



PREVENTING AND RESPONDING TO CYBERVIOLENCE IN NB

Toolkit for Communities

Developed by:

New Brunswick
Association of Social
Workers

New Brunswick Child &
Youth Advocate

Muriel McQueen
Fergusson Centre for
Family Violence
Research

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NB



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Défenseur des
enfants et de la jeunesse
du Nouveau-Brunswick



New Brunswick
Child & Youth
Advocate



Table of Contents

Acknowledgements	3
Introduction	7
Section 1: Forms of Cyberviolence and Tips to Respond	8
1.1 <i>Blackmail</i>	9
1.2 Cyberstalking.....	11
1.3 <i>Online Harassment</i>	12
Section 2 – Support.....	13
2.1 <i>Tips for disclosing experience of cyberviolence</i>	14
2.2 <i>Supporting targets of cyberviolence</i>	16
2.3 <i>Developing your own self-care plan</i>	17
Section 3 – Creating a Safer Digital World.....	18
3.1 <i>Fostering knowledge about anonymity and the internet</i>	19
3.2 <i>Fostering knowledge about respect and consent</i>	20
3.3 <i>Misconceptions about cyberviolence</i>	21
Section 4 – Cyberviolence and the Law	23
4.1 <i>What is the law on cyberviolence and what are your rights</i>	24
4.2 <i>Pathways through the justice system</i>	27
Partie 5 – Try this	30
5.1 <i>Being proactive, not reactive</i>	31
5.2 <i>Hosting an inter-generational panel discussion in your community</i>	32
5.4 <i>Activity: The masks we wear</i>	34
Resources	35
Regional resources	36
References	38

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Provincial Youth Advisory Committee

Nicole Chaisson, Maude Lanteigne, Elizabeth Matheson, Shakyna Paris, Regan Worden, Kaitlyn Connors, Yubo Kate Wong, Allison LeBlanc, Keisha Morgan, Ashley Meehan, Anna Wildish

Project Coordinator

Jenny Thornhill (2014-2015)
Julia Phillips (2016-2017)

Steering Committee

Miguel LeBlanc, *New Brunswick Association of Social Workers*
Martine Paquet, *New Brunswick Association of Social Workers*
Rina Arseneault, *Muriel McQueen Fergusson Centre for Family Violence Research*
Christian Whalen, *Office of the Child and Youth Advocate*
Candice Pollack, *ACCESS Open Minds New Brunswick (2015-2017)*
Matthew Rogers, *University of New Brunswick*
Jessica Melanson, *Office of the Child and Youth Advocate (2014-2015)*

Saint Thomas School of Social Work Students

Emily Cox, Sally Guy, and Carly MacCuspig (*Students from the Fall of 2014*)
Debra Philpitt, Samantha Kennedy, Julia Phillips, Lauren MacNaughton (*Students from the Fall of 2015*)

Community Partners

Anna-Lee Vienneau, **L'Acado**
Shona Thibodeau, **L'Acado**
Sarah Doiron, *AIDS Moncton (LGBTQ Safe Spaces)*
Matthew Smith, *AIDS New Brunswick*
Stacy Coy, *Anglophone School District West*
Paige MacQueen, *Anglophone School District West*
Krissy Andow, *Anglophone School District West*
Suzane Arseneault, *Avenir Jeunesse*
Jennifer Grass, *Beyond The Hurt (The Canadian Red Cross)*
Ashley Hamilton, *Boys and Girls Club*
Jenny Thornhill, *Champions for Children*

Miguel LeBlanc, *Champions for Children, New Brunswick Association of Social Workers, Provincial Strategy for the Prevention of Harm for Children and Youth*

Tammy Strong, *Department of Education and Early Childhood Development*

Julia MacIntyre, *Department of Education and Early Childhood Development*

Joey Babineau, *Department of Justice and Public Safety, Internet Child Exploitation Task Force*

Kathy Alcorn, *Department of Justice and Public Safety, Internet Child Exploitation Task Force*

Lisa Keddy, *Department of Justice and Public Safety, Crime Prevention and Reduction*

Chelsey Condon, *Department of Justice and Public Safety, Crime Prevention and Reduction*

Alana Rickard, *Department of Justice and Public Safety, Crime Prevention and Reduction*

Carolina Zamarripa, **Department of Justice and Public Safety, Love Shouldn't Hurt Campaign**

Lorraine Whalley, *Fredericton Sexual Assault Centre*

Jen Gorham, *Fredericton Sexual Assault Centre*

Carly Furlong, *Fredericton Sexual Assault Centre*

Malory Kelly, *Fredericton High School*

Kim Skilliter, *Fredericton High School*

Scott Sawyer, *Internet Child Exploitation Task Force*

Tanya Smith, *Kingsclear First Nation Child and Family Services*

Jenna Tompkins, *Kingsclear First Nation Child and Family Services*

Fatuma Isaya, *Multicultural Association of Fredericton*

Jessica Westfield, *Multicultural Association of Fredericton*

Rina Arseneault, *Muriel McQueen Fergusson Centre for Family Violence Research*

Martine Paquet, *New Brunswick Association of Social Workers*

Edouard Doiron, *New Brunswick Association of Social Workers*

Kate Thompson, *New Brunswick Public Libraries*

Bill MacKenzie, *New Brunswick Social Policy Research Network*

Sasha Wood, *New Brunswick Social Policy Research Network*

Christian Whalen, *Office of the Child and Youth Advocate, Provincial Strategy for the Prevention of Harm for Children and Youth*

Candice Pollack, *Office of the Child and Youth Advocate, Provincial Strategy for the Prevention of Harm for Children and Youth, ACCESS Open-Minds NB*

Kelly Cunningham, *Partners for Youth*

Suzanne Laver, *Partners for Youth, Making Waves*

Allison LeBlanc, *Pink Shirt Day*

Keisha Morgan, *Pink Shirt Day*

Lise Richard, *P.E.E.R SJ*

Véronique Levesque, *Polyvalente Roland-Pépin*

Katie Davey, **Premier's Office**

Chelsee Pollock, **Premier's Council on the Status of Disabled Persons**

Rachel Kish, **Premier's Council on the Status of Disabled Persons**

Angela Haché, *Public Health*

Annette Barrett, *Public Health/Sexual Health*

Deborah Doherty, *Public Legal Education and Information Service of New Brunswick*

Alison Lynch Richard, *The Canadian Red Cross*

Claire Gibson, *RCMP Crime Reduction Unit*

Rhonda Stairs, *RCMP Crime Reduction Unit*

Seema Poirier, *RCMP Community Program Officers*

Jeremy Harding, *RCMP Internet Child Exploitation Unit*

Samantha McInnis, *RCMP Internet Child Exploitation Unit*

Kevin Leahy, *RCMP Internet Child Exploitation Unit*

Alison Bartlett, *Riverview High School*

Emily Cox, *St. Thomas University School of Social Work*

Sally Guy, *St. Thomas University School of Social Work*

Carly MacCuspic, *St. Thomas University School of Social Work*

Debra Philpitt, *St. Thomas University School of Social Work*

Samantha Kennedy, *St. Thomas University School of Social Work*

Lauren MacNaughton, *St. Thomas University School of Social Work*

Julia Phillips, *St. Thomas University School of Social Work*

Dr. Scott Ronis, *University of New Brunswick*

Randi Doyle, *University of New Brunswick*

Angela Wisniewski, *University of New Brunswick*

Liz Lautard, ***Women's Equality Branch***

Marie-Gabrielle Gagnon, ***Women's Equality Branch***

INTRODUCTION

Communication technologies have had a profound impact in many positive ways. However, the rapid expansion of technology and the wide use of social media platforms have increased opportunities for violent online activity. This can have adverse impacts on the people the violence is directed toward. It is important to be aware that no one deserves to be a target of online violence, and that being targeted for this form of violence is never an individual's or group's fault.

