.

We help prevent violence through education and awareness and by treating children with sexual behaviour problems.



Development of a Peer-Based Prevention Approach (PBPA) in Preventing Online Sexual Violence

Project Background

The *Peer-Based Prevention Approach (PBPA)* to Online Sexual Violence is a follow-up to the first online sexual violence prevention project conducted by the Marie-Vincent Foundation. This first pilot project—No to Sexual Cyberviolence for Our Young People!—began in 2016 and focused on the phenomenon of online sexual violence among youth in five high schools in the Laval, Montérégie, and Montréal regions. Focus groups and surveys were conducted with participating schools during the pilot project. In all, more than 900 young people and 40 school-staff members (principals, professionals, and teachers) shared their experiences and perceptions of online sexual violence. The collected data made it possible to put tools into place to start youth committees in participating schools. The students serving on the prevention committees received support in developing tools and activities for the prevention of online sexual violence adapted to the needs of the youth in their schools.

The two-year run of the pilot project made it possible to confirm the relevance and effectiveness of a prevention approach by and for young people. The activities carried out in this regard have shown that young people respond positively to this approach. The project presented herein was therefore created to take the concept of peer prevention even further by providing targeted youth with all the necessary tools (theoretical and practical) so that they can conduct awareness workshops to combat online sexual violence with students in Secondary 1 and 2.

Objectives of the Training Guide

The objective of this Training Guide for Peer Trainers is to support school staff members who wish to use the leadership skills of a group of young people in delivering workshops on preventing online sexual violence.

This guide has been designed to provide the accompanying adult with the information and tools needed to facilitate the training of peer trainers. Through the various themes addressed during the training, the youth in the group of peer trainers are led to develop their group communication skills, facilitation, and classroom management skills as well as their knowledge of technological issues and online sexual violence. This training is designed to provide young people with conceptual and practical tools so that they are fully prepared to lead two awareness workshops with students in Secondary 1 and 2 in their schools.



Objectives of the Training for Peer Trainers

General Objective

To provide the selected youth with all the tools they need to effectively conduct awareness workshops on combatting online sexual violence with students in Secondary 1 and 2.

Specific Objectives of the Training for Peer Trainers

After completing the training, the selected young people will be able to:

.....

1. Use their knowledge about the prevention of online sexual violence among students in Secondary 1 and 2 when facilitating classroom workshops.

.....

2. Combine different skills acquired during the training when conducting awareness-raising workshops in combatting online sexual violence with students in Secondary 1 and 2.

.....

3. Integrate into their awareness workshops certain life skills required to be good role models for others.

.....



Section 2

PBPA Implementation

This section brings together all the practical information that will help you optimally start and implement the peer-based prevention approach (PBPA) in the prevention of online sexual violence. Reading this section will give you an overview of the project and the elements to consider for each step¹.



If you have any questions or need support in implementing the project, please contact us at prevention@marie-vincent.org.

Step 1

Project Start-Up

1.1

Making the PBPA a School Project

It is recommended that all school stakeholders be informed and involved from the beginning of the school year in order to maximize the positive impact of the project and to promote its successful completion.

.....

- **Mobilize the administration:**
The administration's commitment is crucial to mobilizing professionals, teachers, and the wider school community. In addition, its involvement will greatly facilitate the development of the workshop schedule.
-

- **Mobilize school staff:**
Staff collaboration greatly helps in identifying and recruiting participants who will become peer trainers. Disseminating the names of the members of the peer-trainer group to all staff is also helpful in avoiding scheduling conflicts (detention, remedial work, etc.) during the training. Lastly, school staff needs to know that some of its members will have to host the awareness workshops in their classrooms.
-

1.2 Recruiting Youth

The teaching staff as well as school professionals should be involved in forming a group of young people who will lead the project's awareness-raising workshops.

Having school staff identify young people who might be interested in participating in the project—preferably at the beginning of the school year—also provides an opportunity to generally present the project as the school year starts.

Here are a few characteristics you should be looking for:

-
 - Students in Secondary 2 to 5.....
- Students who are positive leaders or have the potential to become positive leaders
-
- Students who like helping and getting involved
-
- Students attracted by critical thinking
-
- Students with an ability to express themselves easily in front of others or who could develop this ability with a little more practice
-
- Students who can make up work and whose grades will not be affected by missing some classes
-

Other recruitment options are also available, such as a registration booth, class tours, and peer nominations. They share the drawback, however, of not necessarily identifying the young people who most closely match the criteria cited above.

Setting up a booth could be very relevant in the first year of a project in a school. Booths and other activities can increase project visibility, informing other students about the project and giving them the opportunity to get involved.

1.3

Group Composition

The project should be started with 10 to 12 interested young people, giving priority to students in Secondary 3 to 5. Should any Secondary 2 students show strong interest in the project, they could be considered if they generally have the targeted characteristics. The size of the group will affect the number of co-facilitation teams that can be formed and the number of activities to be carried out by each team of young facilitators. As the number of students trained to facilitate the workshops increases, each student will have fewer workshops to facilitate and will miss fewer class periods.

1.4

Initial Meeting with the Interested Students

Once the young people who might be interested have been identified, it would be important to give them the opportunity to confirm their interest in participating by inviting them to an initial information meeting about the project. The activities to be planned for this first meeting can be drawn from the activities suggested for theme 1 of this training guide (activities 1, 2, 3, 4, and 6). Once their commitment to the project has been determined, you should draw up an official list of participants and take down their contact information.

One topic to be discussed with the young people during the first meeting is their availability, so that a training calendar can be drawn up. It might also be a good idea to set the time and date of the next meeting.

1.5

Informing Parents

An information letter can be sent to the selected students. The collaboration of parents could indeed be required to take the students to training meetings held outside school hours. It is also a source of pride for young people to inform their parents that they have been selected because of their leadership and communication skills.

Step 2

Training

2.1 Schedule

As mentioned above, the training schedule should be developed with input from the selected students to ensure they will be available. Attention should also be given to the reality of the context (e.g., extracurricular activities for students, availability of premises during teachers' days, etc.) when developing the training schedule.

The training is divided into several thematic meetings of varying length. Thus, the times to be planned can be diversified (full or half professional day, justified absences, dinner, etc.). Some training themes can also be twinned.



If possible, and budget permitting, food can be served to students (pizza for lunch, snacks, etc.). This could both help them concentrate better as well as encourage and reward them for taking part in the project.

Training meetings can also be organized differently depending on the needs of the young people and the particular context. In the event of changes to the meeting schedule, the chronological order of the activities should be maintained. Plan for a few minutes to greet participants and wind up the meeting. If a different training structure is used, you should consult the overview table of training activities, which lists the length and materials required for each activity (pages 66-67).

Here is an example of the timetable adopted by a school that participated in the project.

Theme	Length	Time	Remember
1	1 h 55	Lunch period and justified absence for third period	Your supplies Your lunch
2	3 h	Half professional day (Ped day) 9 a.m. to 12 p.m.	Your supplies Your lunch *Snack provided
3	3 h 45	Professional day (Ped day) 9 a.m. to 16 p.m.	Your supplies
4	2 h 15		*Lunch provided
5	3 h	Half professional day (Ped day) 9 a.m. to 12 p.m.	Your supplies Your schedule *Snack provided

2.2 Preparing Training Supplies and Meetings for Facilitators

Before starting the training of the future peer trainers, the facilitators should carefully read the training activities and the list of supplies in order to master the content. That will make it easier to adapt the training meetings to suit the needs of the young people.

Before each meeting, the person in charge of facilitating needs to ensure that the necessary material has been prepared. The list of required supplies is available in this training guide at the beginning of each theme. The activity overview table (pages 66-67) also provides this information.

If possible, each student should be given a document case or binder at the beginning of the project to hold all the documents distributed during training. That will facilitate their participation.

2.3 Role of the Person in Charge of Facilitation

There is no perfect formula to ensure the long-term commitment of the students to the group. However, several elements related to how the training is conducted can have a positive influence on their mobilization or commitment to the project and the cause.

- Take the time to welcome the young people and discuss daily life before starting the training activities: this creates a bond of trust.
- Encourage the students and show you value their contribution to the activities ("That's a good point; Very good question; Interesting perspective," etc.).
- Adapt the format of the activities to the group's characteristics (e.g., take more time for an activity that the students find more complex).
- Take an active, enthusiastic role as facilitator: take part in the activities with the students; share your opinions and ideas.
- Set an example and serve as a model for facilitation techniques and communication skills (e.g., talk about your own facilitation style, techniques that work best, challenges, etc.).
- Ensure an open, nonjudgmental approach and attitude towards the students.

2.4 Getting to Know the Young People in the Group

2.4.1 Starting Knowledge and Understanding of the Issues

The initial training meetings should allow the facilitator to identify the students' level of knowledge about the issues addressed. If one or more of them seems to have more difficulty grasping certain concepts, do not hesitate to extend the activity. From a peer-to-peer prevention perspective, it is also a good idea to involve young people with a better grasp of the issues when explaining and responding to requests for clarification from students who face more challenges in understanding. A regular effort should be made to ensure that the students understand the terms used, for example, by asking them to explain in their own words what has just been discussed.

2.4.2 Pairing Young People for Co-Facilitation

When the time comes to proceed with the youth pairing for co-facilitation (Theme 3, Activities 5 and 8), you should attempt to maintain a balance between respecting the preferences, strengths, and challenges of the students in order to create complementary and harmonious co-facilitation teams.

From the outset, try to observe the dynamics between the young people and the respective strengths during the training activities, especially during the facilitation activities. This will give you an idea of which teams would work well.

2.4.3 Need for Additional Meetings

Due to a number of factors (maturity of the students, the schedule, the level of comfort of students in a leadership role, etc.), more time could be needed to prepare the students. Do not hesitate to add one or more meetings dedicated solely to the exercise of workshop facilitation in subgroups and to encourage continuous feedback during these additional meetings.

2.4.4 Providing Feedback to the Young People

Feedback is an essential element in helping the young people to gradually improve their facilitation skills during training. The Observation Sheet (**Facilitation Sheet B**), as its name suggests, has been designed to allow you to observe the young people in the process of facilitating during the training and to identify their strengths and areas for improvement. It is strongly suggested to that a sheet be filled for each young person during each facilitation period and to take the time to share with them the main elements noted. These sheets also provide sound proof of the improvements observed from one facilitation experience to the next.



Step 3

Facilitation of Classroom Workshops

3.1 Schedule of Classroom Workshops

Drawing up the schedule of classroom workshops should be done in advance and consists of two steps. First, the time slots for class visits have to be determined and then assigned to the various co-facilitation teams. The collaboration of the administration of Secondary 1 and 2 will be particularly helpful.

In conducting the first step (scheduling of classroom visits), it might be helpful to visit all the class groups in a particular level during periods when the same subject is taught. It would also be a good idea to group workshops for the same grade in time, so that peer trainers would have the opportunity to repeat the same activities.

The second step (assigning activity periods to the co-facilitation teams) can be done during one of the final training sessions. Show the schedule to the peer trainers and ask them to identify when would be the best times for them. In this way, the peer trainers will be able to pay particular attention to their absences from class and give precedence to classes in which it would be easier for them to catch up.

The peer trainers should be encouraged to inform their teachers of their absences themselves in order to have a sense of responsibility for the process. Nevertheless, the adult in charge of the project must ensure that the system recognizes that the absences are justified and that the particular teachers are informed.

3.2 Conducting Classroom Workshops

The first classroom experiences of the peer trainers will undoubtedly be memorable for them. To ensure that the workshop runs smoothly, the adults present need to remember that they play a supportive role. Indeed, if the activity is truly going to be a peer-based prevention experience, the adults present must refrain from intervening, tolerate silences, let the peer trainers establish a climate of exchange and take up the participants' words when necessary. Some situations could, however, require intervention by an adult, due to a lack of discipline or if things go awry.

You also need to tell the teachers of the classes in which the activities will be given what is expected of them:

- Favour staying in the background to leave as much room as possible for exchanges between students and peer trainers.
- Let the peer trainers reframe what the students are saying.
- Ensure discipline should things get somewhat out of hand.
- Encourage participation if some students are embarrassed or not taking part.

As for the peer trainers, while the classroom workshops might be stressful for them, remind them that they have acquired all the necessary skills during training and that it is time to dive in! Between the facilitation activities, it is important to congratulate them and provide them with constructive feedback underscoring what they did well and providing one or two items for improvement for the next workshop.

In your role as a support person during the activities, you should have spare copies of the workshop summary sheets and the workshop facilitation guide in case peer trainers forget their copies.

Step 4

After the Classroom Workshops

As with any other project, it is important to plan a debriefing meeting to review the results with the peer trainers once the classroom activities have been completed. Indeed, this meeting to take stock provides a look back on all the workshops facilitated in order to identify the strong points of the peer trainers and the project. It will also help identify the challenges that the peer trainers faced. Some time should be set aside during debriefing to highlight the work and commitment of the peer trainers by celebrating with them.

