# 'RELATIONSHIP VIOLENCE NO WAY' PROGRAM

# CYBER CITIZENSHIP

Government
of South Australia

SA Health

## Acknowledgements

The Southern Adelaide Local Health Network would like to acknowledge the work of all Peer Educators within the Relationship Violence No Way program over time that have made this work possible.  We would particularly like to thank Lisa Gascoigne, Roseanna Maeder and Ian Hooper for assisting in producing this guide.  Most importantly, we would like to acknowledge Shaez Mortimer for her work in leading, driving and guiding this process to ensure the unique voice, knowledge and style of the Peer Educators were made available to all violence prevention educators choosing to use these resources.

These resources have been developed and re-developed over time to respond appropriately to the needs of young people as they arise.  They are freely available to promote a greater awareness of the impact of violence on the lives of young people. These resources are intended to encourage bystander intervention, and to interrupt and challenge the values and beliefs that support violence. The resources may be adapted and changed to suit differing groups of young people, as we have done over time.  We ask only that they are acknowledged as the work of young people involved in this program and that they are not sold or utilised as a tool for making profit.

# Contents

# Workshop outline

This workshop is designed to be run by two Peer Educators facilitating a single-sex group of 8-20 young people in a classroom/working space which is appropriate for confidential conversations. The workshop content is best delivered in a 90 minute period and Peer Educators should arrange access to teachers/group workers for behaviour management support where required. If possible, set up the room so that the participants are seated in a semi-circle facing towards a white board and have them bring a pen along to the workshop.

The content of this workshop has been designed for young people in years 8-9 (ages 12-14) although the workshop content can be adapted for older/more mature groups.

These resources are the result of the amalgamation of work by the RVNW Program team, violence prevention and youth sector resources and information. They have been adapted and developed over the life of the program in accordance with young people's responses and needs, evaluation of the program and reflection on best practice. The content in this workshop was developed by Jesse Langer and the RVNW Program team. The cyber bullying definitions and how to prevent handout content in this workshop has been adapted from the Bullying No Way Program (www.schools.sa.gov.au).

A supporting Peer Educators' Guide to Violence Prevention Education is available online at www.sahealth.sa.gov.au/youthhealth and should be read in conjunction with this document.

# 1. Introduction (5 minutes)

> Introduce yourselves, your organisation and program. Give out information about your organisation's services, contact details, opening hours etc.

> Workshop: This workshop explores young people's values and beliefs on cyberbullying, cybersafety and to promote discussion in these areas.

> Kaurna Acknowledgement: 'We acknowledge this land that we meet on today is the traditional lands for the Kaurna people and that we respect their spiritual relationship with their country. We also acknowledge the Kaurna people as the custodians of the Kaurna land and that their cultural and heritage beliefs are still as important to the living Kaurna people today'.

# 2. Name game

Suggestions:

> Going on a picnic/to outer-space

> > Have participants themselves by saying their name and an item  they would take with them on a picnic / to outer space. Ask participants repeat the name and items of the people who have gone before them before they say their own.

> Body parts

> > Have participants introduce themselves by saying their name and a body part that starts with the first letter of their name. Ask participants to repeat the names and body parts of the people who have gone before them before they say their own.

> Tattoo Game

> > Have participants introduce themselves by saying their name and a tattoo they would get (hypothetically) and why. Ask participants to repeat the name and tattoo of the people who have gone before them, before they say their own.

> Action and name

> > Ask participants to stand in a circle and have each participant say their name and do an accompanying action. Have the group repeat the name and action before moving onto the next person

## 3. Group agreement

It models respect for participants to involve them in creating the agreement about how everyone will interact during the workshop. It is a good idea to write the Group Agreement on the whiteboard so that everyone can see it and peer educators can refer to it during the workshop.

Tell the participants that this workshop is about relationships- which is something that everyone has and will have, in various forms, throughout their lifetime. Some of the things that will be discussed may be sensitive for some participants and so it's important to make sure that everyone feels safe, respected and positive during and after the workshop. Ask the group to suggest 'rules' that will help the workshop run well.

If the participants are quiet or unsure about what to put in the group agreement, suggest these ideas, explain why they might be important 'rules' to have and get everyone's consent before adding them to the list:

> **Respect**

>> Ask: What does respect look like?

>> Examples: One person talking at a time, no laughing at other people's ideas, no putdowns, everyone can have their own opinion- agreeing to disagree, no homophobia, sexism or racism, etc.

> **Confidentiality- what's said in the room, stays in the room**

>> Don't use people's names, consider other people's privacy and safety.