In 2014, the New Brunswick Association of Social Workers, in collaboration with the Office of the Child and Youth Advocate and Muriel McQueen Fergusson Centre, had undertaken a project aimed at addressing cyberviolence within the province. Mandates of this project include the development of youth and community partnerships, a provincial online survey and focus groups, and collaborative strategy development.

This project is funded by Status of Women Canada, and focuses on the impact cyberviolence has on young women and girls. We recognize that the impacts of cyberviolence extend beyond young women and girls; however, the violence often takes on a very different tone when directed at different groups.

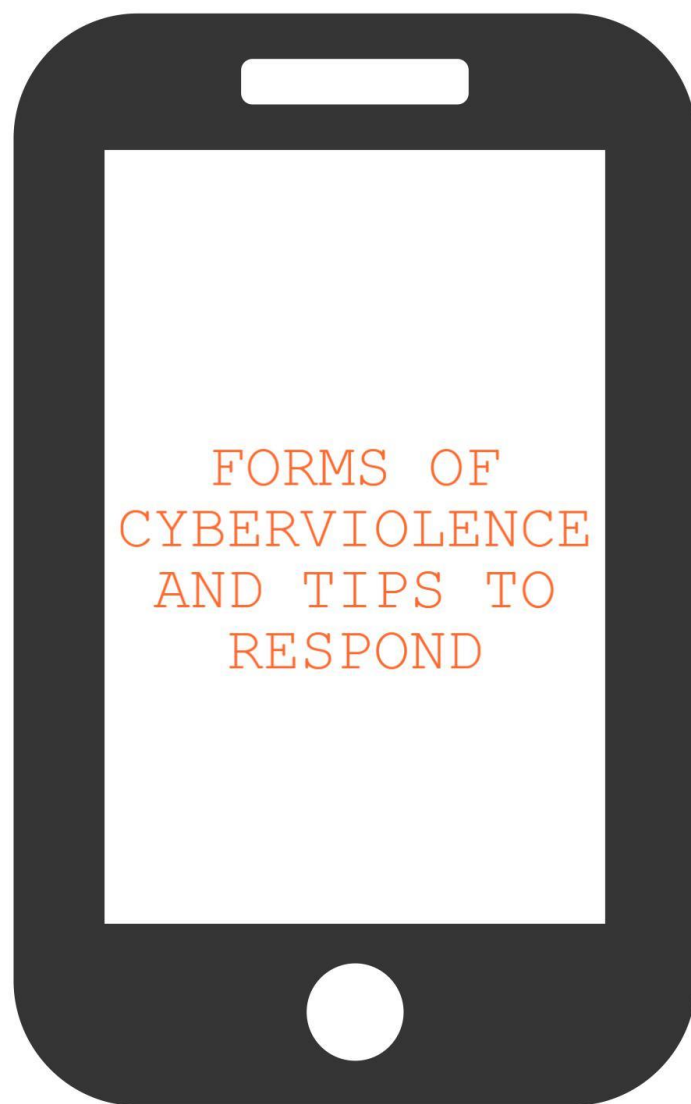
Results suggest that over 50% of youth, ages 16-19, have been affected by cyberviolence. Consistent with national research on the issue, the study indicated that this form of violence has substantial impacts on mental health, and cyberviolence disproportionately impacts young women. One youth stated

“I developed a mental illness which [affects] my everyday life. I became depressed because of ex boyfriends spreading rumours online. I developed social anxiety because of the bullying from school mates”.

Another youth responded by saying cyberviolence

*“**crushed my self-confidence, had a lasting impact on my view of men, made me lose trust in people, became more withdrawn, decrease my ability to build solid relationships with the opposite sex.**”*

Cyberviolence is a growing and troubling issue in New Brunswick, and the complexity of the issue creates many barriers for communities to respond effectively. For this reason, the project steering committee has developed this toolkit with the intention to aid in preventing and responding to cyberviolence. With respect to youth recommendations of sending the same consistent message about the issue and engaging the general population to play a role in prevention and response, this toolkit is directed at all community members, regardless of their perceived likeliness to be directly impacted by the issue.



This section of the toolkit focuses on:
1.1 Blackmail
1.2 Cyberstalking
1.3 Online Harassment

1.1 BLACKMAIL/EXTORTION

“The crime of threatening to reveal embarrassing or damaging information about a person to the public, family, or associates unless that person buys blackmailer’s silence”

Things to know about blackmail:

- Also referred to as *extortion* or *sextortion*
- Blackmailers may demand money, sexual favours, more content, or for a person to stay in a relationship
- Both emotional and financial blackmail are forms of extortion
- **Online blackmail can involve the blackmailer posting on ‘revenge porn websites’**
- A related form of blackmail may simply be motivated by the desire to humiliate someone, with humiliation of the individual being the price.

Tips to respond to this violence:

1. *Do not pay the blackmailer.* It may not stop their demands.
2. *Inform the authorities.* Bringing a trustworthy friend or family member for emotional support may be helpful.
3. *End contact with person blackmailing by blocking their email account and social media accounts.* Avoid accepting requests on social media from unfamiliar people.
4. *Changing privacy settings online is helpful* so the blackmailer cannot access your personal information or friends list.
5. *Changing all passwords to alphanumeric codes can be helpful* if there is a possibility that accounts were hacked.
6. *Consider starting new accounts.* Before doing so, you may want to delete previous accounts.
7. *Protect your devices with passwords.* Be sure that those who have access to devices that you own are trustworthy.
8. *Regularly search your name online.* If unwanted content reappears, you may want to contact the authorities

To learn more about steps to take when targeted for blackmail, refer to:

<https://www.takebackthetech.net/be-safe/blackmail-strategies>

1.2 CYBERSTALKING

*“The repeated use of electronic communications to harass or frighten someone including but not limited to harassment, humiliation and embarrassment of the person targeted, harassing family, friends and employers, tactics to make the target fearful and **taking on the identity of the other person.**”*

Things to know about cyberstalking:

- Online stalkers take advantage of the anonymity the internet can give them.
- **Some people who violate women’s privacy online do so while fiercely protecting** their own right to privacy.
- Women are much more likely than men to experience stalking.