Example of the structure for a debriefing meeting:

-
- Discussion about the facilitation
(what was the most fun and the most difficult, what were you most proud of, what you would do differently if you had to do it again, etc.).
-
- Celebration
(dessert, team games, music, etc.)
-
- Recognition of involvement
(certificate of participation, invitation to a special activity, etc.)
-



Section 3

Training

Theme 1

Discovering the Project and Getting To Know Each Other

Length
1 h 55

Theme 1 Objectives

During this theme, the participants will:

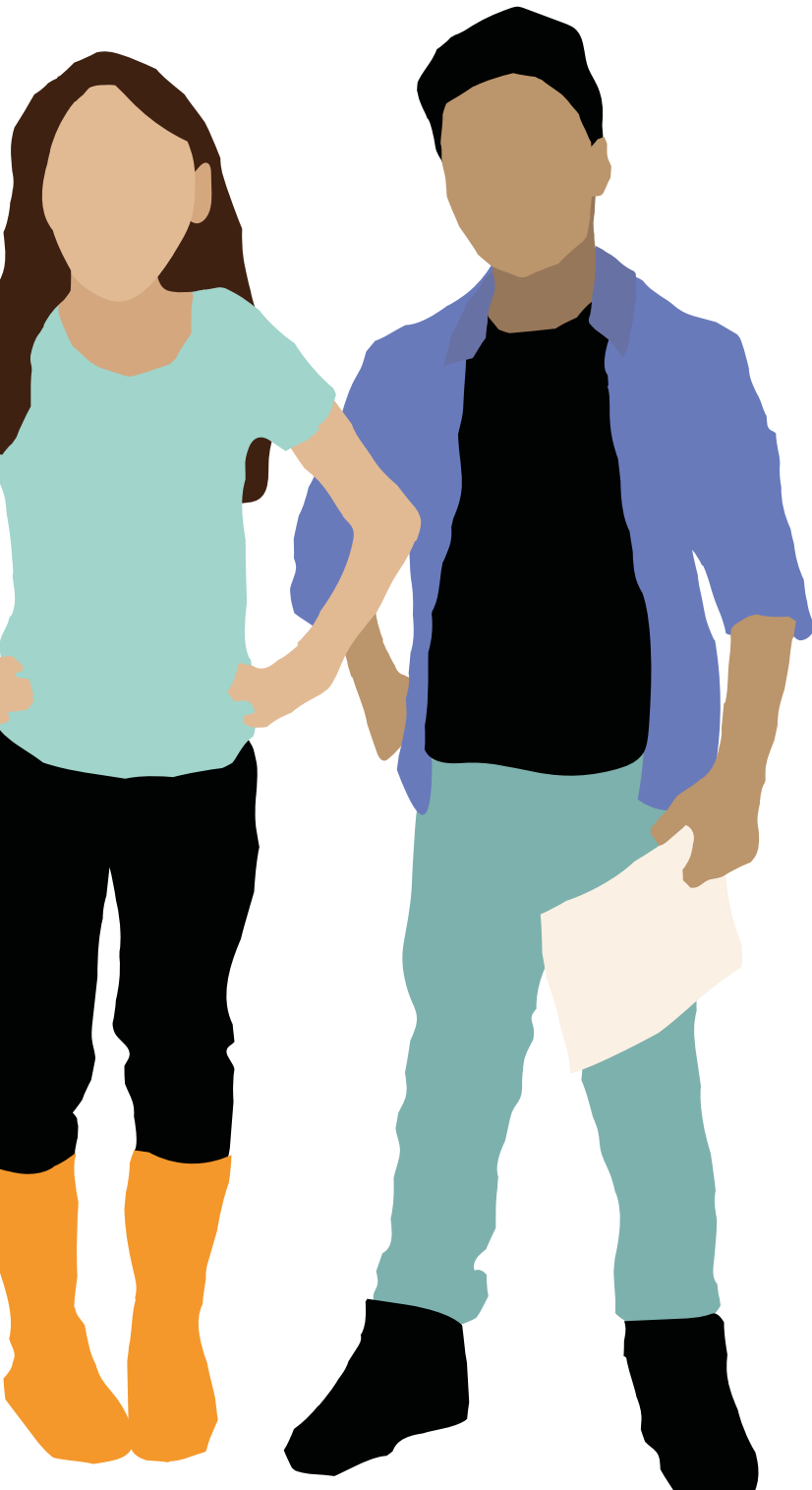
- Get to know the other participants and the training facilitator.
- Develop their sense of belonging to the group while having fun.
- Discover the different objectives and activities of the online sexual violence prevention project.

Supplies

- Place cards
- Board or flip chart
- Chalk, markers, and pencils
- Sheets of paper
- Training schedule
- A binder or document case for each participant (if possible)
- **Support Sheets** (1 copy per young person)
 1. Finding Out More about Cyberbullying and Online Harassment
 2. Finding Out More about Sextortion
 3. Finding Out More about Sexting and the Publication of Intimate Images without Consent
 4. Finding Out More about Child Luring

The Summary Table of the Activities and Required Supplies can be found on pages 66 and 67 in this guide.

Agenda



1 Welcome participants (5 min)

- Take a few minutes to greet the participants, ask them how they are doing, how their week has been, and so on.
- Present the objectives of Theme 1.

2 Introduction of the participants (5 min)

- Ask the young people to write their name and a character trait or quality that defines them (e.g., Elias: sensitive, Amira: go-getter, etc.) on a place card. The facilitator does the same.
- Ask the young people to take turns introducing themselves and explaining why they chose their particular quality.

3 Introduction of the facilitator and the project (10 min)

- The facilitator takes a few minutes to introduce themselves, for example, mentioning their training or interests, as well as stating their motivation for initiating this project.
- Outline the project and the training objectives (next page).
- Ask the young people to ask questions.

Background

The project was initiated in 2016 by the Marie-Vincent Foundation. Initially, youth committees were formed in schools so that prevention actions combatting online sexual violence could be developed by and for young people. A number of prevention actions were carried out by the young people in the schools involved, such as a mural, magnets, and videos. Some committees also wanted to go further in terms of prevention by presenting their work in classroom workshops with younger students. These awareness workshops created and led by young people sparked the idea at the Marie-Vincent Foundation to propose a second project to involve even more students in preventing online violence.

The project

After completing the training, the young people selected will have all the tools they need to effectively conduct awareness workshops on online sexual violence with Secondary 1 and 2 students. One workshop was designed for Secondary 1 students and another for Secondary 2 students. Each workshop includes a short video clip that serves as a starting point.

Specific training objectives

After completing the training, the young people selected will be able to:

- 1.** Use their knowledge about the prevention of online sexual violence among students in Secondary 1 and 2 when facilitating classroom workshops.
- 2.** Combine different skills acquired during the training when conducting awareness-raising workshops in combatting online sexual violence with students in Secondary 1 and 2.
- 3.** Integrate into their awareness workshops certain life skills required to be good role models for others.

Review of the selection process for peer trainers (10 min)

- Explain to the young people how and why they were selected.
- Ask the young people what they expect from the peer trainer project using the questions in the box below. Create a space for exchanging ideas. Make notes on the board or on large sheets of paper.
- Reframe expectations, if necessary.
- Explain to the young people what is expected of them as peer trainers.

Why they were selected

They were identified by other students or school staff, or they see themselves as agents of change and as empathetic, positive, and motivated people. What the selected young people all have in common is that they were chosen because their potential to be good role models and to have a positive influence on the lives of others is recognized.



Expectations of peer trainers





What do you expect from the training?

What would you like to learn?

What skills would you like to develop?

Expectations of the facilitator

For the project to work, everyone must be committed and actively participate.

-  Be attentive and actively participate in all meetings.
-  Take your messages and respond to them between meetings according to our communication agreement.
-  Do the recommended reading between meetings.
-  Bring your equipment to the meetings (e.g., document case).



Keep a copy of the young people's expectations (picture on the board or notes) so that you can come back to them at the end of the training.

5 Training organization (5 min)

- Come to an agreement with the young people on communication means for the group (Facebook group, Messenger, etc.).
- Distribute the training schedule to the young people (preferably developed with them at the information meeting) and ask them to keep all training materials in their document cases.
- Repeat the participation expectations (respond to messages, be attentive, and do recommended readings).
- Answer students' questions about logistics.

6 Icebreaking activities (30 min)

- Hold some icebreaking activities with the group from among the activities listed in the **Icebreaker activity bank** box.



As facilitators, you should choose the icebreaking activities in advance so that you can plan for the equipment required!



The selected icebreaker activities can be held sequentially or interspersed with other Theme 1 activities. They can also be used at the beginning of the subsequent training meetings.

Icebreaker activity bank



The required materials are in parentheses.

Balls and names

Group members throw a ball to each other by naming the person they are throwing to. Increase the number of balls as you go. **(balls)**

Ball and questions

Group members throw a ball to each other. The person throwing asks the person catching a question. After answering, they throw the ball to someone else. **(ball)**

Draw my question

Each person writes, on a note card, a positive question to get to know the others better. Then, they take turns drawing a question and answering it. **(note cards, pencils)**

Group memory

Form teams. Each team has 1 minute to examine a table with 30 objects. The objects are then hidden and each team tries to remember as many objects as possible, recording them on a sheet of paper. The team that correctly remembers the highest number of objects is declared the winner. Hold more than one round with new objects to let the teams develop strategies. **(50 small objects, tablecloth, sheets of paper, pencils)**

Four corners

Write four words on the same theme and place them in the four corners of the room. Ask youth to go to the corner that most represents them and explain their choice (activity, musical style, values, etc.). Vary the four words and do the activity more than once with different themes.

My life in three words

Ask each person to share three words that represent them. Their neighbour tries to interpret the three words in their own way. Then the person makes any corrections and explains why they chose those three words.

Guided drawing

Ask the young people to pair off and stand back to back. Explain that they will have to communicate effectively to reproduce an image. Each pair needs to decide who will draw and who will describe. Hand out the materials **(paper and pencil for the person drawing; reference image for the person guiding the drawing)**. Conclude the activity with a discussion on communication challenges.

7 General characteristics of Secondary 1 and 2 students (20 min)

- Ask the participants to start a discussion on the use of the technologies available to them when they were in Secondary 1 and 2 to have a better idea of their individual realities.
- Use the questions in the box on the right to lead the discussion in painting a picture of the target audience.
- Write the answers on the board or a flipchart.
- Conclude the activity by summarizing what was mentioned.
- Ask the participants if they would like to add something.



Discussion

- A.** To begin with, I'd like you to try to imagine yourself as you were in Secondary 1 and 2.
- What were your areas of interest?
 - How did you spend your free time? (possibility of using a pie chart to illustrate)
 - What were your character traits? How would your parents have described you?
 - What were your concerns (friendships, arguments, independence, starting high school, etc.)?
- B.** I would now like you to tell me about your online, virtual, and technological experiences when you were in Secondary 1 and 2:
- How did you use the Internet at that age?
 - What applications did you use most?
 - What games or websites did you like?
 - What place did these technologies occupy in your life?
- C.** In your opinion, were your online habits similar or dissimilar to those of other youths in your secondary school? Explain how.

8 What is online sexual violence (25 min)

Support
Sheets
1, 2, 3, 4

- Use the discussion questions to initiate a discussion with the young people about the different types of online sexual violence.



Discussion questions

- What types of online sexual violence are you aware of?
 - How would you define in your own words each type of online sexual violence named?
 - While maintaining the anonymity of those involved, have you ever witnessed online violence?
 - What kind of online sexual violence do you think it was?
 - Why?
-
- Summarize the different types of online violence identified by the young people, and fill in the missing information using the definitions provided on page 9 of this guide and in **Support Sheets 1 to 4**.
 - Distribute **Support Sheets 1 to 4** (one copy per person) to the young people and ask them to keep them in their document cases.
 - Ask the young people to read **Support Sheets 1 to 4** after the meeting. Specify that these sheets will be useful in a future activity (Theme 2, Activity 8, Peer Facilitation #1 - Types of Online Sexual Violence).

9 Conclusion (5 min)

- Thank the young people for their participation and let them know how enthusiastic you are about continuing the project with them.
- Remind the group of the communication procedure, the reading, and the date of the next meeting.
- Remind the young people to read Support Sheets 1 to 4 before the next training meeting.

Theme 2

The Technology Habits of Young People and Negative Online Experiences

Length
3 h

Theme 2 Objectives

During this theme, the participants will:

- Initiate a reflection on young people in Secondary 1 and 2 and the issues related to the technologies that affect them.
- Acquire basic notions on group communication and facilitation.
- Put the notions acquired into practice to develop their facilitation skills.

The Summary Table of the Activities and Required Supplies can be found on pages 66 and 67 in this guide.

Supplies

- Note paper
- Poster board
- Coloured paper for the posters
- Poster markers
- Glue
- Scissors
- Adhesive putty or other means to put up the posters
- Large sheets or board
- Video viewing system
- **Support Sheets** (1 copy per young person)
 1. Finding Out More about Cyberbullying and Online Harassment
 2. Finding Out More about Sextortion
 3. Finding Out More about Sexting and the Publication of Intimate Images Without Consent
 4. Finding Out More about Child Luring
 5. MBTI-Based Test
 6. Personality Traits and Facilitation
 7. Awareness Videos
 8. Components of Communication
- Examples of the Breakdown of MBTI Personalities with Characters from Well-Known TV Series, Novels or Films (online search)
- **Facilitation Sheets**
 - A. Communication Levels (one cut-out copy per subgroup)
 - B. Observation Sheet (one copy per young person)

Agenda



1 Welcome participants (5 min)

- Take a few minutes to welcome the participants, ask them how they are doing, if they are having a good week, etc.
- Present Theme 2 objectives.

2 Conditions for successful training (5 min)

- Explain that it would be preferable if everyone taking part in the training were to determine what they would consider conditions for success.
- Ask participants for their opinion on what conditions would be required to ensure the training was successful.
- Validate group membership by asking participants if they all agree with each condition proposed and if they commit to complying with them throughout the activities.
- Write down the conditions for success on a large sheet of paper (e.g., respect, listening, confidentiality, punctuality, etc.).