>> Confidentiality will only be broken if there are circumstances where peer educators believe that someone is in serious harm and must notify by law (Mandatory Notification).

> **So, talk in 3rd person**

>> When you talk in 3rd person, no one can tell the difference between a question participants might have about what's being discussed, a personal story or an example from TV. This keeps everyone safe and promotes discussion.

>> Ask for examples of talking in the 3rd person. E.g.: "What if…?", "A friend of a friend of mine…", "If Spiderman and Mary Jane…" etc.

> **Right to pass a question**

> **Right to leave the room**

>> Remind participants that if they need a minute outside to calm down, they can go without asking. However, if they are gone for more than a few minutes, a peer educator will come and check on them.

> **Mobiles away and on silent**

> **Respectful swearing**

>> Ask the group if they feel okay about swearing during the workshop. Have a discussion about what everyone is comfortable with. Agree to not swear at each other.

**Where to get help:**

Write up on the board a couple of local services and their addresses, phone numbers and websites where young people can get help and support.

> **Kids Helpline** Ph: 1800 55 1800 - free and confidential (doesn't appear on phone bill on some networks). Online and email counselling available: http://www.kidshelp.com.au

> **Lifeline** Ph: 13 11 14 – Crisis support for young people wanting to talk to someone about anxiety, depression, loneliness, suicidal thoughts or attempts.

# 4. Key understandings of the 'Relationship Violence No Way' Program

1. **Safety is a right - no one deserves to experience violence**

   1.1. Everyone deserves to be safe at all times and in all places.

   1.2. If one person feels uncomfortable, the situation is not safe regardless of the intention of others.

   1.3. Consent to sex must:

      > Be freely and voluntarily given by all partners at all times.

      > Not obtained by threats, coercion, or pressure.

      > Sex needs to be emotionally, physically and legally safe and respectful for all people involved (partners) and in an environment they feel comfortable.

2. **Violence is a choice**

   2.1 Abuse is about maintaining power and control over another person/people and can take many forms.

   2.2 The use of violence and abuse in relationships is a choice and no one is genetically, hormonally, or socially programmed to do it.

   2.3 It is the perpetrator's responsibility to stop using violence.

   2.4 Harassment is about maintaining power and control over another person/people.

   2.5 Revenge only makes problems worse.

3. **It's never the victim's fault**

   3.1 Victim-blaming is wrong: it shames victims into silence and contributes to low rates of reporting of violence. Victim-blaming promotes myths about the causes and incidences of violence, justifies perpetrators actions and permits violence to continue or reoccur.

   3.2 A victim of violence, no matter what form, should not be expected to leave a relationship. It is the perpetrator's responsibility to stop using violence.

   3.3 A person's identity is not defined by the violence they have experienced. Victims/survivors f violence can and do live happy, healthy lives free from violence.

4. **Gender is socially constructed**

   4.1   Gender is learnt and changes over time.

   4.2   Traditional gender roles promote, excuse, and condone violence against women.

   4.3   Relationship violence is predominantly perpetrated by men against women. Men are also victims of physical violence including rape and sexual assault, usually perpetrated by men.

   4.4   Analysis and deconstruction of gender roles is essential in violence prevention.

   4.5   Traditional rigid gender roles promote and maintain homophobia.

5. **Respectful communication**

   5.1   Communication is a key part of any respectful relationship.

   5.2   The more you understand the problem, the easier it is to deal with the issue.

   5.3   Work on the problem together – it's OK to ask for help, it's OK to admit that you're wrong, and it's OK to say a problem is too big to deal with on your own.

6. **Bystander intervention**

   6.1   We are all impacted by violence and have a responsibility/opportunity to prevent violence.

   6.2   If you're watching harassment you can help change the situation.

   6.3   Bystanders can and do make a difference in preventing violence in relationships by:

   > Being safe and supportive friends for victims;

   > Interrupting or safely intervening in violence-supportive behaviours;

   > Believing people who disclose violence; and

   > Respecting and supporting a person's decision about what to do next about the violence they have experienced.

7. **Acceptance of diversity**

   7.1   We take a positive, open view of relationships and sexuality in the context of respect and intimacy.

   7.2   Homophobia is a form of discrimination that is harmful to individuals, communities, and societies.

   7.3   We recognise that people's life experience will be different according to their experience of race, gender, sex, sexuality, ethnicity, culture, religion and the ways in which these identities combine. Therefore, people of diverse backgrounds may have a unique experience of violence in relationships.  This may be attributed to community understandings, cultural expectations and beliefs and/or service providers' responses to that violence.