Tips to respond to this violence:

1. *Clarify that you do not want to be contacted.* You may warn that any further contact will result in a police report.
2. *Block the stalker.* Lots of people don't take action because they think they are overreacting.
3. *Seek help from authorities.* If the harassment involves hate groups, threats of death or bodily harm and/or public postings of your location or contact information, you should contact law enforcement right away.
4. *Unpublish abusive posts, without deleting them.* These are part of the evidence that you will want to provide to the police or the internet provider.
5. *Password-protect your phone.* This will keep your data safer if you lose your phone or someone tries to use it without your permission.
6. *Erase data before recycling phones.* If you plan to pass your phone on, first make sure none of your info is on it.
7. *Never post your personal contact details publicly* or the details of others.
8. *Reset your passwords regularly.* Use strong passwords that can't be easily guessed.
9. To become harder to find on social media, one option is *changing your profile picture to something that does not reveal your image.*

To learn more about steps to take when targeted for cyberstalking, refer to:

<https://www.takebackthetech.net/be-safe/cyberstalking-strategies>

1.3 ONLINE HARASSMENT

“Online discrimination, harassment, and/or threats against a person or group, often on the basis of their gender, appearance **disability, sexual orientation, race, etc.**”

Things to know about online harassment:

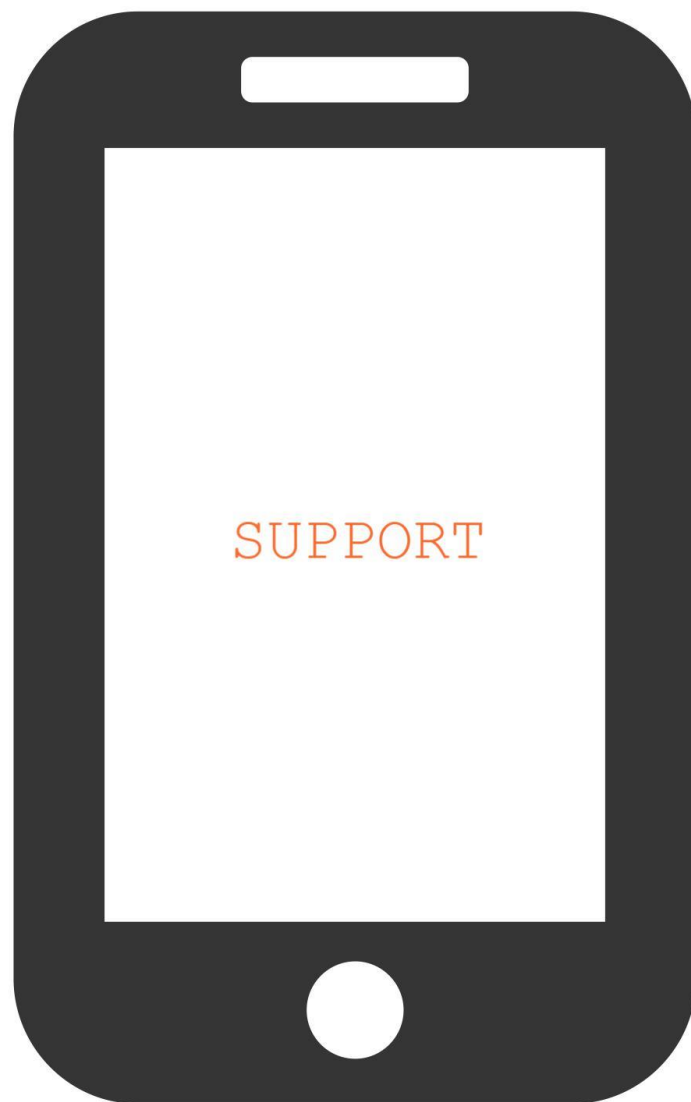
- Online harassment is often how a perpetrator obtains power or control
- Race, gender identity, sexuality, body image, etc are often the fallback for perpetrators of cyberviolence.
- Young women and girls are often discriminated against online. According to youth in New Brunswick, derogatory words such as whore and slut are common. Negative comments about the physical appearance of young women and girls were also noted as far too common.
- Offline harassment can become online harassment, just as online harassment can become offline harassment.
- **“Cyberbullying” may be used to describe acts of online harassment. Youth may find this word minimizes the impact these acts have.**

Tips to respond to this violence:

1. *Avoid responding to the harassment.*
2. *Save all proof of online harassment in the event that it is requested by authorities. **“Screen capture” or save.***
3. *If harassment happens on social media, **report it to the site.***
4. *If being harassed through messages, **block the contact.***
5. *If the online harassment is triggering, **move messages to junk folder.***
6. *Seeking emotional support can be very helpful during attacks of online violence. For guidance on disclosing cyberviolence, refer to page 14.*
7. *If harassment persists and you are being threatened, you may wish to **contact authorities.***

To learn more about steps to take when targeted for online harassment, refer to:

<https://www.takebackthetech.net/be-safe/hate-speech-strategies>



This section of the toolkit focuses on:
2.1 Tips for disclosing experiences of cyberviolence
2.2 Supporting targets of cyberviolence
2.3 Developing your own self care plan

2.1 TIPS FOR DISCLOSING EXPERIENCES OF CYBERVIOLENCE

The needs assessment for the project “Preventing and Eliminating Cyberviolence against young women and Girls in New Brunswick”, unless the victim comes forward, cyberviolence is an invisible issue and almost undetectable. This highlights the importance for youth to disclose experiences of cyberviolence.

Youth in NB identified being trustworthy, familiar and safe, non-judgemental, and able to help as important qualities for a confidant to have. If you are experiencing this form of violence, here are some questions you can ask yourself to seek someone trustworthy, familiar and safe, non-judgemental, and able to help.

<p>Trustworthy</p> <ul style="list-style-type: none">• <i>Am I confident they will keep this confidential?</i>• <i>Is there a chance they will use this information to hurt me?</i>• <i>If I tell them my experience, will they judge me?</i>• <i>Am I confident that this person can help me?</i> <p>*Please be aware that a confidant may disclose your experience to someone else if they believe you are a risk to yourself or someone else. This can be an act of help, and also done in concern to your safety rather than an act of betrayal.</p>
<p>Familiar and Safe</p> <ul style="list-style-type: none">• <i>How well do I know this person?</i>• <i>Has this person been helpful in the past?</i>• <i>Will I feel comfortable talking to this person about this particular issue?</i>• <i>Will this person be sensitive to the situation?</i>
<p>Non-judgemental</p> <ul style="list-style-type: none">• <i>Will this person attempt to understand?</i>• <i>Will this person treat me differently after I tell them?</i>• <i>Will this person support me unconditionally?</i>
<p>Able to help</p> <ul style="list-style-type: none">• <i>Does this person have experience giving advice?</i>• <i>Does this person have the power or authority to help do something about the situation?</i>• <i>Will this person listen to me?</i>• <i>Does this person have the emotional capabilities to help me through my situation?</i>

Consider these tips to help you figure out what kind of support you need and how to ask for it:

- Do you need:
 - Emotional support?
 - Guidance on what to do next?
 - To talk to school administration?
 - To talk to police?

Thinking about the type of help you need may help you choose who you should talk to about the issue.

- Be clear about what you need. If you simply need to talk about it, ensure they know that you just need someone to listen. Also be clear about if whether or not you are ready to report the violence. By being clear, you can reduce the chances that the person you have spoken to about the violence will seek help on your behalf without your permission.
- **Don't give up if the first person you talk to is not helpful! Look for someone else to confide in.**
- Contact the police if you feel your safety is in danger. Check out our inventory of resources on page 35 as well!