3 Finding your strengths as a facilitator (25 min)

Support
Sheets
5, 6

- Explain that the next activity will allow them to get to know each other better with the help of a short personality test.
- Explain the origins of the Myers-Briggs Personality Test (MBTI) and its relevance using the contents in the box on the right.
- Hand out the MBTI-inspired personality test and explain to how to complete it (**Support Sheet 5. MBTI-based Test**).
- Ask the participants to take the test.
- Discuss the different results and their implications in a facilitation context using the questions on the next page and then complete with **Support Sheet 6. Personality Traits and Facilitation**
- During the discussion, hand out a copy of **Support Sheet 6** to each of the participants.
- To end on a happy note, share some examples of MBTI-type distributions of fictional characters (e.g., movie or television characters).
- Ask participants to research their personality types after the meeting to see which fictional characters and well-known personalities share the same type with them.

Origins of the MBTI (Myers-Briggs Type Indicator)

Personality theories initiated in the 1910s by psychiatrist Carl Jung. Work continued for more than 40 years in the United States by Isabel Briggs Myers. Used in schools for career guidance, it is the most widely used personality test in the world.

Relevance

- Personal: To better understand how you function as well as your strengths and challenges. It is also useful in reflecting on your behaviours and attitudes.
- Interpersonal: Better understand the needs of others and how their needs influence their interactions.
- Guidance: Gives an idea of what kind of jobs are generally compatible with your personality type.
- In job searches: A common interview question is to find out about the person's strengths and challenges. The test elements are much more concrete than hearing the candidate respond with clichés such as "I'm too much of a perfectionist."



Discussion of the results and implications of personality on facilitation

- Were you surprised at the results?
- What reflections did that lead you to make?
- What do you think are the advantages and disadvantages of each trait? (extroversion-introversion, sensing-intuition, thinking-feeling, judging-perceiving)
- Is it better to work with someone who has the same personality traits as you?
- Do introverts make good leaders?

Conclusion: There is no such thing as a perfect facilitator; everyone has their own strengths. There are no perfect profiles. Interestingly, in the general population, there is a distribution among all personality types, as indicated by the saying "It takes all kinds to make a world."

4 Technological experiences of our target audience (20 min)

- Use the questions in the box on the right to review with the participants the discussion from the last meeting about their personal habits when they were in Secondary 1 and 2.
- Identify with the group the technology interests and habits, lessons learned, and the risks that concern students in Secondary 1 and 2.
- Record their responses in a table according to the example below.



Discussion about Secondary 1 and 2 students

- Which of your personal experiences when you were in Secondary 1 and 2 would today's young people be exposed to and which might have changed?
- What lessons are the Secondary 1 and 2 students learning (what they're learning or need to learn)?
- What are the technology interests and habits of students in Secondary 1 and 2?
- What are the risks taken by students in Secondary 1 and 2?

Lessons Learned	Technology Interests and Habits	Risks
<ul style="list-style-type: none"> • Influence of friends • Etc. 	<ul style="list-style-type: none"> • TikTok • Etc. 	<ul style="list-style-type: none"> • Sharing photos • Etc.

5 The advantages and risks of using technologies for our target audience (20 min)

- Draw young people's attention to the section on technology habits and interests on the chart developed in the previous activity.
- Divide the group into subgroups.
- Assign one or more technology habits to each subgroup and ask members to list all the risks associated with them (disaster scenarios, if the technology habit distributed only brings you trouble and negative consequences, name them?).
- Ask participants to list the benefits associated with assigned technological habits.
- Ask participants to share what they found with the rest of the group.
- Discuss the similarities and differences between the different lists.

Examples of technology habits

Watching YouTube channels. Playing... Using this application... etc.

Examples of advantages

Creating or strengthening of social ties, window on the world, new friendships, access to information, learning, entertainment, fun, discovering people like oneself, new role models, creativity, validation and self-esteem, opportunity to let go of one's reality, experiencing success, imagination, accessing constructive criticism and feedback, learning a language, freedom of expression, etc.

Examples of risks

Violence, cyberbullying, addiction, exposure to sexually explicit content, pop-up ads, viruses, harassment, violent content, racism, sexism and homophobia online, sextortion, hackers, child luring, intimate photos, effects on self-esteem, quest for perfection and unrealistic expectations, trolls, filters that change the image too much, dangerous challenges and influence, etc.

6 **Prevention videos and types of online sexual violence**
(25 min)

Support Sheet
7

- Introduce the video capsules by talking about the process of creating them.

Capsule creation process

The young people who served on the various prevention committees were involved in the process. In order to write the scripts for the capsules, they were asked to reminisce about specific moments from Primary 5 to Secondary 2, such as:

- Their experiences
- Their technology habits
- Their challenges and needs
- The risks they took

The young people were also involved in developing and validating the scripts as well as during the filming.

- Watch the four online violence prevention videos available online with the young people at <https://marie-vincent.org/en/services/prevention-adolescents-section/>.
- After viewing the four videos, get their impressions by asking them what they thought of the videos.
- Hand out a copy of **Support Sheet 7. Awareness-raising videos** to each of the participants and ask the young people to fill out the table in **Support Sheet 7** together.
- If needed, round out their responses using the answers provided in the box on the next page.

	The Park	Profile Picture	Live Streaming	Gab's Photo
Main Character	Xavier	Liliane	Jay	Charlotte
Location	Park and chat area	Room and bathroom	Room	Secondary school
Summary	Xavier is chatting online with a person named Sophie who asks him all sorts of questions about his personal life. In watching the video, we realize that Sophie is actually an adult male, but the child in the story doesn't know that.	Liliane is looking at photos to pick one to post on social media. Every photo brings up negative thoughts about herself. She decides to change her appearance (clothes and makeup) to take a new photo, but she is not satisfied with the result. She eventually decides to proudly post a picture of herself with a medal.	Jay starts a live stream and invites his viewers to watch it. He says that he will accept challenges based on how many likes he receives. The greater the number of likes, the more daring the challenge. One person in the chat asked him to show off his abs, which he does. He asks his viewers for new challenges for more likes saying that "no challenge is too much."	Charlotte hears about Gab's picture. She asks friend about details but without success. Everybody is talking about the photo and Charlotte is curious. When she finally gets the photo, Charlotte writes to Gab to share what she knows about the situation and to ask them what's going on. Gab's photo is being circulated without their consent. When a friend asks her what she thinks of the photo, Charlotte says that she hasn't seen it and that it's not important.
Topics covered	<ul style="list-style-type: none"> • Chat • Video Games • Requests that people online can make 	<ul style="list-style-type: none"> • Social media • Self-esteem • Looking at and judging others • Body Image 	<ul style="list-style-type: none"> • Live streaming • Online self-expression • Peer influence • Online challenges 	<ul style="list-style-type: none"> • Non-consensual sharing of intimate images • The role of witnesses
Potential type of online sexual violence	Child luring	Online harassment, cyberbullying	Online harassment, cyberbullying	Publication of intimate images without consent, sextortion

7 Basics of facilitation (15 min)

Facilitation Sheet
A

Support Sheet
8

- Introduce the activity by modifying usual communication behaviours (e.g., speaking much louder, not making eye contact, or changing body posture). If possible, maintain the behaviour until one student calls attention to the change.
- Ask students to break up into subgroups and give each subgroup a copy of the cut-out levels of communication. (**Facilitation Sheet A. Levels of Communication**).
- Ask the subgroups to classify the elements of communication according to the three levels (verbal, paraverbal, and nonverbal).
- Hand out a copy of **Support Sheet 8. Components of Communication**, to each of the participants, then go back over each element in the classification and discuss the most suitable forms for group facilitation for students in Secondary 1 and 2 (qualify each element, e.g., vocabulary -> adapted, volume -> loud to carry to the back of the classroom, posture -> open and relaxed). Make a link to the behaviour changes made by the facilitator at the beginning of the activity.
- Ask the participants to identify an element of communication in the document that they have mastered and an element that they want to work on.
- Ask the participants to go around the table discussion and share elements that they identified. Write down the responses from each participant so that you can pay particular attention to them during the preparatory activities.

8 Peer Facilitation #1 - Types of Online Sexual Violence (60 min)

Facilitation Sheet
B

Support Sheets
1, 2, 3, 4

- Present the activity to the participants and have them pair off. Each team will be asked to make a poster and a short presentation on one of the four types of online sexual violence: cyberbullying and online harassment, sextortion, sexting and the publication of intimate images without consent, and child luring.
- Ask each team to choose one of the themes or randomly distribute the themes to the teams.
- Provide guidance on the poster design referring to the box's content.



Poster design

- The poster focuses on one of the types of online sexual violence.
- Its contents should be drawn from the materials dealing with the type of online sexual violence selected (**Support Sheets 1, 2, 3, and 4**).
- The poster must contain:
 - A definition
 - Some facts
 - An interesting statistic
 - A question that warrants some reflection and that can be discussed with the group:
 - Why do you think...
 - What would you recommend to...
 - What should schools do to...
 - Etc.



Keep the posters; they will be necessary for the realization of Activity 4 in Theme 3: Peer Facilitation #2 - Classroom Context

- Provide each team with the materials needed to design the posters and allow them time to complete it.
- Have each team present their poster to the rest of the group, paying particular attention to the communication elements discussed in the preceding activity.
- Use the observation sheet (**Facilitation Sheet B**) to record the elements to be worked on and the strengths of the young facilitators (if possible, take a moment with each individual during a subsequent activity to provide feedback).
- If necessary, complete or correct the information shared on the various types of online sexual violence.
- Congratulate the young people for the posters created and for their first experience as prevention facilitators.

9

Conclusion

(5 min)

- Thank the young people for their participation and let them know how enthusiastic you are about continuing the project with them.
- Give them reading to do:
 - **Support Sheet 7. Components of Communication:** For each aspect (verbal, paravertebral, and nonverbal), identify an element to work on and an element already mastered.
- Remind the group of the communication procedure and the date of the next meeting.

Theme 3

Becoming a Peer Trainer and a leader

Length
3 h 45

Theme 3 Objectives

During this theme, the participants will:

- Recognize the personal characteristics needed to become an agent of change.
- Develop leadership skills that will help the managing of classroom contexts.
- Become familiar with the awareness workshop to be given to students in Secondary 1.
- Practise co-facilitation.

Supplies

- Note paper
- Board
- Chalk or board markers
- Pad of sticky notes (like Post-It® notes) (one per youth)
- Adhesive putty / adhesive tape
- Posters made by young people in Activity 8, Theme 2
- Workshop Facilitation Guide (Secondary 1 Workshop)
- Summary Sheet for the Secondary 1 Workshop
- **Support Sheet** (one copy per young person)
 9. Co-facilitation Preferences
- **Facilitation Sheets**
 - B. Observation Sheet (one copy per young person)
 - C. Classroom Contexts (one cut-out copy)
 - D. Empathy and Facilitation (one cut-out copy)
 - E. Secondary 1 Workshop Activities (one cut-out copy)

The Summary Table of the Activities and Required Supplies can be found on pages 66 and 67 in this guide.

Agenda



1 Welcome participants (5 min)

- Take a few minutes to welcome the participants, ask them how they are doing, if they are having a good week, etc.
- Present Theme 3 objectives.

2 Being a source of change (15 min)

- Initiate a discussion with the participants on the concepts of leader and mentor using the questions in the box.



Discussion

- What is a leader?
What is a mentor?
 - Leader: a person who directs, guides, influences, or elicits movement in a particular direction.
 - Mentor: a person with experience and knowledge in a field that interests you and who guides and advises you.
- Why does this project involve young people in becoming leaders and mentors for other young people?
 - Young people can be a positive influence in the lives of other young people.
 - Discussions between young people have a different impact.
 - Discussions between young people are generally on a more equal-to-equal basis.
- What are the qualities looked for in a leader or mentor?

- After the discussion, ask the participants to break up into subgroups and, as teams, identify the three most important qualities of leaders and mentors.
- Ask one participant per team to share with the others the qualities selected and explain why.
- Put the teams' responses on the board and bring out the diversity of qualities identified.

3 Strengths and qualities of participants (10 min)

- Explain that this activity helps to better determine a person's strengths as a leader and mentor.
- Give a piece of note paper to each participant.
- Ask them to write their name at the bottom of the sheet and, on the top of the sheet, the three qualities they most identify with (among the qualities on the board). Have them fold the sheet to hide the three qualities, but keep the rest of the sheet available for writing.
- Ask the participants to pass their sheet to the person to their right. Ask each participant to identify and write down the quality on the board that most closely corresponds to the participant whose name appears on the sheet.
- Have the participants fold the sheets and pass them around until everyone has identified a quality for each participant.
- Allow time for the participants to read the qualities on their sheet and ask them to share their impressions as they read through their list.
- Conclude the activity by highlighting everyone's strengths.



Peer Facilitation #2 - Classroom Context (40 min)

Facilitation
Sheet
C

- Explain to the participants that one of the challenges in facilitating the awareness workshops will be adapting to each class and being prepared to intervene if needed.
- Initiate a discussion with participants about their past school experiences in relation to different classroom contexts and make notes on the board.



Discussion

- To the best of your memory, what qualities did you appreciate the most in your teachers?
 - What tricks did they use to maintain interest and participation?
 - How did they respond to students who didn't participate or who were disruptive?
 - What, on the other hand, didn't work?
- Introduce the activity on classroom contexts that allows the elements in the discussion to be put into practice.
 - Before starting the simulations, present each potential situation in **Facilitation Sheet C. Classroom Context** and discuss potential solutions or courses of action with the group.



Classroom Context Activity

In this simulation of classroom facilitation, the participants are asked to lead a short presentation while adjusting to the classroom context.