## 5. Brainstorm: How young people interact through technology

> Ask participants to brainstorm ways that young people use technology to interact. Write all ideas on board.

> List may include:

> > SMS and mobiles, MSN, Skype, Forums, 4chan & /b/, Facebook, Myspace, Bebo, Twitter, Formspring, Dailybooth, Tumblr, Blogs, Foursquare, eBay, deviantART, delicious, Flickr, WoW, Habbo, Last.fm, Stickam, StumbleUpon, Wikipedia etc.

## 6. Brainstorm: Benefits of social networking

> Ask participants to brainstorm the benefits of the social media listed.

> May include:

> > Communication, ability to buy/sell things cheaply, ability to learn new skills, ability to have a say, ability to communicate (somewhat) anonymously, Ability to interact socially without leaving house, ability to keep in touch with friends, ability to keep up with friends who are interstate/overseas, ability to share pictures, movies, music, ideas, writing, art etc., A way to get publicity, Ability to access information, Ability to get news immediately,  A way to have fun, Free/cheap calls/messages etc.

## 7. Brainstorm: Risks of social networking

> Ask participants to brainstorm the risks of the social media listed.

> May include:

> > Stalking, FB fights, miscommunications, parents/guardians/bosses etc finding out too much information, Facejacking, Potential bosses looking up profile and judging job applicants on behaviour, abusive messages and verbal abuse, hackers, people being able to find your details (through IP address, facejacking etc) and harassing you (Anon style), Saying inappropriate things which are recorded, Google indexing, keyloggers and Trojans etc., child pornography/child pornography laws etc.

## 8. Values Walk

A Values Walk is an activity to explore participants' values about friendships and harassment online.

The Peer Educators' aim in this activity is to create a safe, non-judgemental space to explore how certain behaviours are abusive or potential situations of harassment. The Peer Educators also guide participants to empathise with victims of bullying and harassment by discussing the effect/impact of bullying and harassment on their health and wellbeing.

Distribute the questionnaires and ask participants to complete the questionnaire quietly by themselves. Tell the participants not to write their name on the questionnaire.

When all of the participants have finished filling out the questionnaire, explain that we will have a discussion about each of the statements on the questionnaire. Assign different parts of the room to 'Yes', 'Maybe' and 'No' and ask participants to indicate their response by moving to the part of the room that matches their response. If the group would like to stay sitting down (or you think it would be easier to manage behavior that way), ask the participants to indicate their response by a show of hands, for example: raising two hands for 'Yes, one hand for 'Maybe' and no hands for 'No'.

Read out the first statement: "Do you think it is ok to harass someone online?' When the participants have moved or raised their hands, ask each group ('Definitely', 'Maybe' and 'No Way') to explain why they have chosen this answer. Encourage discussion between the groups. Facilitate this so discussion remains respectful and everyone gets a turn to talk.

## Suggested questions to guide discussion

Under each of the Values Walk questions are suggested questions to guide discussion. To make the intention of these clear, numbers relating to the relevant Key Understandings are listed after each question.

You should take some time prior to delivering the workshop to look over the Key Understandings so that during discussion with participants you are able to guide discussion back to the core principles. Please see Part 3 of the 'Peer Educator's Guide to Violence Prevention Education' for further discussion about the questioning method used in this workshop.

**Is it okay to harass someone online?**

> What is online harassment? 1.2, 2.4

> *Does it depend on which site? 1.2

> Was it directly harassing someone, or was it indirect harassment? 1.1, 1.2

> Could demotivational posters be considered harassment or discrimination? 1.2, 2.3, 2.5

**Is it okay to post pics or tag people without their permission?**

> How do you know? 1.1, 1.2

> Do the rules change for different people? 1.1, 1.2

> If you post a picture on Facebook of a friend who has different privacy settings to yours, does that make any difference? 1.1, 1.2, 2.1, 3.1

> Is a tag-untag war harassment? 1.1, 1.2, 2.1

> What about captioning the picture? What about commenting on the picture? 1.1, 1.2, 2.1


**Is it okay to false-tag someone in a pic?**

> How do you know if someone finds it funny? 1.1, 1.2

> For the person/people in the picture – is that harassing them? 1.1, 1.2, 2.4


**Is it okay to post things about someone online?**

> Is it different to post things about the news/celebrities rather than people you know? 1.1, 1.2

> What if the person didn't want that information to appear on people's news feeds? 1.1, 1.2

> What if their boss/grandma/coach etc. reads what you have posted? 1.1, 1.2

> Are there privacy issues in doing this? 1.1


**Is it okay to post personal info about someone in a public space?**

> * Is it different if it's about –relationship status, pregnancy, sexuality, health, disability etc.? 1.1, 1.2