To learn more about disclosing experiences of cyberviolence, refer to:

<https://www.kidshelpphone.ca/Teens/InfoBooth/Bullying/Cyberbullying/Are-You-a-Target.aspx>

2.2 SUPPORTING TARGETS OF CYBERVIOLENCE

Consider these 10 tips when supporting a target of cyberviolence:

- 1) Be aware of the existing resources in your community and online, and be ready to provide these resources. For help, please refer to the reference section on page 35.
- 2) Educate yourself. To learn more about common misconceptions that create harmful assumptions about the issue, refer to page 21.
- 3) Be aware of the qualities youth are looking for in a confidant, such as being trustworthy, familiar, safe, non-judgemental, and having the ability to help. It is important to exhibit these traits for someone to feel comfortable disclosing experiences of cyberviolence to you, or to know someone to with these traits to refer the individual to p. 14.
- 4) If you suspect that someone is a target of cyberviolence, be prepared to reach out. According to youth from the study, cyberviolence is very difficult to detect. If you **recognize changes in someone's behaviour, such as isolation and withdrawal, or** even a change in appetite, it may be time to have a conversation.
- 5) Listen to the individual. By giving your undivided attention, the target will know that they have chosen the right person to disclose this personal issue with.
- 6) Avoid jumping to conclusions, and gather as much information as the individual will share. This information will help you understand how to proceed with supporting the individual.
- 7) Be mindful of language. A barrier to meaningful responses to cyberviolence is victim blaming. Avoid language that may lead the individual to think the violence inflicted on them is their own fault, and encourage the individual to see that they have been wronged.
- 8) Do not pass judgement. A common mistake, especially in the in the situation of sending nudes, is asking the individual why they initially sent a photo. By doing this, the individual may be discouraged from speaking to you about related issues in the future.
- 9) Be aware of your own capacity to help. Know when it is time to refer the individual to a resource. If you are a youth, encourage the individual to speak with an adult. If you are an adult, this may include seeking professional help or speaking with law enforcement about the issue. It is also important to be clear with child or youth about whether or not you have professional obligations to report cyberviolence.
- 10) Take care of yourself. Reflect on how this situation has impacted you, and be mindful that supporting people can take an emotional toll. Refer to page 17 for information on self-care.

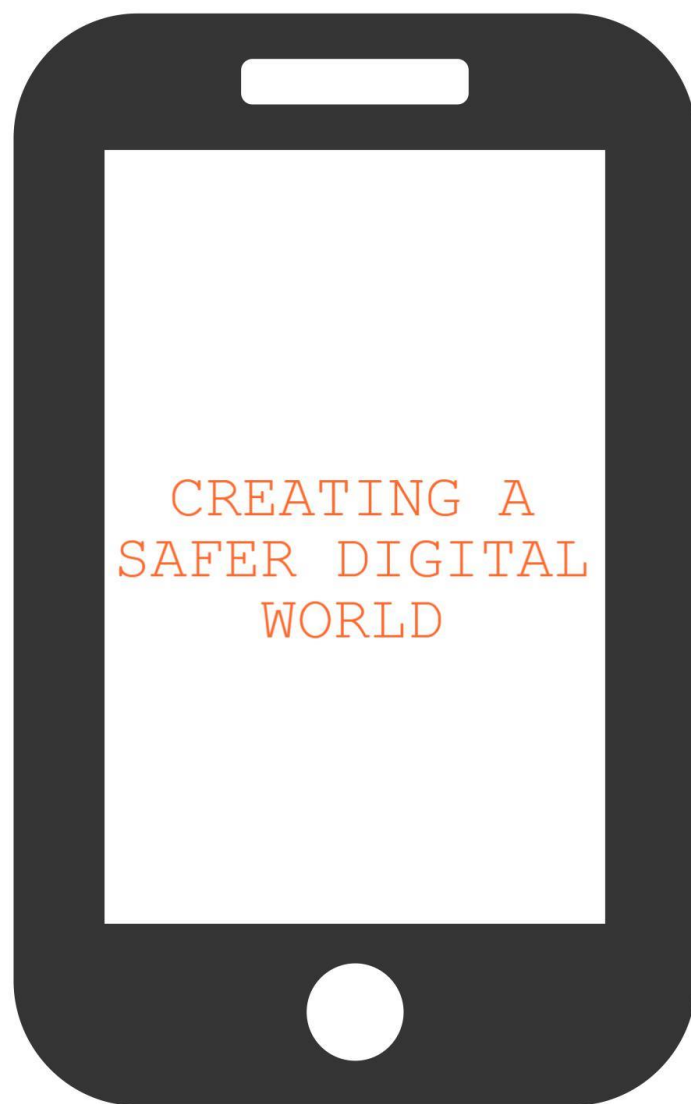
2.3 DEVELOPING YOUR OWN SELF-CARE PLAN

A self-initiated, deliberate act to establish and maintain physical, mental and emotional health.

Self-care can be very important to integrate into your life, and can be vital for those experiencing violence. No person is the same, and therefore, everyone practices self-care differently. Here is a guide to help you create a self-care plan that works specifically for you!

Self-care Tips	What I'd like to try for self-care
<p style="text-align: center;">Nutrition</p> <p><i>Eating enough food, eating nutritious food, treating yourself to something special now and then, staying hydrated</i></p>	
<p style="text-align: center;">Exercise</p> <p><i>Walking, hiking, running, biking, yoga, joining recreational teams in your community</i></p>	
<p style="text-align: center;">Sleep</p> <p><i>Turning off devices before bed, meditation, journaling, try to get 7 hours of sleep every night. *Some devices have settings to adjust the screen lighting or notify you when you should begin sleeping to get a specific amount of rest for the night</i></p>	
<p style="text-align: center;">Time off</p> <p><i>Take a mental health day, take a break from devices or social media, try practicing mindfulness</i></p>	
<p style="text-align: center;">Stress relief/pick-me-ups</p> <p><i>Make time to do something you really enjoy, play with animals, make a cup of herbal tea, find websites that comfort you and bookmark them</i></p>	
<p style="text-align: center;">Social Support</p> <p><i>Reach out to friends and family, find online communities, be clear when you need time to yourself</i></p>	
<p style="text-align: center;">Professional care</p> <p><i>Recognizing when you need to see a doctor or therapist is a sign of strength</i></p>	
<p style="text-align: center;">Other</p>	

To learn more about self-care, refer to: <https://www.takebackthetech.net/be-safe/self-care-coping-and-healing>



This section of the toolkit focuses on:
3.1 Fostering knowledge about anonymity and the internet
3.2 Fostering knowledge about respect and consent
3.3 Misconceptions about cyberviolence

3.1 FOSTERING KNOWLEDGE ABOUT ANONYMITY AND THE INTERNET

“It’s easy to hide behind the screen, so people feel like they can say what they want; they feel like they can be as mean as they want”

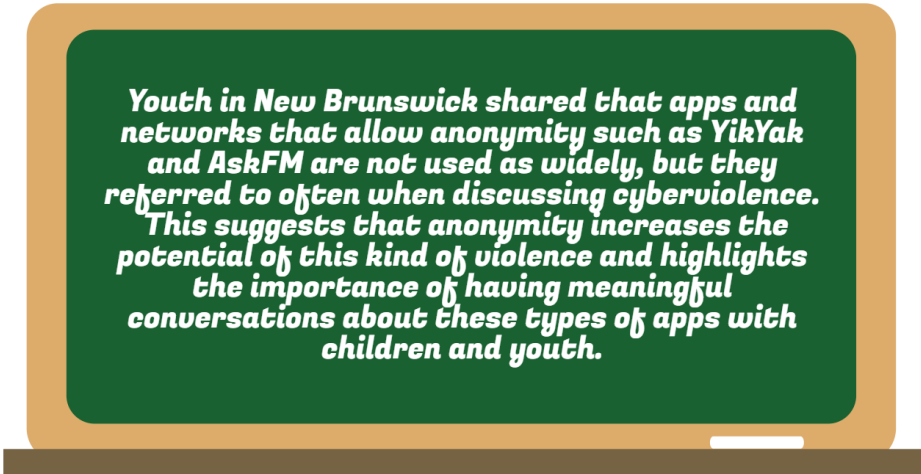
-Focus group participant

According to focus group participants, anonymity may allow people to feel as if they can disconnect from the things that they say. However, words can hurt a target of cyberviolence just the same, even if they are unaware of who is saying it.