- The participants form pairs and are asked to give a short presentation using one of the posters on types of online sexual violence developed earlier in the training.
 - The other participants play the role of students in the group.
 - Unbeknownst to the facilitators, one of them will pick one of the situations listed on **Facilitation Sheet C. Classroom Context** and will have to act it out.
 - The facilitators are asked to use one of the intervention solutions identified during the discussion.
 - After each scenario, briefly review the strategies used and their effectiveness.
 - Repeat the sequence for each co-facilitation team.
- Conclude the activity by congratulating the young people for their interventions.
 - Specify that at least one adult will be present in class (teacher, person in charge of the project, etc.) and that this adult will also have a role to play.

5 Co-facilitation Preferences (pairing) (10 min)

Support Sheet 9

- Initiate a discussion with the young people about the positive aspects of co-facilitation referring to the box on the right.
- Explain to the young people that, in facilitating the awareness workshops, participant preferences will be followed to the degree possible, in forming co-facilitation pairs.
- Introduce and hand out **Support Sheet 9. Co-facilitation Preferences** and have the young people fill it out.
- Ask them to hand in their sheets of paper once completed[!].



Keep the sheets to form teams while the young people are busy with another activity.



Discussion

What are the advantages of co-facilitation?

- Diversity of dynamics, personalities, voices, and faces
- Taking a step back from the facilitation
- Enrichment through observing others
- Shared stress management
- Solidarity
- Right to make mistakes

What are the elements of successful co-facilitation?

- Importance of defining respective roles
- Coordinating and harmonizing together without being identical
- Coexisting
- Showing solidarity

6 The importance of empathy in facilitation (15 min)

Facilitation Sheet D

- Explain to the young people that the next activity will give them an opportunity to try to put themselves in someone else's shoes.
- Give each young person a pad of sticky notes (e.g., Post-It®).
- Create an interactive path by sticking specific situations cut out from the **Facilitation Sheet D. Empathy and Facilitation** on the wall at regular intervals.
- Ask each young person to walk around the room and write an explanation of the situation on a sticky note and place it around each situation identified.
- Then ask the young people to walk around the room (like in a museum) to view the various responses for each situation.
- After the activity, ask the young people to share their thoughts.
- Initiate a discussion with them on the definition of empathy and how empathy affects facilitation.



At the same time, while the young people move around the room during the activity, discreetly take note of the preferences for co-facilitation (**Support Sheet 9**) filled out by young people. Form teams taking into consideration the preferences of the young people and the strengths of each person. Take note of the teams in preparation for Activity 8 in this theme.



Discussion

- What is empathy?
 - Seeing from the other person's perspective.
 - Refraining from judgment.
 - Recognizing emotions others are experiencing.
 - Sharing a feeling with others.
 - Connecting with another person by connecting with the part of you that knows the feeling being experienced by the other person.
- How is empathy useful in facilitation?
 - Recognizing and feeling the emotions and discomfort in the group to help you address them.
 - Identifying people who are not doing well or who do not wish to participate.
 - Identifying people who disagree and encourage their participation.
 - Keeping in mind that we do not know what others are going through so as to remain fair without compromising the established conditions for success.
 - Giving preference to empathetic interventions.

7 Experiencing the Secondary 1 Workshop (60 min)

- Ask the young people to make themselves comfortable.
- Explain that it is relevant to experience themselves one of the awareness workshops in order to be able to facilitate workshops with younger students.
- Ask the young people to put themselves in the shoes of one of the students in the targeted grade and to try to project themselves into the situation of the facilitator, since their turn will soon come.
- Facilitate the entire Secondary 1 workshop as in the **Workshop Facilitation Guide (Secondary 1 Workshop)** and the **Summary Sheet for the Secondary 1 Workshop**.
- After the workshop, ask the young people for feedback and ask them to share their findings.

8 Announcing the co-facilitation teams (5 min)

- Explain to the young people how the co-facilitation teams were formed.
- Announce the teams to the young people and ask them to pair up with their teammate.
- The announcement can take a playful turn such as handing out one half of an image and asking the young people to find their halves, have them match up with their eyes closed, and so on.

Support
Sheet
9
(completed)

9 Peer Facilitation #3 - Choose one of the activities from the Secondary 1 Workshop and facilitate it (60 min)

Facilitation Sheets B, E

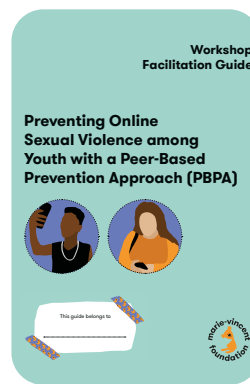
- Distribute the **Workshop Facilitation Guide** and the **Summary Sheet for the Secondary 1 Workshop**.
- Present the Secondary 1 workshop and the summary sheet to the young people and ask them to read them.
- Arrange the pieces cut out of the **Facilitation Sheet E. Secondary 1 Workshop Activities** in front of the young people.
- Ask each co-facilitation team to choose one of the activities to facilitate in front of the others, making sure that all the activities are distributed (some teams might have to take more than one card and facilitate more than one activity).
- Allow a few minutes for the teams to prepare to lead the activity using the facilitation guide and the summary sheet.
- Organize the presentations in chronological order to simulate the steady progress of the workshop.
- Ask each team to conduct its activity in front of the rest of the group!
- Provide feedback on the facilitation by asking the young people what went well and what needs improvement.

10 Conclusion (5 min)

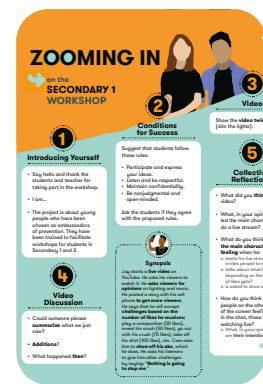
- Thank the young people for their participation and share your enthusiasm about continuing the project with them.
- Give them reading to do:
 - The Secondary 1 Workshop in the Workshop Facilitation Guide (pages 1-16).
 - Summary Sheet for the Secondary 1 Workshop
- Remind the group of the communication procedure and the date of the next meeting.



If possible, observe the youth as they lead the activity and record on **Facilitation Sheet B. Observation Sheet** their successes and areas for improvement to support the feedback.



Workshop Facilitation Guide



Summary Sheet

Theme 4

Assimilating the content of the workshops to be facilitated

Length
2 h 15

Theme 4 Objectives

During this theme, the participants will:

- Strengthen their capacity to facilitate prevention workshops for students in Secondary 1 and 2.
- Become familiar with the workshop to be given to young people in Secondary 2.

Supplies

- Workshop Facilitation Guide (Secondary 2 Workshop)
- Summary Sheet for the Secondary 2 Workshop
- **Facilitation Sheets**
 - B.** Observation Sheet (one copy per young person)
 - F.** Secondary 2 Workshop Activities (one cut-out copy)

The Summary Table of the Activities and Required Supplies can be found on pages 66 and 67 in this guide.

Agenda



1 Welcome participants (5 min)

- Take a few minutes to welcome the participants, ask them how they are doing, if they are having a good week, etc.
- Present Theme 4 objectives.
- Provide feedback on the reading for the Secondary 1 workshop in the workshop facilitation guide and the summary sheet.

2 Collective appropriation of the Secondary 2 Workshop (40 min)

- Ask the young people to take out their Workshop Facilitation Guides.
- Hand out the summary sheet for the Secondary 2 Workshop.
- Go through the whole document with the young people, explaining the various sections and focusing on the key passages.
- Activities 5 and 6 should be conducted in their entirety so that the young people can experience them as if in a real workshop.
- Get feedback from the young people and ask them to share their observations.
- Ask the young people if they noticed similarities between the two awareness workshops and specify that they were designed with the same structure to make facilitation easier.

3 Peer Facilitation #4 - Choose one of the activities from the Secondary 2 Workshop and facilitate it (60 min)

Facilitation Sheets B, F

- Place the cut-out cards with the names of all the activities in the Secondary 2 Workshop in front of the young people (**Facilitation Sheet F. Secondary 2 Workshop Activities** in front of the young people).
- Ask each co-facilitation team to choose one of the activities to facilitate in front of the others, making sure that all the activities are distributed (some teams might have to take more than one card and facilitate more than one activity).
- Allow a few minutes for the teams to prepare to lead the activity using the workshop facilitation guide and the summary sheet.
- As the young people are preparing, walk around and provide feedback for the first three facilitations from the preceding sessions. Ask the young people to focus on one aspect in particular during the next facilitation (e.g., volume or posture).
- Ask each team to conduct its activity in front of the rest of the group, complying with the chronological order set for the workshop.
- During their facilitation, use a copy of the facilitation observation sheet (**Facilitation Sheet B. Observation Sheet**) to record the strengths and areas for improvement of the young people facilitating.

4 Collective feedback period (20 min)

Facilitation Sheet B (completed)

- Review the strengths and areas for improvement for all the facilitators using the observation sheets from the facilitation in the preceding activity (**Facilitation Sheet B. Observation Sheet**).
- Attempt to integrate the elements discussed in the box in the feedback.

Tips and tricks that encourage group participation

- Embrace questions and youth participation with encouragement:
 - "That's a good question,"
 - "Excellent point," "I hadn't seen it like that," etc.
- Ask for clarification
 - Could you tell me more? Could you explain what you mean?
- Validate the group's understanding
 - Is that clear for everyone?
 - Any questions?

5 Conclusion

(5 min)

- Thank the young people for their participation and share your enthusiasm about taking part in the upcoming awareness workshops with them.
- Give them reading to do:
 - Workshop Facilitation Guide (both workshops)
 - Summary Sheet for the Secondary 1 Workshop
 - Summary Sheet for the Secondary 2 Workshop
- Specify the material to bring for the next meeting: the workshop facilitation guide and the summary sheets as well as their schedule to note their periods of facilitation in class.
- Remind the group of the communication procedure and the date of the next meeting.

Theme 5

Strengthening Facilitation Capacities before D-day

Length
3 h

Theme 5 Objectives

During this theme, the participants will:

- Strengthen their capacity to facilitate prevention workshops for students in Secondary 1 and 2.
- Identify stress management strategies adapted to their needs in relation to the facilitation.
- Be prepared to facilitate the awareness workshops with their teammate.

Supplies

- Board and chalk or large sheet and pencil
- Pencils
- Schedule of activities developed for the school (one copy per young person)
- The young people must bring:
 - Their schedule or planner
 - Workshop Facilitation Guide¹
 - Summary Sheet¹ for the Secondary 1 Workshop
 - Summary Sheet¹ for the Secondary 2 Workshop
- **Support Sheet** (one copy per young person)
10. Recharging Your Batteries
- **Facilitation Sheet**
B. Observation Form
(one copy per young person)

The Summary Table of the Activities and Required Supplies can be found on pages 66 and 67 in this guide.



Have spare copies of the Facilitation Guide and Summary Sheets in case for young people who might forget them.

Agenda



If possible, note the elements identified by the young people that could be put in place a few minutes before their first activity (e.g., if one young person mentioned that they like to chew gum, offer them some before the session).

1 Welcome participants (5 min)

- Take a few minutes to welcome the participants, ask them how they are doing, if they are having a good week, etc.
- Present Theme 5 objectives.

2 Stress management and co-facilitation (25 min)

Support
Sheet
10

- Inform the young people that the facilitation periods will take place soon.
- Ask them how they are feeling in anticipation of the sessions.
- Ask them what apprehensions they have about facilitation.
- Hand out a copy of **Support Sheet 10. Recharging Your Batteries** to each of the participants.
- Ask the young people to identify strategies that they resort to in times of stress (such as before an exam or oral presentation) and have them write them in their copies of **Support Sheet 10**.
- Give the young people a few minutes to make their entries and then discuss what they noted.
- Encourage the young people by mentioning the progress that they have made during the training and their ability to present the contents.

3 The challenges of facilitation (15 min)

- Ask the young people to identify potential facilitation challenges that they expect to encounter during classroom facilitation.
- Write the various challenges identified on the board.
- Ask the young people to identify tips or solutions for each potential challenge.
- Complete, as necessary, with the elements presented in the box.

Examples of potential facilitation challenges and potential solutions

- Class that does not participate:
 - Tolerate silence.
 - Encourage; ask teachers to encourage students.
 - Stay on the same issue; rephrase or simplify it. Propose easy choices of answers (e.g., the story takes place in a school, in space, or on a boat).
- Someone who monopolizes the meeting:
 - Find a balance that lets the person who speaks a lot feel comfortable and stimulated, and lets the other participants feel at ease.
 - Avoid always asking that person first (you know they're going to participate anyway).
 - Identify students who are shy about raising their hands and ask them to speak first.
- Class with a substitute:
 - Prepare mentally for a more difficult classroom environment.
 - Persevere in the facilitation.
- Someone asks a question you don't know the answer to:
 - Acknowledge that it is a good question and that you don't have the answer.
 - Propose the question to the group: someone else might know the answer.

4 Peer Facilitation #5 - Facilitate several workshop activities (90 min)

- Pair the young people in co-facilitation teams.
- Ask each co-facilitation team to divide up the sections to be facilitated in both of the workshops (e.g., Amira will facilitate activities 1, 3, and 5; Elias will facilitate activities 2, 4, etc.).
- After the activities have been divided up, ask each team to choose one of the two workshops and practise co-facilitating it from beginning to end.
- Circulate among the teams and provide feedback, as needed.
- After they have initially practised in tandems, pair up two co-facilitation teams to practise in front of each other.
- Encourage the young people to provide feedback to the others.

5 Logistics of classroom facilitation (10 min)

- Distribute the schedule of activities developed for the school to the young people.
- Assign each facilitation period to the different teams.
- Ask the young people to enter their facilitation periods in their planners.
- Inform the young people of the procedure put in place to manage their absences from class during activities.
- Specify the meeting point before the activities and remind the young people to bring their summary sheets.
- Answer their questions.