> What does it mean for the person if they don't know what you have posted? 1.1

> Are there privacy issues in doing this? 1.1


**Is it okay to 'troll' or post things online to provoke others intentionally?**

> * Is it okay to upset people in real life? 1.1, 1.2, 2.1, 2.4

> Is there a difference between trolling and expressing your opinion? 1.1, 1.2

> * Can trolling upset people? What about trolling on a memorial page? Trolling victims of sexual assault forum? 1.1, 1.2,1.3, 2.1


**Is it okay to join a hate group on Facebook?**

> Which ones are acceptable? What might not be? – Are you allowed to 'hate it when your toast falls butter-side down'? What about hating a person from school? A celebrity? A song? A group of people/religion/race etc.? 1.2, 7.2, 7.3

**Is it okay to start a hate group?**

> What is the difference between joining and starting? 1.1, 1.2, 6.2, 6.3

> * What would happen if you started a hate-group and people in the group decide to organise a time to beat the hated person up? 1.1, 1.2 2.1, 2.4


**Is it okay to send abusive/prank messages/texts/phone calls?**

> Is it any different to abusing someone in real life? 1.1, 1.2,2.1, 2.4

> Could it be worse in some ways? 1.1, 1.2,2.1, 2.4

> Do people generally have their phones on them all day? Does that have an effect? 1.1, 1.2

> Is there a way for bystanders to challenge cyber bullying if it is done privately (via SMS/Private message etc)? 6.1, 6.2, 6.3

> Are some ways of cyberbullying anonymous? Does that have more of an effect? Can the victim report the cyberbully? 1.1, 1.22.1, 3.1


**Is it okay to join a site without reading the Terms and Conditions?**

> * Would you sign a contract if you didn't read it?

> Did you know that Facebook has copyright over anything you write in FB, including stories, poetry, personal information etc.?


* These are contentious questions used to explore deeply entrenched, violence-supportive attitudes. These questions conflict with our Key Understandings about violence but the discussion they spark enable Peer Educators to explore the Key Understandings in a specific context. These questions also give young people the opportunity to challenge each other's view about violence and the tools to think critically about the violence-supportive attitudes in our society.

## 9. Activity: Social media terms and conditions

> Hand out 'Social Media Terms and Conditions' worksheet.

> Ask students to identify where the terms and conditions have been taken from and facilitate discussion. The terms and conditions are taken from the (much longer) list of terms and conditions that each person on Facebook has agreed to before creating a profile.

> Give students a chance to discuss implications.

## 10. Handout: Supporting friends

> Brainstorm ways to support friends online

> Discussion may include: Stand up for friends online, challenging cyber bullying, refer them to counselling, help in collecting evidence/reporting to authorities(police, teachers, moderators etc.), advise them to block/deactivate accounts, talk to them if you have concerns or have seen anything about them online that you don't think the poster has permission to show/write.

## 11. Real world/online world drawing activity

> Get students to draw a shape (i.e. circle, square, triangle, rhombus etc.) to represent the real world on a piece of paper.

> Get students to then draw a different shape to represent the online world and how it fits/relates with the real world.

> Discuss reasoning behind, remembering that the online world is a real world, with real-world impacts etc.

> See below for an example.

## 12. Overshare

> Open discussion for activity by saying that most people are on Facebook, and most people have a range of people as Facebook friends.

> Ask students to call out different groups of people who may be friends on Facebook/go through list of types of people who may be friends on Facebook including: Friends, Schoolmates, Teachers, Relatives, Co-workers, Bosses, Politicians, Celebrities, Randoms.

> Continue by saying that many people on Facebook tend to write comments/upload pics/update statuses without considering who might have access to the info. So, because of this, we are going to play a game around this issue.

> Divide the class in half and assign one half of the room to the 'friends' cards and the other to the 'status updates' cards. (These cards can be created by printing the following pages on colour paper, cutting out individual "friends" and "status updates" and laminating the cards).

> Have students read their status update out loud and ask which of the friends the participant would like to share the status update with.  Ask particular friends what they would think if they read the update and what impact this would have on their opinion of the person.

> Explain that even if people have setting organised to 'only friends' that many people the message wasn't intended for can read it.

> Discuss friends of friends, tagging photos etc.


## Closing

Congratulate the group about participating in this important discussion about how to protect themselves online or how to challenge harassment that uses technology.

**Group round**: What's been something you have enjoyed or learnt about in this workshop?