The study for “Preventing and Eliminating Cyberviolence in New Brunswick” revealed that Yik Yak and AskFM were the most commonly used apps that allow this feature. Here are some tips to help you learn more about anonymity and the internet

AskFM and Yik Yak safety tips:

1. Like most forms of social media, there are risks in engaging in it. Anonymity may allow perpetrators to escape consequences of their online actions, which can lead targets to feeling defenceless against cyberviolence. Having conversations about anonymous apps may be valuable in helping children and youth foster a healthy relationship with the internet.
2. If someone targets you while using apps that allow anonymity, report it to the app. Know that it is not your fault and no one deserves to be a target of violence.
3. Take accountability for what you say online. Opting out of using anonymity **features can help ensure that you are not “hiding behind the screen”**.
4. Be a good digital citizen by reporting anything you perceive as cyberviolence. A way to detect harmful content is by imagining the content was directed at you, and how you may feel about it.



Youth in New Brunswick shared that apps and networks that allow anonymity such as YikYak and AskFM are not used as widely, but they referred to often when discussing cyberviolence. This suggests that anonymity increases the potential of this kind of violence and highlights the importance of having meaningful conversations about these types of apps with children and youth.

3.2 FOSTERING KNOWLEDGE ABOUT RESPECT AND CONSENT



To improve community response to cyberviolence, we must all understand, practice, and positively model consent.

Ask for consent:

- 1) Create good habits of asking people if they mind whether you post or share something that concerns them.
- 2) Avoid making assumptions about what you can post or share about people. This may be interpreted as a lack of respect.
- 3) If someone advises you not to share something, they do not owe you an explanation.

CONSIDER THIS!
When working with children and youth, are we sending the same message about consent to all genders?

Expect to be asked for consent:

- 1) You do not have to say yes just because someone asks for your permission to share something concerning you.
- 2) If someone posts or shares something about you, ask them to remove it. If they do not comply, then you can take further action by reporting the content to the social media platform or the police.
- 3) You can change your mind if you decide you do not want something you previously provided consent about being shared online by asking them to remove it.

To learn more about rights regarding non-consensual sharing of images, please refer to: http://mediasmarts.ca/sites/mediasmarts/files/lesson-plans/lesson_online_relationships_respect_consent.pdf

3.3 MISCONCEPTIONS ABOUT CYBERVIOLENCE

The way we see issues often informs the way we respond. Unfortunately, many misconceptions and misinformation about cyberviolence exist. Below are some common misconceptions about cyberviolence that need to be addressed to encourage better understanding of the issue.

The internet causes cyberviolence:

People may hold the internet entirely responsible for cyberviolence. Though the internet has created an avenue for information to be shared rapidly and with ease, it is important to note that the internet is NOT the cause of cyberviolence, but it can impact the way that violence occurs.

Keeping young women and girls offline will prevent cyberviolence:

The internet can be a very resourceful tool for everyone, and the ability to navigate the internet is essential for education and communication. To restrict young women and girls, or anyone in that matter, from accessing the internet is depriving them of many opportunities. Also, when internet access is restricted by parents or guardians, youth may feel compelled to search for alternative ways to access the internet such as using **their friend's phone or laptop and open accounts without their parent or guardian's** knowledge. It may be valuable to have conversations with youth to help them foster a healthier relationship with the internet.

Shutting of devices will make the violence go away:

Out of sight, out of mind? Not exactly. Encouraging or demanding youth to turn off their phones, laptops, or tablets will not make the violence go away. Posts that are directed at the target still exist beyond the **target's** participation on social media. If someone is being targeted for online violence, it should not be ignored. To learn more about helping a target of cyberviolence, please refer to page 16.

They deserved it:

No one deserves being humiliated or harassed online. If you see something online that could hurt someone, please report it. If you receive messages containing information or pictures that you believe is intended to humiliate someone, do not engage in spreading the content, and express your disapproval to the person who sent it. If you receive sexual, intimate, or nude photo of someone, you can report the violence to the Canadian Centre for Child Protection by visiting this website: <https://www.cybertip.ca/app/en/report>

It is also important to note that being a target of cyberviolence is not an indication of **someone's character or intelligence**. To prevent cyberviolence, it is important to

recognize that cases of cyberviolence say more about the perpetrators character than the targets.

Once it's online, it's there forever:

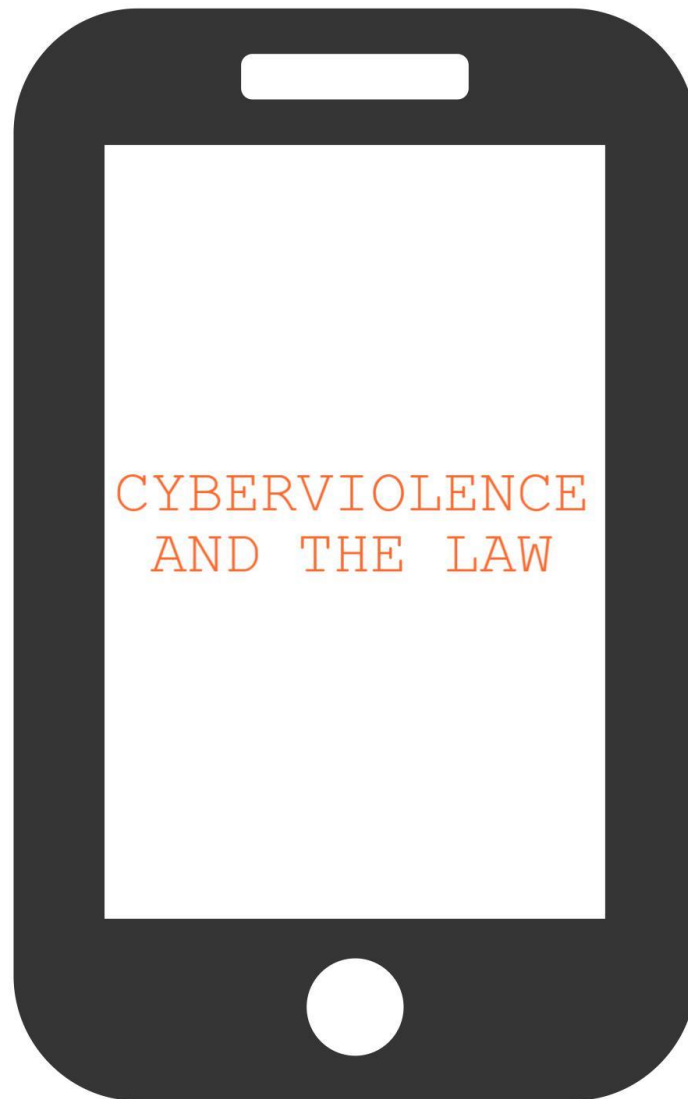
Once something is posted online, the target has a lack of control over who will “screen shot” or save it, and possibly redistribute it in the future. However, “once it's online, it's there forever” is often interpreted as nothing can be done and no one will help. This interpretation is false, and there are many people working hard to stop the distribution of harmful content. If you or someone you know is being harmed online, you can report the violence to the Canadian Centre for Child Protection by visiting this website: <https://www.cybertip.ca/app/en/report>