6 Training recap (15 min)

- Make a short summary of everything that was covered during the training.
- Review the training by asking the young people to take stock of the expectations that they had identified at the beginning of training (refer to the notes kept since the first training meeting, if necessary).
- Ask the young people to identify an item or activity that they particularly enjoyed.
- As a facilitator, state what you appreciated about the training and what you admire about the young people (e.g., their involvement, their collective and individual progress).
- Value their role as agents of change.

7 Taking action (15 min)

- Ask the young people to close their eyes for a short visualization exercise and dim the lights, if possible.
- Read the visualization exercise slowly, pausing between each sentence ending with suspension points (...) to give the young people time to project themselves into the context.



Visualization exercise (read slowly with pauses)

First of all, I'd like you to think of yourself as a student in Secondary 1...

Think about your desk...your friends...
your classroom...your teacher...

Your teacher announces that two of the school's peer trainers will be visiting the class.

Imagine how you feel... What goes through your mind... What happens in the classroom when the teacher announces the news... (excitement, questions from students, silence).

The peer trainers come into your classroom and introduce themselves.

Imagine what you feel... (curiosity, admiration, etc.). What goes through your mind...what happens in the classroom...

Imagine visualizing the video... Then participating in the workshop... Imagine how you feel... What goes through your mind... What happens in the classroom...

Now we're going to do the exercise again, but I'd like you to visualize yourself as a peer trainer...

This is your first time facilitating. You are standing in the hallway of the school with your co-facilitator...



Imagine the decor...the school's atmosphere...the noises... Imagine how you feel...what's going through your mind...

You hear the teacher announce the visit in the classroom today... You enter the room and introduce yourself...

Imagine how you feel...what's going through your head...what's going on in the classroom.

Imagine yourself leading the workshop with the young people... How does it go?... What's the atmosphere in the classroom?...

One student is cracking jokes... How do you react?...

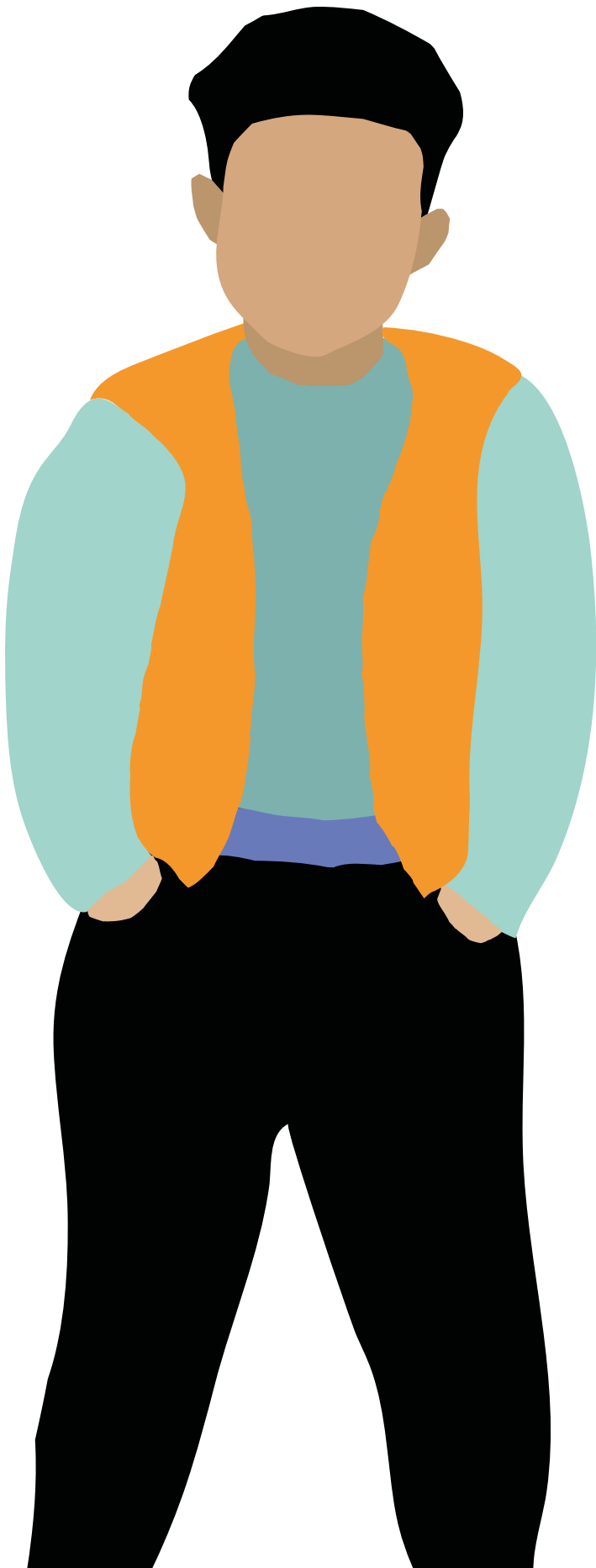
Student participation is great... They are enthusiastic and happy... They ask good questions and make progress with the discussions...

The session has ended and you're leaving the classroom... How do you feel?...

- After the visualization exercise, ask the young people to share what they visualized if they wish to do so. Ask them to share what they felt.

8 Conclusion (5 min)

- Thank the young people for their participation and share your enthusiasm for future classroom activities.
- Recall the communication procedure for the group and the dates of the first facilitation sessions.
- Specify that there will be a debriefing meeting when the activities have been completed and mention the date if it has already been set.
- Ask the young people to share their contact information with their co-facilitator and to meet to practice more as needed.



Section 4

Summary Table of the Activities and Required Supplies, Support and Facilitation Sheets

Summary Table of Activities and Required Supplies

Activity	Activity's Title	Length (min)	Required Supplies
<i>Theme 1</i>			
1	Welcome participants	5	
2	Introduction of the participants	5	<ul style="list-style-type: none"> • Place cards • Pencils
3	Introduction of the facilitator and the project	10	
4	Review of the selection process for peer trainers	10	<ul style="list-style-type: none"> • Board and chalk or note paper and pencil
5	Training organization	5	<ul style="list-style-type: none"> • Training schedule • Document holder (1 per young person)
6	Icebreaking activities	30	<ul style="list-style-type: none"> • Varies according to the activities chosen (see p. 33 of the Training Guide)
7	General characteristics of Secondary 1 and 2 students	20	<ul style="list-style-type: none"> • Board and chalk or large sheet and pencil
8	What is online sexual violence?	25	<ul style="list-style-type: none"> • Support Sheets 1 to 4
9	Conclusion	5	
Length of Theme 1		1 h 55	

Activity	Activity's Title	Length (min)	Required Supplies
<i>Theme 2</i>			
1	Welcome participants	5	
2	Conditions for successful training	5	<ul style="list-style-type: none"> • Board and chalk or notepaper and pencil
3	Finding your strengths as a facilitator	25	<ul style="list-style-type: none"> • Pencils, Copies of MBTI distribution with characters from movies or TV series • Support Sheets 5, 6
4	Technological experiences of our target audience	20	<ul style="list-style-type: none"> • Board and chalk or notepaper and pencil
5	The advantages and risks of using technologies for our target audience	20	<ul style="list-style-type: none"> • Note paper • Pencils
6	Prevention videos and types of online sexual violence	25	<ul style="list-style-type: none"> • Pencils • Projection or video viewing system • Support Sheet 7
7	Basics of facilitation	15	<ul style="list-style-type: none"> • Support Sheet 8 • Facilitation Sheet A
8	Peer Facilitation #1: Types of Online Sexual Violence	60	<ul style="list-style-type: none"> • Supplies for creating posters (paperboard, coloured paper, markers, scissors, glue, gum, etc.) • Support Sheets 1 to 4 • Facilitation Sheet B
9	Conclusion	5	
Length of Theme 2		3 h	

Activity	Activity's Title	Length (min)	Required Supplies
<i>Theme 3</i>			
1	Welcome participants	5	
2	Being a source of change	15	• Board and chalk or large sheet and pencil
3	Strengths and qualities of participants	10	• Note paper • Pencils
4	Peer Facilitation #2: Classroom Context	40	• Posters made by the young people • Facilitation Sheets B, C
5	Co-facilitation preferences (pairing)	10	• Pencils • Support Sheet 9
6	The importance of empathy in facilitation	15	• Post-it® type sticky notes • Pencil • Adhesive putty or adhesive tape • Facilitation Sheet D
7	Experiencing the Secondary 1 Workshop	60	
8	Announcing the co-facilitation teams	5	• Support Sheet 9
9	Peer Facilitation #3: Choose one of the activities from the Secondary 1 Workshop and facilitate it	60	• Workshop Facilitation Guide • Summary Sheet for the Secondary 1 Workshop • Facilitation Sheets B, E
10	Conclusion	5	
		Length of Theme 3	3 h 45

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Activity	Activity's Title	Length (min)	Required Supplies
<i>Theme 4</i>			
1	Welcome participants	10	
2	Collective appropriation of the Secondary 2 Workshop	40	• Workshop Facilitation Guide • Summary Sheet for the Secondary 2 Workshop
3	Peer Facilitation #4: Choose one of the activities from the Secondary 2 Workshop and facilitate it	60	• Workshop Facilitation Guide • Summary Sheet for the Secondary 2 Workshop • Facilitation Sheets B, F
4	Collective feedback period	20	• Facilitation Sheets B completed
5	Conclusion	5	• Pencils
		Length of Theme 4	2 h 15

.....

Activity	Activity's Title	Length (min)	Required Supplies
<i>Theme 5</i>			
1	Welcome participants	5	
2	Stress management and co-facilitation	25	• Support Sheet 10
3	The challenges of facilitation	15	• Board and chalk or large sheet and pencil
4	Peer Facilitation #5: Facilitate several workshop activities	90	• Workshop Facilitation Guides • Workshop Summary Sheets
5	Logistics of classroom facilitation	10	• Facilitation schedule
6	Training recap	15	
7	Taking action	15	
8	Conclusion	5	
		Length of Theme 5	3 h



Finding Out More about Cyberbullying and Online Harassment

What is online harassment?

Online harassment is when a victim is being stalked via e-mail, text messaging, or social media. Their online communications are monitored or disrupted. They feel threatened. While this form of online violence is most often observed in romantic relationships, it also occurs in other relational contexts.

There are also other types of online harassment, including the following:

Trolling

Trolling consists in distributing images or messages that are intended to be provocative, insulting, or threatening. The messages most often convey hatred; the authors remain anonymous for the most part¹.

Dogpiling

Dogpiling consists in harassing a person via several accounts at the same time, as in a coordinated attack¹.

False flagging

False flagging is the use of harassment-reporting mechanisms on social-networking platforms to intimidate or silence a person via their account¹.

What is cyberbullying?

Cyberbullying is the act of harassing or making threatening, hateful, abusive, or degrading comments about a person, whether illustrated or written.

Many means are used in cyberbullying:

- E-mail
- Chat rooms
- Discussion groups
- Websites
- Instant messaging

According to a survey of 840 young people in schools conducted by the Marie-Vincent Foundation in 2018–2019:

- **9%** of young people have already pretended to be someone else and acted in a hurtful or mean way.
- **13%** have already been victims of cyberbullying.
- **16%** have received threats from someone who wanted to hurt them.
- **17%** have been victims of rumours circulating online about them.
- **22%** have received mean or hurtful comments about them.

Most people who cyberbully believe it is harmless and have difficulty empathizing because they don't see the consequences for the person being bullied².

1. Ottawa Coalition To End Violence Against Women (2015). *Cyberviolence against women and girls*, 76 pages.

2. El Asam, A. et Samara, M. (2016). *Cyberbullying and the law: A review of psychological and legal challenges*. *Computers in Human Behavior*, 65, p.142, 144.



Finding Out More about Cyberbullying and Online Harassment

And what about legislation?

Some cyberbullying issues are offences under the Canadian Criminal Code. Legislation covers the following cases:

Defamatory libel

"Using internet technologies such as websites to ridicule other people by telling stories, jokes, or posting pictures*."

Defamatory libel - Section 301: *Every person who publishes a defamatory libel is guilty of an indictable offence and liable to imprisonment for a term not exceeding two years.*

Extortion

"Sending threatening emails to classmates to demand they bring valuable objects to school*."

Extortion - Section 346 (1): *Every one commits extortion who, without reasonable justification or excuse and with intent to obtain anything, by threats, accusations, menaces or violence induces or attempts to induce any person, whether or not he is the person threatened, accused or menaced or to whom violence is shown, to do anything or cause anything to be done.*

* The examples come from the SPVM's cyberbullying site: <https://spvm.qc.ca/en/Fiches/Details/Cyberbullying>

Criminal harassment

Using Internet technology to repeatedly communicate with someone knowing they feel harassed.

Criminal Harassment - Section 264 (1):

No person shall, without lawful authority and knowing that another person is harassed or recklessly as to whether the other person is harassed, engage in conduct referred to in subsection (2) that causes that other person reasonably, in all the circumstances, to fear for their safety or the safety of anyone known to them.

False messages

Transmitting false information through an electronic messaging system with the intent to harm someone.

False messages - Section 372 (1):

Everyone commits an offence who, with intent to injure or alarm a person, conveys information that they know is false, or causes such information to be conveyed by letter or any means of telecommunication.

Montreal Gazette

Press Review

www.montrealgazette.com

10/15/2019

Cell phones, teens and mental health

Christopher Labos

I periodically get asked about cell phones and whether they are dangerous. The short answer is they are not and do not seem to increase the risk of developing brain cancer or any other form of cancer. I do worry about cell phones, though. I worry about their impact on the mental health of young people.

[...]

There are obvious advantages to our newly wired world. It is now easier than ever to find a recipe for blueberry muffins and to keep in touch with family and friends spread out across the globe. But the rise of social media has had some downsides. Even teenagers, the prototypical early adopters of any new technology, have mixed feelings about the impact social media has had on their lives. In the Pew Research Center poll, one in four teens thought social media has been mostly negative, with about half thinking the effects have been mixed.

The negative potential for social media was highlighted in two recent studies. In the first, researchers found that in a cohort of 6,595 U.S. adolescents, those who used social media more than three hours per day were at increased risk for developing mental health problems. The risk was principally seen for internalizing problems such as feeling lonely, sad, depressed or anxious rather than for externalizing problems like acting out or behaviour difficulties.

The second study was an analysis of more than 12,000 teenagers in England. English teenagers were even more active on social media than their American counterparts. Two in three teens ages 15 to 16 used social media multiple times per day. The researchers also found that teens who used social media multiple times per day were more likely to report psychological distress, less life satisfaction, less happiness and more anxiety than those who used it only weekly or less often. An interesting aspect of the study was that the negative effects of social media were more prominent in girls than boys. While both boys and girls showed an increase in psychological distress, the magnitude of the increase was higher in girls (18 per cent) than in boys (5 per cent).

What was also interesting about the study from England was that researchers identified three factors that seemed to explain much of the increased unhappiness. Cyberbullying, decreased sleep and less physical activity accounted for much of the psychological distress, although again more so in girls than boys. While bullying has always been a problem in schoolyards, cyberbullying brings the problem to a new level and we have been slow to adapt to it. Add to that the sleep deprivation that comes from hours of scrolling through social media feeds late at night, and the increasingly sedentary lifestyle of today's youth, and it is understandable why this technology seems to be depriving teenagers of the happiness they deserve to have.

Ultimately, technology is neither good nor bad. How we use it, determines what impact it has on our lives. There are many advantages to this digital age, but allowing young people unfettered access to the sometimes toxic environment of social media seems to be harming them psychologically. We can't police the internet and sadly many hateful people will use the internet to say many hateful things. But there is something we can do. We can put our phones down, go outside, and share a memory the old fashioned way.

La Presse canadienne

Press Review

www.lapresse.ca

06/06/2018

Women more often victims of online harassment*

Stéphanie Marin

While women are more often victims of online harassment than men in Canada, it is less common in Québec than elsewhere in the country according to a study released by Statistics Canada on Tuesday.

Online harassment affects 8% of women and 6% of men who use the Internet. In total, this represents approximately 2.5 million people across the country who reported being targeted in the five years prior to the study.

In contrast, young people are more likely to be victims of this type of bullying. The proportion rises to 14% among young women aged 15 to 24, compared to only 7% for women aged 45 to 54. At the same time, 9% of young men aged 15 to 24 reported experiencing online harassment, compared to less than 5% of men aged 45 to 54.

Statistics Canada used data from the 2014 General Social Survey - Victimization to draw these conclusions.

In the study, online harassment was measured by asking respondents whether, in the past five years, they had been the target of repeated and unwanted attention that caused them to fear for their safety. Specifically, if they had received unwanted messages by e-mail, as text messages, or in social media, and if someone had posted inappropriate or unwanted photos or information about them on a social networking site. Statistics Canada stated that only individuals who indicated that they had used the Internet at least once in the five years preceding the survey were included in this study.

Online harassment—distinguished in the analysis from cyberbullying, another form of online victimization—involves the respondent reporting fear. That varies by region in the country.

Among women, the prevalence of online harassment in Québec (5%) was significantly lower than in the Atlantic Provinces (8%, as in Ontario) and the Western provinces (9%). The prevalence of online harassment among men was also lower in Québec than in the other regions.

This online victimization has many consequences according to Statistics Canada. For example, women who have been cyberstalked report poorer mental health. They were also less likely to be "satisfied" or "very satisfied" with their personal safety.

The report by the federal agency found that, among men, there was no relationship between having experienced online harassment and satisfaction with crime-related safety. Marital status also has an impact: married women were less likely to be victims than those in any other type of relationship.

* In-house translation



Finding Out More about Sextortion

What is sexortion?

Merging the words "sex" and "extortion" has led to the coining of **sexortion**, which refers to sexual blackmail. Usually, the sextortioner (or perpetrator) is able to obtain intimate images by pretending to be someone else, through hacking or other means. These images are then used to threaten the victim to obtain money or more intimate photos.

Some useful information¹

- **One** in **four** victims of sextortion is under the age of 12.
- **Two** out of **3** victims of sextortion are girls under the age of 16.
- **60%** of the victims were threatened within the first two weeks after the first contact with the extortioner.
- The first contact between the victim and the extortioner typically occurred on social media.
- The threats appeared faster in the case of online dating.
- **47%** of victims received threats on a daily basis.
- **45%** of victims reported that blocking their predator did not stop the contact.
- **62%** of victims complied with the demands to send intimate images in the hope of stopping the harassment, blackmail, or threats.
- **68%** of victims reported that the threats were more frequent after they complied with the demands for intimate images.



Finding Out More about Sextortion

And what about legislation?

Sextortion is essentially extortion, so it consists of threats or blackmail to get something. Sextortion is the use of sex for extortion. A person accused of sextortion might therefore face charges of extortion, non-consensual distribution of intimate images, or child pornography if the photos involve minors. Thus, different sections of the Canadian Criminal Code apply to sextortion.

Extortion

Section 346 (1): *Every one commits extortion who, without reasonable justification or excuse and with intent to obtain anything, by threats, accusations, menaces or violence induces or attempts to induce any person, whether or not he is the person threatened, accused or menaced or to whom violence is shown, to do anything or cause anything to be done.*

Non-consensual publication, etc. of an intimate image

Article 162.1 (1): *Everyone who knowingly publishes, distributes, transmits, sells, makes available or advertises an intimate image of a person knowing that the person depicted in the image did not give their consent to that conduct, or being reckless as to whether or not that person gave their consent to that conduct, is guilty (a) of an indictable offence and liable to imprisonment for a term of not more than five years; or (b) an offence punishable on summary conviction.*

Child Pornography

Excerpt from Section 163.1 (1) definition

- a. *a photographic, film, video or other visual representation, whether or not it was made by electronic or mechanical means,*
 - ii. *that shows a person who is or is depicted as being under the age of eighteen years and is engaged in or is depicted as engaged in explicit sexual activity, or*
 - iii. *the dominant characteristic of which is the depiction, for a sexual purpose, of a sexual organ or the anal region of a person under the age of eighteen years; [...]*

Making child pornography (2)

Every person who makes, prints, publishes or possesses for the purpose of publication any child pornography is guilty of an indictable offence and liable to imprisonment for a term of not more than 14 years and to a minimum punishment of imprisonment for a term of one year.

Distribution, etc. of child pornography (3)

Every person who transmits, makes available, distributes, sells, advertises, imports, exports or possesses for the purpose of transmission, making available, distribution, sale, advertising or exportation any child pornography is guilty of an indictable offence and liable to imprisonment for a term of not more than 14 years and to a minimum punishment of imprisonment for a term of one year.

Possession of child pornography (4)

Every person who possesses any child pornography is guilty of

- a. an indictable offence and liable to imprisonment for a term not exceeding 10 years and to a minimum punishment of imprisonment for a term of one year; or
- b. an offence punishable on summary conviction and is liable to imprisonment for a term of not more than two years less a day and to a minimum punishment of imprisonment for a term of six months.

Le Soleil

Press Review

www.lesoleil.com

10/05/2016

The devastating after-effects of sextortion*

Isabelle Mathieu

Sextortion ravages families and must be severely punished, says the Crown, which is calling for a 12-month prison sentence for Cédric Fortier, a young man guilty of terrorizing five teenage girls in Québec.

Hidden behind his computer and encouraged by his friends, 19-year-old Cédric Fortier began phishing young girls from l'Odysée and Roger-Comtois high schools in the spring of 2015, asking for naked pictures of them.

The young man was using his own Facebook profile, but had also created another in the name of Alexandre Dupres. On the one hand, he knew how to be threatening. On the other, he rushed to the rescue of victims to gain their trust, according to Crown prosecutor Michel Bérubé.

Five girls between the ages of 14 and 16 fell victim to his snare. At least two of them sent him photos that ended up on the Internet. The young man carried out his threat to distribute the first intimate photos if the girls stopped sending him any.

Cédric Fortier also told one of the victims that he was going to "beat her up" at school, instilling fear in her that persisted for quite a while.

One of the victims, a 16-year-old top student, was so devastated by the crime that she came close to taking her own life.

The Crown prosecutor argued that sextortion is a psychological attack that causes irreparable and permanent damage and called for a sentence of 12 months in prison. "The accused hopes to be able to move on after his sentence, but will the victims be able to move on?" queried Bérubé. There are images of them with their faces and private parts that will always be on the Internet."

Sextortion is a crime that is all the more serious, according to the representative of the Ministry of Public Security, because an offender can easily victimize a number of people. "Since it occurs on the Internet, the perpetrator is not in direct contact with the victims and is not in a position to measure the harm he causes," pointed out Bérubé.

SHAME AND REGRET

Trembling and with a stunned look on his face, Cédric Fortier repeated to the judge how mortified he was by the harm done to the victims. "These were thoughtless, immature actions and I didn't imagine the consequences," he testified.

When one of the victims came to talk to him, he understood. "I thought about my little sister and talked to my parents."

The Québec police arrested him a few days later. He pleaded guilty a few weeks ago to five counts of extortion.

Fortier, who was a first-time offender, went into therapy and enrolled in adult education to finish high school.

His lawyer Pascal Defoy pleaded for 240 hours of community service and three years of probation.

Press Review

www.cbc.ca/news

07/29/2019

12-year-old N.S. girl a victim of sextortion, say RCMP

RCMP in Nova Scotia are investigating a case of alleged sextortion involving a 12-year-old girl from Yarmouth County.

According to a police news release, the girl's mother contacted Yarmouth RCMP just over a week ago to say her daughter had sent intimate images of herself to someone she met online. The mother said those images were then shared with others.

The victim had been chatting on social media with someone she didn't know. That person requested intimate images and videos and she sent them. She then blocked the person.

But a short time later, someone else in her contact list told her that the suspect was threatening to release images if she didn't unblock him. She did, only to face demands for more videos and more threats to release them if she didn't comply. She sent more. It was then the victim was contacted by another person online.

"So I don't really know u but someone sent me nude pics of you," the message read in part. The girl then blocked this second account and told a parent what had happened. RCMP are now trying to identify the individuals who contacted the girl. Police say once an image is online, it can never be fully deleted.



Finding Out More about Sexting and the Publication of Intimate Images Without Consent

What are sexts?

Sexting (also referred to as **sex texting**) is the act of electronically sending sexually explicit text messages or photographs. In the case of sending photos, they are also sometimes called nudes.

"Sexting is a way to explore sexuality, trust, boundaries, and intimacy. Not all teens sext, but for those who do, it's important to know the facts on safer sexting, consent and the law."

Indeed, sexting is in fact a sexual practice that carries risks. The risk associated with sending sexts is that they might be shared with others without the consent of the owners of the photos, i.e., through the **publication of intimate images without consent**. Indeed, "even when there is consent, trust, and respect between people who decide to sext, it's hard to be completely sure a sexual message will be private¹."

What is the publication of intimate images without consent?

Officially, non-consensual publication of intimate images is a new type of offence that has been in the Canadian Criminal Code since 2015.

"An 'intimate image' is a picture or video in which the person is nude or exposing their genitals, buttocks, or breasts, or is engaged in explicit sexual activity."

What this legislation changes:

- The author of the photos—who has the right to expect that his or her privacy is protected (reasonable expectation of privacy)—is protected.

- The person who distributes the photo is accountable: they must make sure that the person in the photo has granted consent. If they fail to verify consent or does not care, distributing or sharing the photo in question is an offence under the Criminal Code.

Some useful information

- Sexts can be sexual messages, photos, videos, or screenshots of live webcam conversations.
- **23%** of young people who have ever been in a romantic relationship have already sexted their partner³.
- **28%** of youth who sent sexual messages felt compelled to do so. The pressure came from someone who wanted to get a sext from them⁴.
- **21%** of girls and **15%** of boys received images of a naked person or sexually suggestive images that were circulated without the consent of the person in the photos³.
- **3%** of girls and **4%** of boys have already circulated images of a naked person, or one with sexual connotations, without their permission³.
- **36%** of girls and **15%** of boys received nude or sexually explicit photos of people they did not want to receive³.
- **7%** of girls and **1%** of boys have already received threats of distributing intimate photos of them if they did not give what the person threatening them demanded³.
- **36%** of girls and **6%** of boys report having been asked to send nude or sexually explicit photos of themselves³.

1. Kids Help Phone (2019): *What is sexting?* [online], <https://kidshelpphone.ca/get-info/what-sexting>.

2. Cybertip (2019) *Intimate Images* [online], https://www.cyberaide.ca/app/en/report-sharing_sexual_pictures.

3. Survey conducted as part of the project No to Cyber Sexual Violence for Our Youth! among 840 young people, Marie-Vincent Foundation, (2019).

4. Kids Help Phone (2019): *What is sexting?* [online], <https://kidshelpphone.ca/get-info/what-sexting>.



Finding Out More about Sexting and the Publication of Intimate Images Without Consent

And what about legislation?

Surprisingly, there are still some contradictions in the law with respect to teenage sexting. On the one hand, the section of the Criminal Code on child pornography can be applied in some cases, while, in other situations, the section on non-consensual publication is applicable. On the other hand, in 2001, the Supreme Court decision clarified that "young people have the right to express themselves sexually by creating and sharing sexual images of themselves if:

- the image is sent voluntarily between two consenting individuals who are close to the same age;
- the image doesn't depict violence or aggression;
- the image stays private (not posted or shared).⁶

In these circumstances, it remains important to consider that sexting can have legal consequences.