Cyberviolence and cyberbullying are interchangeable:

Many people use the terms “cyberviolence” and “cyberbullying” interchangeably, however, the two terms have different meanings. **Cyberviolence** means “a range of harmful activities through use of information and communication technologies”. **Cyberbullying** means “various forms of online harassment”. **Cyberviolence has a broader definition**, whereas cyberbullying has a narrower definition. To learn more about differentiating between these two terms, you can refer to **Ria Hanewald's “Confronting the Pedagogical Challenge of Cyber Safety”** by clicking [here!](#)

I won't get in trouble because I am a minor:

For crimes of cyberviolence, there are mandatory minimum sentences regardless of age. If you are found guilty of sharing intimate images of a minor, you will face time in prison and be put on a sexual offenders list.



This section of the toolkit focuses on:
4.1 What is the law on cyberviolence? What are your rights?
4.2 Pathways through the justice system

4.1 WHAT IS THE LAW ON CYBERVIOLENCE? WHAT ARE YOUR RIGHTS?

Did you know that, as a young person, you have special rights? Back in 1989, the United Nations, an organization with representatives from every country in the world, created the *Convention on the Rights of the Child*. This Convention, called the UNCRC for short, sets out 42 rights that all young people under the age of 18 have. It forms a part of the greater human rights framework in international law, which includes documents like the *Universal Declaration of Human Rights*, the *International Covenant on Civil and Political Rights*, the *International Covenant on Economic, Social, and Cultural Rights*, and others. If you want to learn more about human rights, check out this cool video: <https://www.youtube.com/watch?v=oh3BbLk5UIQ>

Canada signed the UNCRC in 1991, and it is meant to inform all the laws in our country as they relate to children and youth. Some of the really important ones everyone should know are:

- The right to non-discrimination: all children and youth have rights, regardless of their language, religion, culture, ethnicity, nationality, gender, sexual orientation, or social status.
- The right to your best interests: when people are making decisions that affect you, they have to take your best interests into account.
- The right to life, survival, and maximum development: you have the right to be alive, and to have your basic rights and needs met so you can develop to your maximum potential.
- The right to have your voice heard: you have the right to participate in decisions that affect you.

So what are your rights when it comes to cyberviolence? Well, first of all, you have the right to live free from violence. Article 19 of the UNCRC says that you have the right to be protected from all forms of harm, including physical harms like abuse and injury, sexual harms like harassment and sexualisation, emotional harms like mental health challenges, sociocultural harms like not being able to access an education, and instances of neglect. When someone has a right, it creates an obligation on everyone else to uphold it; this means that the government, your school, your community, your family, and your friends all have an obligation to make sure no one hurts you. Since all young people have this right, it also means that you have an obligation not to harm anyone else. To learn more about the right to live free from violence, and how New Brunswick as a province is working to protect young people in our communities, check out the provincial [Strategy for the Prevention of Harm for Children and Youth!](#)

Cyberviolence is a form of harm covered by the right to live free from violence under the UNCRC. It is also addressed more specifically in article 16 of the Convention, which

protects young people from “arbitrary or unlawful interference with his or her privacy, family, or correspondence, [and] unlawful attacks on his or her honor and reputation.” This means that we must have laws that protect you from anyone who is trying to harass you online, cyberbully or cyberstalk you, blackmail you, or commit any other act of **cyberviolence toward you. Let’s take a look at how the law deals with cyberviolence in Canada!**

In New Brunswick, all young people have the right to a positive learning and working environment. The *Education Act* guarantees a **“positive learning and working environment” free from “bullying, cyberbullying, harassment and other forms of disruptive or non-tolerated behavior or misconduct, including behavior or misconduct that occurs outside school hours and off the school grounds to the extent the behavior or misconduct affects the school environment”** (*Education Act* s. 1). If another person violates your right to a positive learning environment, your school is obligated to help you fix the situation. The same is true of your workplace; your employer must provide you with a safe and inclusive working environment.

Who Can Help?

Many individuals have the capacity to help in cases of cyberviolence. It is important to be aware that certain people may have different obligations when situations of violence are disclosed to them.

There are general obligations under the [Family Services Act](#) to report harm. Also, certain professionals have taken an oath to act in the public interest and pursue charges when necessary.

Many professionals are required to state the limitations to confidentiality in a professional relationship. If this is not discussed prior to service delivery, the professional may be neglecting one of their obligations.

Cyberviolence Crimes

What about the very serious situations of cyberviolence? It is important to remember that some forms of cyberviolence are actually crimes in Canada. Here is an overview of the types of acts that can be considered a crime, and what the consequences for those acts are:

1. Criminal Harassment (Criminal Code of Canada s. 264):

Criminal harassment, also known as stalking, occurs when a perpetrator engages in any of the following acts, in a manner that would reasonably cause the target of these acts to fear for their safety, or the safety of another:

- Repeatedly following someone from place to place
- Repeatedly tormenting someone through a form of communication, including through text messages, phone calls, blogs, and/ or social media

- Watching the home, place of work, school, or any other place that a target usually frequents
- Engaging in threatening conduct toward someone

Even if the perpetrator did not intend to frighten the target, they can still be charged with criminal harassment. The consequences for someone found guilty of criminal harassment vary from a fine to up to 10 years in prison.

2. Assault (Criminal Code of Canada s. 266):

Assault occurs when a perpetrator:

- Intentionally applies force to another person without their consent;
- Attempts or threatens to apply force on another person, if the target has reason to believe that the perpetrator has the ability to effect his purpose; or
- Accosts or impedes another person while openly carrying a weapon.

Acts of force include pushing, tripping, slapping, hitting or spitting at a target, as well as punching, kicking or using any form of weapon. If the perpetrator is found guilty of assault, they may have to serve anywhere between 1 month to 14 years in prison.

3. Threats (Criminal Code of Canada s. 264.1):

Threatening occurs when someone knowingly utters or conveys to a target a threat

- To cause death or bodily harm to any person;
- To burn, destroy or damage real or personal property; or
- To kill, poison or injure an animal or bird that is the property of any person.

Someone who is convicted of threatening another person can serve a prison sentence of up to two years.