Publication, etc., of an intimate image without consent

Article 162.1 (1): Everyone who knowingly publishes, distributes, transmits, sells, makes available or advertises an intimate image of a person knowing that the person depicted in the image did not give their consent to that conduct, or being reckless as to whether or not that person gave their consent to that conduct, is guilty (a) of an indictable offence and liable to imprisonment for a term of not more than five years; or (b) an offence punishable on summary conviction.

5. Ministère de la Sécurité publique du Québec, Sextos, [online] <https://www.securitepublique.gouv.qc.ca/police/prevention-criminalite/semaine-de-la-prevention-de-la-criminalite/sextos.html#:~:text=%C3%89changer%20des%20images%20intimes%20d,comme%20de%20la%20pornographie%20juv%20C3%A9nile.&text=M%C3%AAme%20si%20l'intention%20de,de%20production%20de%20pornographie%20juv%20C3%A9nile>.

6. Kids Help Phone, Sexting: Privacy and the law, [online] <https://kidshelpphone.ca/get-info/sexting-privacy-and-law>.

Le Soleil

Press Review

www.lesoleil.com

07/09/2019

Community work for distributing an intimate image*

Isabelle Mathieu

A 14-year-old teenager from Samuel-de-Champlain High School, guilty of distributing an intimate photo of a friend in the fall of 2018, will receive a conditional discharge on completion of 20 hours of community service.

Unlike the matter of the Marist Fathers' seminary, the teenager from Beauport did not commit computer luring; the 13-year-old girl immediately sent him a picture of herself. The boy then shared the photo with four friends. Both the boy and the girl were quickly suspended by the high school. They started seeing each other again, and the boy participated in a mediation process with the girl. The event has had major academic consequences; the accused will have to repeat his school year, and the girl will have to take remedial classes. The teenage girl was also bullied and ostracized.

The Crown Prosecutor Hugo Breton was keen to impose community works as a form of reparation to society, but also to ensure a certain parity with the sentences imposed on students from other schools (Marist Fathers and St. Francis Seminary, in particular).

Judge Judith Landry, who has dealt with several of these cases in recent months, emphasized to the young person the seriousness of his actions, which affected the victim's privacy and reputation.

Montreal Gazette

Press Review

www.montrealgazette.com

11/22/2018

Sexting an issue the school system can't ignore

Allison Hanes

Quebec's private schools are developing a tool kit to deal with sexting, a phenomenon parents and educators realize isn't going away.

Four in ten teens do it.

Conservative MP Tony Clement did it.

Taking explicit images of oneself and texting them to a crush, boyfriend or girlfriend or even a seemingly trustworthy stranger, is increasingly common among the generation that has grown up with smartphones and snapchat.

Sexting — as the practice is colloquially known — may in many cases be harmless flirtation if conducted among consenting parties. At least that's how it's portrayed in popular culture where it is not only condoned but seemingly normalized as typical dating behaviour. Vogue compares it with the love letters your grandparents exchanged. Cosmo, of course, offers a how-to guide offering “naughty text ideas to try today.”

But therein lies the rub: given the sketchy notion of the meaning of consent among teens, the private sharing of intimate images can easily go awry, either out of immaturity, ignorance or malice. Sexting can be weaponized with a swipe of the finger or a lapse in judgment. And when the exceedingly private becomes embarrassingly public, it can be gateway to social humiliation, bullying, blackmail, sextortion or suicide in the worst case scenarios.

It can also be criminal. Explicit images meant to be “for your eyes only” can run afoul of possession, distribution and creation of child pornography laws when the subject is under age.

Even if most adults have smartphones these days, the secret digital lives of today's teens are largely a mystery to their elders. Parents must steer their children through uncharted territory in adolescent development they have not navigated themselves. Teachers must play catch-up when it comes to the technological implications of the sex ed curriculum being rolled out across Quebec.

[...]

While some experts favour a zero-tolerance approach to teaching kids about sexting, ie: just don't do it, others are advocating harm reduction, as in helping kids understand how to do it more safely. It's like the abstinence-versus-birth-control debate for the digital era.

Given that four in 10 teens have shared an illicit photo and six in 10 have received one, according to a survey of 16- to 20-year-olds in Canada, making young people aware of the legal ramifications is crucial. And not only of sending a sexy pic, but sharing, viewing and possessing such material.

[...]

Amanda Todd and Rehtaeh Parsons were, tragically, the canaries in the coal mine of the perils facing teens in the digital era. Both Canadian adolescents took their own lives; Todd, in 2012, after an online predator harassed her with a topless image he managed to extract from her; and Parsons, in 2013, when she was bullied with pictures of herself being sexually assaulted at a party that were passed around her school.

It's not clear from recent events we've learned the heartbreaking lessons their deaths should have taught us. But maybe we're finally starting.



Finding Out More about Child Luring

What is child luring?

First of all, online sexual violence is a type of sexual violence carried out using different communication technologies such as the Internet, social media, and text messaging. Online sexual violence can take many shapes.

Child luring, or computer luring, is also a type of online sexual violence. Luring occurs when adults or teenagers communicate with children over the Internet with the intent to commit a sexual offence. In some cases, these individuals use false information, such as posing as someone of the same age as the targeted youth.

In short, child luring is when an adult or teenager pretends to be a minor or younger person when communicating online with another, often younger, person. The purpose of the adult in the case of luring is to sexually abuse the minor in some fashion. The information available about young people on social media makes it easier for adults to approach them. For example, a young person could be approached through their favourite music after posting something about their favourite band on a social networking site.

Some useful information

- The average age of child-luring victims in Québec is **14.8** years.
- **81%** are girls¹.
- The number of luring cases increased from 23 in 2006 to 372 in 2015¹.
- The majority of **13** to **15** year olds who chat with an adult do so knowingly². Moreover, in real-life encounters, young people generally expect to have sex with an adult³.
- **23%** of young people who have been in a relationship have already shared intimate photos of themselves⁴.
- The increasing use of social media and online games by young people creates a favourable context for the increase in cases of child luring.
- A variety of strategies are used in luring cases such as pretending to be a child or teenager of the same age, posting a babysitting ad, or posing as a fashion photographer or casting agency.

1. Marie-Claude Malboeuf (April 26, 2017), *Explosion du nombre d'affaires de leurre d'enfants* [online] <https://www.lapresse.ca/actualites/justice-et-faits-divers/actualites-judiciaires/201704/26/01-5091970-explosion-du-nombre-daffaires-de-leurre-denfant.php>

2. Canada's Centre for Digital and Media Literacy, *Online Sexual Predators*, [online] <https://mediasmarts.ca/digital-media-literacy/digital-issues/sexual-exploitation/online-sexual-predators>.

3. Ministère de la Sécurité publique du Québec (January 4, 2012), *Prédateurs sexuels sur internet*, [online] <https://www.securitepublique.gouv.qc.ca/police/prevention-criminalite/jeunes/cybercriminalite-leurre-enfants.html>

4. Survey conducted as part of the project No to Cyber Sexual Violence for Our Youth! among 840 young people, Marie-Vincent Foundation, (2019).



Finding Out More about Child Luring

And what about legislation?

Section 172.1 (1) of the Criminal Code states that luring a child is an **indictable offence**.

Luring a child

"Section 172.1 of the Criminal Code prohibits an adult from communicating with a minor for the purpose of committing a sexual offence such as having sexual contact with a young person under the age of 16, inducing a young person to engage in sexual contact, exposing himself or herself on a webcam, or viewing pornographic material!" [free translation].

Montreal Gazette

Press Review

www.montrealgazette.com

13/06/2017

Montreal police searching for victims in online harassment case

Kelsey Litwin

Phillipe Truchon was arrested on May 31 for charges relating to luring minors, uttering death threats, and criminal harassment.

Montreal police allege a cyberpredator from Longueuil who was previously convicted of luring and harassing 285 teenage girls over a five-month period is at it again. They are looking for possible victims to come forward.

Philippe Truchon was arrested May 31 and charged with luring minors, uttering death threats and criminal harassment related to five female victims age 14 to 17, between January 2016 and April 2017. Police say that Truchon attracted his victims on Facebook by offering them jobs as models or bartenders in boutiques and bars that he claimed to own and then requested nude photos. Police say he used the pseudonyms Phil Lawrie and Phil Leroy. They also say that he used two different Montreal phone numbers to contact the victims.

Montreal police say they suspect that there may be other victims from multiple regions in Quebec, including Montreal, Mascouche, Terrebonne, St-Jean-sur-Richelieu, St-Jérôme, St-Constant and Longueuil.

He was sentenced to two years of prison in 2011 for similar crimes. At the time, an expert witness called Truchon a ticking bomb. He had also pleaded guilty to pimp-related charges five months prior. Police ask anyone with information about potential victims to contact their local station or call 911 to file an official complaint.

CTV Montreal

Press Review

www.montreal.ctvnews.ca

11/07/2020

Police on south shore warn of Fortnite sexual extortion scheme targetin teen boys

CTV Montreal

Police in Quebec are warning about a new online scam: Perpetrators got teenaged victims to send sexual photos while playing Fortnite

A police force on the South Shore is warning teenagers and parents about an online scam involving a popular video game and sexual predators.

The Richelieu-Saint-Laurent police force said it is investigating at least four cases where teenaged boys were conned into sending people sexually explicit or naked photographs while playing the video game Fortnite.

Sgt. Jean-Luc Tremblay of the Richelieu-Saint-Laurent police department said in each case, the predator used the same tactics.

The first step was creating a fake profile on Instagram and convincing teenagers to be admitted to their group of friends. all exchanges were conducted in French.

Once he made contact, he offered them codes to get access to higher levels of the video game Fortnite.

That turned out to be a tactic to have the teen open up a private chat discussion online, and step by step the predator convinced the teens to send him nude photographs, each time pressuring them to send more by threatening to expose what they had already done.

Police are warning teens that giving in to this type of blackmail never ends, and will not protect the victims from their photos being shared online anyway.

Tremblay said police suspect more victims have yet to come forward.

"We are working swiftly to warn other potential victims, and if there are any victims that wish to reach out, we hope to hear from them", said Tremblay.

Each victim that Richelieu-Saint-Laurent police is aware of is a young male in high school, but the four boys have no connection with each other and don't attend the same school.

The Commission scolaire des Patriotes and private schools on the South Shore have sent letters to the parents of students advising them about what has happened.

So far police have not located the suspect.

"These are technological crimes, so sometimes it can be complicated before we are able to put our hands on someone. But all our efforts are underway, all the necessary resources will be used in the investigation", said Tremblay.

Online security expert Steve Waterhouse warns that these types of perpetrators are usually skilled at building trust with their victims.

"The technique is called social engineering, so if they're hacking their way in, making the other person believe whatever they want them to believe and extrapolate what the person is really wanting out of that conversation", he said. "Nobody knows who's behind the keyboard at the other end of a conversation online, that's the exact point."

Anyone with information can reach out to Richelieu-Saint-Laurent police at 1-888-678-7000.



Personality Test (based on the MBTI)¹

Place a checkmark next to all the statements that correspond to you and add them up by column. You "are" the letter with the highest total.

1. Are you more "E" or "I"?

- You are dynamic/energetic.
- You like to talk.
- You think out loud.
- You act and then think afterwards.
- You don't like to be alone.
- You like to meet new people.
- You prefer speaking to writing.
- You can be easily distracted.
- You prefer to do several things at once.
- You often change what you say and your ideas.

E: / 10

- You are calm.
- You like to listen.
- You think calmly.
- You think, then act afterwards.
- You feel good when you're alone.
- You like to deepen the relationships you already have.
- You are considered secretive and reserved.
- You are good at concentrating.
- You prefer to do one thing at a time.
- You are independent.

I: / 10

2. Are you more "S" or "N"?

- You focus on facts and details.
- You like useful things.
- You live in the moment.
- You trust experience.
- You like to deepen your skills.
- You stick to methods that have proven themselves.
- You prefer step-by-step instructions.
- You are practical.
- You like things that are concrete, real, and directly observable.
- You are a realist; you see what exists.

S: / 10

- You are interested in ideas.
- You notice everything new and different.
- You think about future consequences.
- You follow your instincts.
- You like to develop new skills.
- You do not like the routine.
- You strive to understand.
- You are theoretical (prefer theory to practice).
- You are attracted to inventive ideas.
- You have imagination and see the possibilities in a situation.

N: / 10

1. This personality test inspired by the MBTI was created by Calade Consultants (2020). We have made some slight modifications to use vocabulary that is more accessible to teens in Quebec and translated the instrument into English. Reference: Calade Consultants (2020). Test de personnalité (inspiré du MBTI), [online] <https://www.calade-consultants.com/wp-content/uploads/2017/06/test-mbti.pdf>

3. Are you more "T" or "F"?

- | | |
|--|--|
| <input type="radio"/> You try to be unbiased when you make a decision. | <input type="radio"/> You base your decisions on your values and feelings. |
| <input type="radio"/> You appear calm and reserved. | <input type="radio"/> You are sociable and friendly. |
| <input type="radio"/> You have a strong sense of justice. | <input type="radio"/> You are forgiving and easily give someone a second chance. |
| <input type="radio"/> You do not get involved; you keep your distance. | <input type="radio"/> You take things to heart. |
| <input type="radio"/> You are critical. | <input type="radio"/> You try to please. |
| <input type="radio"/> You love to argue for the fun of it. | <input type="radio"/> You avoid discussion and conflict. |
| <input type="radio"/> You are honest and direct. | <input type="radio"/> You are diplomatic and delicate in your words and gestures. |
| <input type="radio"/> You are motivated by your projects. | <input type="radio"/> You are motivated by the esteem and admiration that others have for you. |
| <input type="radio"/> You like to observe what is happening (being a spectator). | <input type="radio"/> You are sensitive (easily hurt). |
| <input type="radio"/> You are logical (rational and deductive). | <input type="radio"/> You trust your impressions and intuition. |

T: / 10

F: / 10

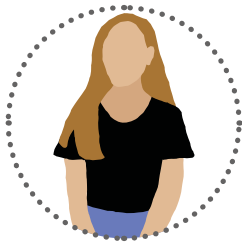
4. Are you more "J" or "P"?