4. Publishing Intimate Images Without Consent (Criminal Code of Canada s. 162.1)

This crime is a new offence that was added to the Criminal Code in 2014 to protect targets of cyberviolence. It makes it illegal for a perpetrator to share intimate images, usually nude photos, of anyone without their consent. It does not matter how old the target is—it is illegal to share any kind of audiovisual material that depicts someone in an intimate situation unless they have told you that you can share it. If a perpetrator is found guilty of this act, they may be punished with up to five years in prison. If someone is convicted of this crime, judges can also:

- Order the removal of the image from the internet
- Seize the computer, cell phone, or other electronic device of the perpetrator
- Order the perpetrator to pay the target whatever the costs were for removing the intimate image from the internet or elsewhere

If you want to find out more about your rights under the UNCRC, check out this [link](#).

4.2 PATHWAYS THROUGH THE JUSTICE SYSTEM

It is important for targets or victims of crimes to know that [Victim Services](#) exist, and what they have to offer. Victim Services can provide:

- information on the criminal justice system including extrajudicial processes (out-of-court measures) and the court process;
- referrals for counselling to assist in dealing with the trauma of being victimized
- court preparation and support;
- information about possible financial benefits and remedies that may be available for victims of crime;
- assistance in preparing a Victim Impact Statement, if the accused is convicted;
- information on sentencing outcome, if the accused is convicted;
- **Victim notification of the offender's release, if the offender is incarcerated.**

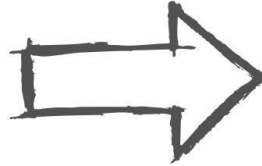
The following 2 pages are diagrams of the pathways of perpetrators and targets of cyberviolence



Pathway of a Perpetrator of Cyberviolence through the Justice System

POLICE INVESTIGATION

The police will investigate the situation, compile information, and forward the file to a Crown Prosecutor



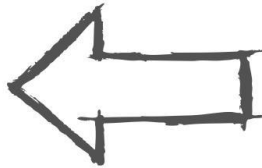
ARREST AND CHARGE

Police execute a search warrant and seize all electronic devices for an extended period of time or forever. The Crown Prosecutor will decide whether there is enough evidence to lay a charge against the accused



FIRST APPEARANCE

The accused will appear before the Court, and plead guilty not guilty. If they plead guilty, they will be convicted right away, and sentenced to punishment



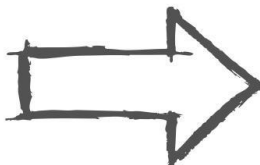
COURT SERVICES

If the charge is approved, the Prosecutor sends the file to Court Services to set a date for First Appearance



TRIAL

If the accused pleads not guilty, the case will go to trial. The target of the violence may or may not have to testify



SENTENCE

If the Court decides that there is enough evidence to find the accused guilty "beyond a reasonable doubt" they will sentence them to punishment



Pathway of a Target of Cyberviolence through the Justice System

POLICE INVESTIGATION

The police will investigate the situation, compile information, and refer you to victim services



VICTIM SERVICES

Victim Services will help explain the criminal justice system to you, and refer you to counselling if needed



FIRST APPEARANCE

You do not have to attend the First Appearance, but you can if you want to. Someone from victim Services can also accompany you if you feel uncomfortable



COURT PREP

If the charge is laid, Victim Services will help prepare you for going to court



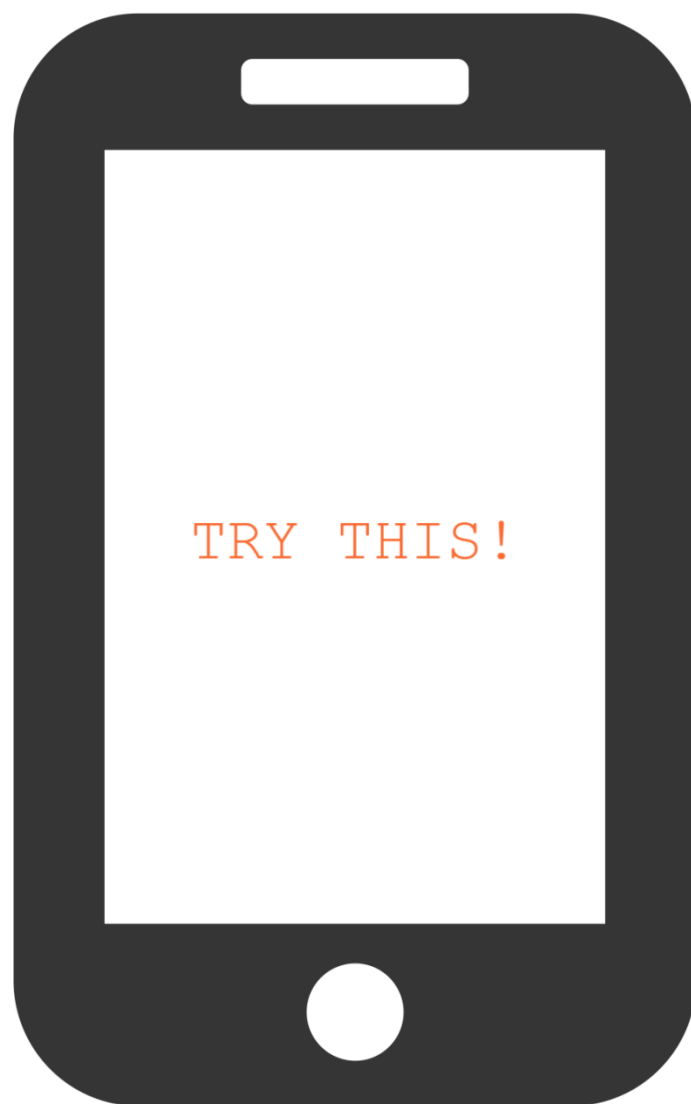
TRIAL

If the case goes to trial, you may be asked to testify. Both the prosecutor and defence lawyer will ask you questions about what happened



SENTENCE

If the Court decides that there is enough evidence to find the accused guilty "beyond a reasonable doubt", they will ask you to prepare a Victim Impact Assessment, to show the impact the crime has on you



This section of the toolkit focuses on:
5.1 Being proactive, not reactive
5.2 Hosting an inter-generational panel discussion in your community
5.3 Activity: The masks we wear

5.1 BEING PROACTIVE, NOT REACTIVE

Proactive means: Creating or controlling a situation by causing something to happen rather than responding to it after it has happened

Reactive means: Acting in response to a situation rather than creating or controlling it

Youth provided recommendations to adults who may be dealing with a child or youth who is experiencing cyberviolence, which highlight the need for more proactive and less reactive responses to the issue. These recommendations include:

- **Don't just start freaking out**
- Learn to be open
- Learn to be comfortable talking about it
- Be subtle and respect our privacy
- Avoid victim blaming
- **Don't tell the child or youth to shut off their devices**

Discussions about cyberviolence often spike after it happens, and policies regarding the issue may be introduced as a result of a cyberviolence attack. We know cyberviolence is a prevalent issue that is highly impacting children and youth, so why are we waiting until someone is impacted by this violence to have conversations about it?