- | | |
|---|--|
| <input type="radio"/> You like to organize and plan. | <input type="radio"/> You like to live with flexibility. |
| <input type="radio"/> You are serious and conventional. | <input type="radio"/> You are fun and unconventional. |
| <input type="radio"/> You stick to your schedule and are very punctual. | <input type="radio"/> You do not set a time or deadline for yourself. |
| <input type="radio"/> You like to finish your projects. | <input type="radio"/> You like to initiate projects. |
| <input type="radio"/> You work first and play later. | <input type="radio"/> You have fun first and then you work. |
| <input type="radio"/> You do not like last-minute stress. | <input type="radio"/> You do not like to commit yourself. |
| <input type="radio"/> You follow the rules and do not discuss them. | <input type="radio"/> You discuss the established rules. |
| <input type="radio"/> You strive to be in control in a situation. | <input type="radio"/> You try to understand the situation. |
| <input type="radio"/> You are comfortable in a well-defined structure. | <input type="radio"/> You like having freedom of action. |
| <input type="radio"/> You do not like what is temporary or uncertain. | <input type="radio"/> You are open-minded and enjoy experiencing and adapting. |

J: / 10

P: / 10

1. This personality test inspired by the MBTI was created by Calade Consultants (2020). We have made some slight modifications to use vocabulary that is more accessible to teens in Quebec and translated the instrument into English. Reference: Calade Consultants (2020). Test de personnalité (inspiré du MBTI), [online] <https://www.calade-consultants.com/wp-content/uploads/2017/06/test-mbti.pdf>



Personality Traits and Facilitation^{1,2}

Extraversion (E) or Introversion (I)?

This describes how a person manages their energy

E: Extroverted

You draw your energy from the external environment, people, activities, and experiences. You are a rather active and expressive person.

- +** Dynamic, congenial, establishes links, prefers action
- Lack of listening, excessive speech, thoughtless action

I: Introverted

You draw your energy from the inner world, from ideas, memories, thoughts, and emotions. You are a rather thoughtful and reserved person.

- +** Concentration, thoughtfulness, and attention
- Lack of reaction, boredom, distant and cold

Sensing (S) or Intuition (N)?

This is your learning style

S: Sensing

You notice the facts, details, and realities of the world around you. You pay attention to concrete and tangible information. You are pretty down to earth.

- +** Precise diagnosis, rigour of observation, realism, sense of usefulness
- Hindrance to change, desire to preserve traditions, presentations that are too long and detailed

N: Intuition

You approach data in their entirety and are more interested in their meaning, the relationships between things, and the possibilities, beyond the directly observable facts. You pay attention to abstract and intangible information. You are rather pretty imaginative.

- +** Long-term vision, big-picture vision, imagination
- Head in the clouds, desire for permanent change, abstract or confused discourse

1. The definition for each personality trait are based on the Calade Consultants (2020) Personality Test (based on the MBTI and translated into English), [online] <https://www.calade-consultants.com/wp-content/uploads/2017/06/test-mbti.pdf>.
 2. The positive and negative aspects of each personality trait (pros and cons) are based on the 16-types.fr (2013) website, L'indicateur Jungien MBTI, [online] <http://www.16-types.fr/modele-MBTI-0-introduction.html> and translated into English.

Thinking (T) or Feeling (F)?

This is your decision-making style

T: Thinking

You make decisions based on objective and impersonal criteria. You are logical. You look for the truth.

- +** Logical, rigorous mind; objectivity; hindsight in relation to events and people
- Cold and impersonal, excessively competitive, feelings ignored

F: Feeling

You make decisions based on your values and personal impressions. You are sensitive. You seek harmony.

- +** Sense of values, understanding people, listening, and empathy
- Lack of logical rigour, excessive personal considerations, difficulty in stepping back

Judging (J) or Perceiving (P)?

This is how you prefer to live

J: Judging

You prefer to live in a structured, orderly, and predictable environment that you can control. You are a person who is rather organized and formal.

- +** Method, organization, meeting deadlines, punctuality
- Rigidity, bureaucracy, throwing things away too quickly, exaggerated sense of duty

P: Perceiving

You prefer to experiment as much as possible, so you are very open to change. You are a rather flexible, curious, and nonconforming person.

- +** Adaptation, ability to improvise, no hasty decisions, spontaneity
- Lack of follow-up, difficulty with authority, doesn't like to throw things away, overly rebellious

Sixteen types of psychological profiles

- | | | |
|--------------------------------|--------------------------------|---------------------------------|
| 1. ESFJ: The Provider | 7. ESTP: The Dynamo | 12. INFP: The Healer |
| 2. ISFJ: The Protector | 8. ISTP: The Crafter | 13. ENTJ: The Commander |
| 3. ESTJ: The Supervisor | 9. ENFJ: The Teacher | 14. INTJ: The Mastermind |
| 4. ISTJ: The Inspector | 10. INFJ: The Counselor | 15. ENTP: The Visionary |
| 5. ESFP: The Performer | 11. ENFP: The Champion | 16. INTP: The Architect |
| 6. ISFP: The Composer | | |



Awareness Videos

Let's complete the table together.

	The Park	Profile Picture	Live Streaming	Gab's Photo
Main Character				
Location				
Summary				
Topics covered				
Potential type of online sexual violence				



Components of Communication

Verbal

The Words We Use

Vocabulary, language level: appropriate, formal, popular, professional jargon

Intention of words: accusation, generalization

Clarity: easily understandable or requires sustained attention

Precision: organized and concise or disorganized and lengthy

Syntax: well-articulated messages, disjointed sentences

Patois and verbal tics: uh, well, like, how come, great, so

Paraverbal

How We Use Words

Tone: context-appropriate, warm and cheerful or sarcastic and impatient

Volume: audible, variable, context-appropriate

Rate/rhythm: hesitant, fast, slow, variable

Timbre/melody: monotone, varied, appropriate

Diction: correct, difficult to grasp

Intonation: which words are stressed and which are not?

Nonverbal

Body Language

Breathing: regular or ragged, helps with stress management, provides energy to the voice and brain

Facial expression: enthusiasm, joy, energy, approval or boredom, confusion, disgust

Gestures: tics, restlessness, calmness, putting things away, looking at cell phone

Posture (body and head position): opening and heat or withdrawing, closed off and cold

Body markers: redness and blotches, tears, sobs

General mobility of the body: occupies space or remains rigid

Eye movement: fleeting or attentive glance, eye contact



Co-facilitation Preferences

Name:

List 3 people in the group that you would feel comfortable facilitating with and explain why.

Person 1:

Why?
.....

Person 2:

Why?
.....

Person 3:

Why?
.....

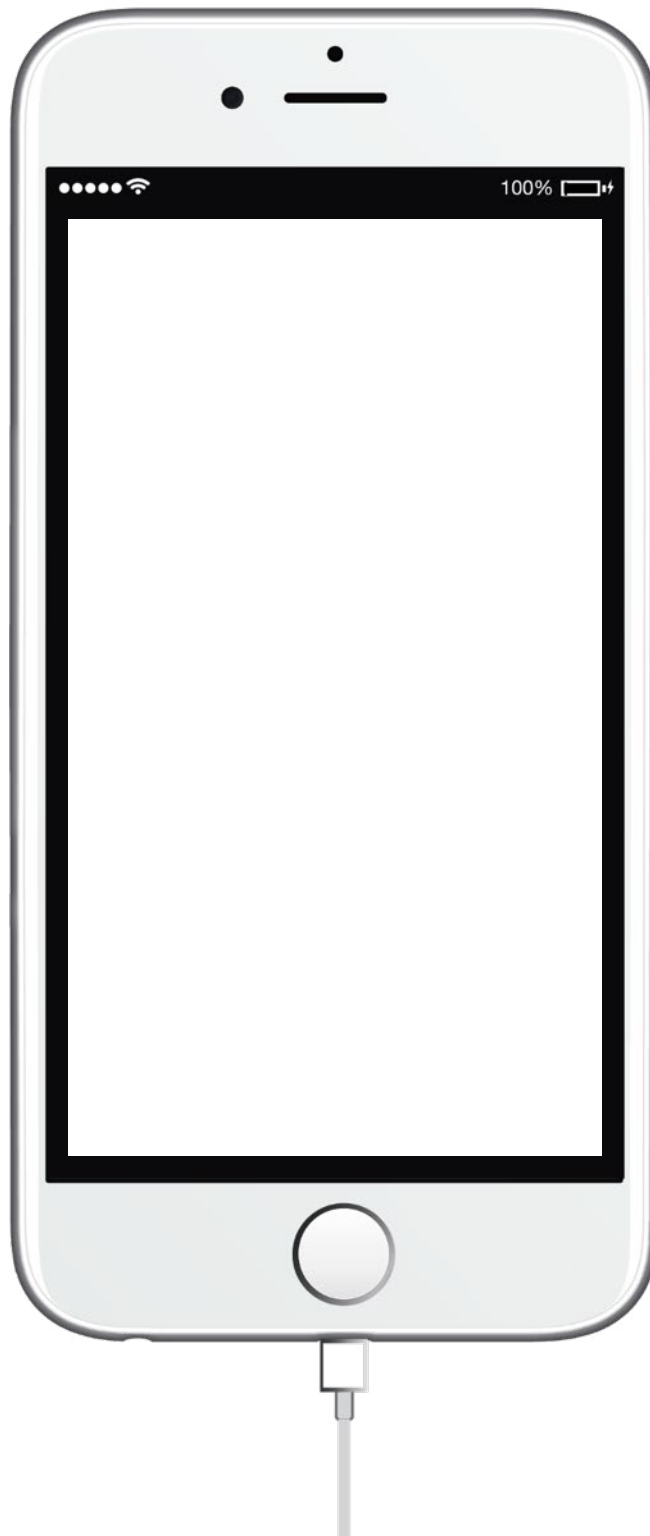
Is there someone that you would rather not facilitate with?

Their name:



Recharging Your Batteries

Write down in the phone below the different strategies you use when you are stressed or need to take care of yourself.





Levels of Communication



1.
**Nonverbal
communication**

2.
**Paraverbal
communication**

3.
**Verbal
communication**



Breathing

**Body
posture**

**Head
position**

**Redness and
blotches**

**Mobility of
the body**

**Facial
expression**

Gestures

Tics



Posture

**Eye
movement**

Volume

**Voice rate/
rhythm**

**Speech
melody**

Tone

**Voice
timbre**

Diction



Clarity

Syntax

**Patois and
verbal tics**

Gallicisms

**Intention
of words**

Precision

Vocabulary

**Language
level**



Observation Sheet

Facilitator: Observer:

Date: Type of facilitation:

Verbal: The Words We Use	Vocabulary, language level	Appropriate, formal, popular, professional jargon, gallicisms (e.g., dep)
	Intention of words	Accusatory, sanctimonious, generalizing
	Clarity and precision	Understandable, organized and concise or disorganized and lengthy
	Patois and verbal tics	uh, well, like, how come, great, so
Paraverbal: How We Use Words	Tone	Context-appropriate, warm and cheerful or sarcastic and impatient
	Volume	Audible, variable, context-appropriate
	Rate and rhythm	Hesitant, fast, slow, variable
	Timbre and melody	Monotone, varied, appropriate
	Diction	Correct, difficult to grasp
Nonverbal: Body Language	Breathing	Regular or ragged
	Facial expression	Enthusiasm, joy, energy, approval or boredom, confusion, disgust
	Gestures	Tics, restlessness, calm, put things away, look at cell phone
	Posture and body mobility	Open and warm, closed and cold, occupies space or remains fixed
	Eye movement	Fleeting or attentive glance, eye contact
Comments		



Classroom Contexts



**A student speaks
without raising their hand.**

**A student does not stop making jokes
about the subject being discussed.**

The students in the class do not participate.

**A student participates too much
and dominates the conversation.**

**A student makes inappropriate comments
(sexist, homophobic, etc.).**

**A student asks a difficult question
(for which the facilitator might not have the answer).**



Empathy and Facilitation



**A student speaks
without raising their hand.**

**A student does not stop making jokes
about the subject being discussed.**

**The students in the class
do not participate.**

**A student makes inappropriate comments
(sexist, homophobic, etc.).**

**A student constantly fidgets
and can't sit still.**

**A student has their head on their desk
and does not participate.**



Secondary 1 Workshop Activities



Secondary 1 Workshop
Introduction of the facilitators and
presentation of the project and workshop

Secondary 1 Workshop
Conditions for success

Secondary 1 Workshop
Video viewing and discussion

Secondary 1 Workshop
Collective reflections

Secondary 1 Workshop
Subgroup reflections

Secondary 1 Workshop
Conclusion



Secondary 2 Workshop Activities



Secondary 2 Workshop
Introduction of the facilitators and
presentation of the project and workshop

Secondary 2 Workshop
Conditions for success

Secondary 2 Workshop
Video viewing and discussion

Secondary 2 Workshop
Collective reflections

Secondary 2 Workshop
Subgroup reflections

Secondary 2 Workshop
Conclusion