Below are some questions you can ask to be a proactive adult and learn more about a **child/youth's relationship with technology**:

- *What are your favorite things to do online?*
- *What do you think are the benefits of the internet and social media?*
- *Do you know your online friends personally?*
- *Do you feel as if the way you present yourself online represents who you are?*
- *Has anyone ever asked you anything uncomfortable online? If so, how did you handle it?*
- *Do you feel safe online?*
- *If you ran into an issue online, would you tell anyone? If so, who?*
- *Is there anything I can do or learn about to be more approachable if you ever need to talk to me?*

5.2 HOST AN INTER-GENERATIONAL PANEL DISCUSSION IN YOUR COMMUNITY

In January 2017, an inter-generational panel discussion on the topic of cyberviolence was held in Fredericton NB. This opportunity helped us understand the differences in the way youth and adults think about the issue and created a safe space begin this important dialogue.

Intergenerational panel discussions may be a helpful way to address any issues in which adults and youth think very differently about. Here are the steps we took to host one!

- 1) *Pick an issue that children, youth, and adults see very differently.* Consider why this issue is important to address and how it impacts your community.
- 2) *Decide on an objective.* What do you hope to learn by addressing this issue in your community?
- 3) *Find a facilitator.* Ideally, a facilitator will have background knowledge of the issue. A facilitator may be:
 - Someone who is comfortable speaking in front of groups
 - Someone who can ensure the conversation is relevant and is not afraid to steer the conversation back on track
 - Someone that has previous experience facilitating discussions
 - Non biased
- 4) *Identify a panel.* It is beneficial to have a panel that is highly invested and passionate about the issue.
- 5) *Identify supports.* If the topic is one that may trigger emotions, so it is important to have the supports in place.
- 6) *Create questions to ask panel.* The amount of questions may depend on the length **of the event. It's important to have extra questions in the event that not a lot of** discussion is generated.
- 7) *Create a power point presentation.* This will help the discussion maintain on track
- 8) *Promote event.* In the aim of having equal attendance from youth and adults, ensure that the way you are promoting the event will reach these groups.
- 9) *Secure a location.* The best locations are accessible.
- 10) *Host the event!* Depending on the objective of the event, you may wish to have an evaluation component at the end!

The following page includes highlights from the inter-generational panel discussion on cyberviolence!

ADULTS

In my time, bullying was at school... It usually did not follow me home. Now it does. It is also not private, as bystanders see the bullying happening.

We get judged as an adult differently than youth. We text while walking but do not get shut down.

Youth could have two or three people to support them. Depending on the issue, they may want to talk to a particular person.

Adults want to manage the pain our children feel, but this can be difficult. As parents, we need to stop, breathe, listen, and not flip out.

YOUTH

Many adults think that kids disconnect from the world when online. What they need to focus on is how the youth are connecting to the technology and how informative this can be for them.

Adults need to educate themselves about the sites and apps that kids are using. Kids need the adult to trust them- not take their cell phones away

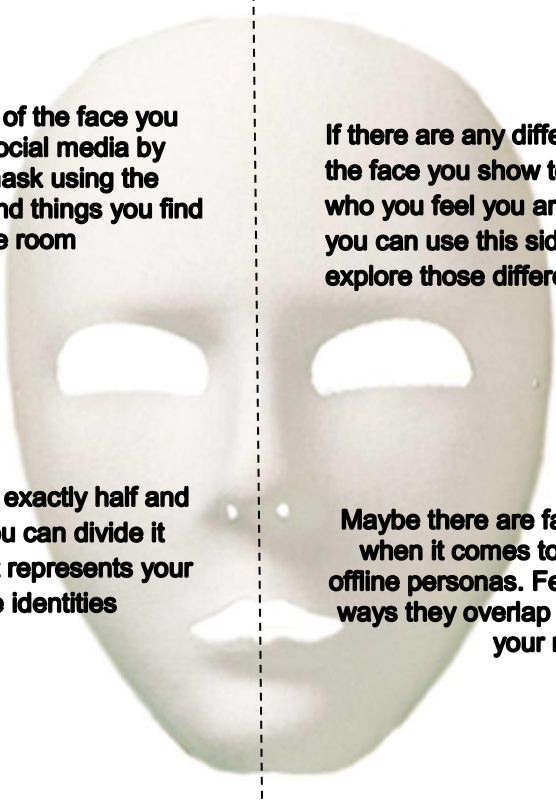
We see teens on their phone as antisocial when actually they are very social.

Safety comes from open dialogue between youth and adults in every domain of like. I feel grateful because I had enough dialogue with my parents and I created my group of friends online that supported me.

5.3 ACTIVITY: THE MASKS WE WEAR

The Provincial Youth Advisory Committee explored the topic of online and offline identity by making a mask that represented how they present themselves online, and who they feel they are on the inside.

Gather some masks and crafty materials, and you can facilitate this activity!



Create a depiction of the face you show others on social media by designing your mask using the materials provided and things you find around the room

If there are any differences between the face you show to others online and who you feel you are on the inside, you can use this side of the mask to explore those differences

Your mask may not be exactly half and half... That's ok – you can divide it however you think best represents your online and offline identities

Maybe there are factors that overlap when it comes to your online and offline personas. Feel free to show the ways they overlap in how you design your mask

There is no right or wrong way to do this project, just explore the materials that are available and create whatever comes to your mind!

Sketches and notes:

ONLINE RESOURCES

If you or someone you know is experiencing cyberviolence or related issues, or you would like to learn more about the issue, you may find these resources helpful!

- [Canadian Mental Health Association New Brunswick](#)
- [Cybertip.ca](#)
- [Fredericton Sexual Assault Centre](#)
- [Kids Help Phone](#)
- [Kids in the Know](#)
- [The Link Program](#)
- [Love Shouldn't Hurt](#)
- [Mediasmarts](#)
- [Needhelpnow.ca](#)
- [RCMP: Bullying and Cyberbullying](#)
- [Take Back the Tech](#)
- [Tech without Violence](#)
- [Women's Equality Branch](#)

PHONE BASED RESOURCES

- If urgent, call 911
- New Brunswick Eating Disorders Support Group
459-3405
- YWCA Eating Disorders Resource Centre (girls only)
855-4349
- CHIMO
450-2937 (24\7)
1-800-263-2266 (24\7)
- KIDS HELP PHONE
1-800-668-6868 (24\7)
- Tel-Jeunes
1-800-263-2266
- Canadian Mental Health Association of NB:
859-8114
1-800-263-2266 (24\7)
- KIDS HELP PHONE

- 1-800-668-6868 (24/7)
- Suicide Line - First Nations
1-855-379-2099 (24/7)
- Fredericton Sexual Assault Crisis Centre
1-506-454-0437

REGIONAL RESOURCES

Restigouche

- [Helping Tree](#)

Acadian Peninsula

- [Helping Tree](#)

Kedgwick / Saint-Quentin

- [Helping Tree](#)

Chaleur

- [Helping Tree](#)

Madawaska

- [Helping Tree](#)

Miramichi

- [Helping Tree](#)

Grand Falls

- [Helping Tree](#)

Kent County

- [Helping Tree](#)

Woodstock/ Upper River Valley

- [Helping Tree](#)

Moncton

- [Decisional Tree](#)
- [Other resources available \(The Link Program\)](#)

Fredericton

- [Helping Tree](#)
- [Fredericton Sexual Assault Centre](#)

Sussex

- [Helping Tree](#)

Saint John

- [Helping Tree](#)

St. Stephen

- [Helping Tree](#)

Hampton / Kennebecasis Valley

- [Helping Tree](#)

Tantramar

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