

WORKSHOP FOR QUEBEC TEACHERS

ON ANTI-RACISM, AND CYBERBULLYING AND MYSOGYNY

With the collaboration of:

Léa Clermont-Dion, Éva Roy, La Ruelle Films, Vivek Venkatesh,
Safia Boufalaas

Research and writing:

Lamiaie Aidi & Kaida Kobylka

Design of the layout:

Marguerite Marion-Reyes

Centre for the Study of Learning and Performance,
Concordia University, Montreal

Table of Contents

• A Primer on Cyberbullying in Canada	4
• What are cyberbullying offences under the Criminal Code?	4
• Thematic Questions	6
• Documentary Questions: Attacked: Hate in the Digital Age	7
• Definitions	8
• Empathy and Compassion: What's the difference?	9
• Reflections	12
• Brainstorming Lesson Plans	13
• Dialogue and civic action through art education: The self-portrait with Shadi Ghadirian	14
• Resources	16
• Suggested Readings and Pedagogical Toolkits	17

A Primer on Cyberbullying in Canada

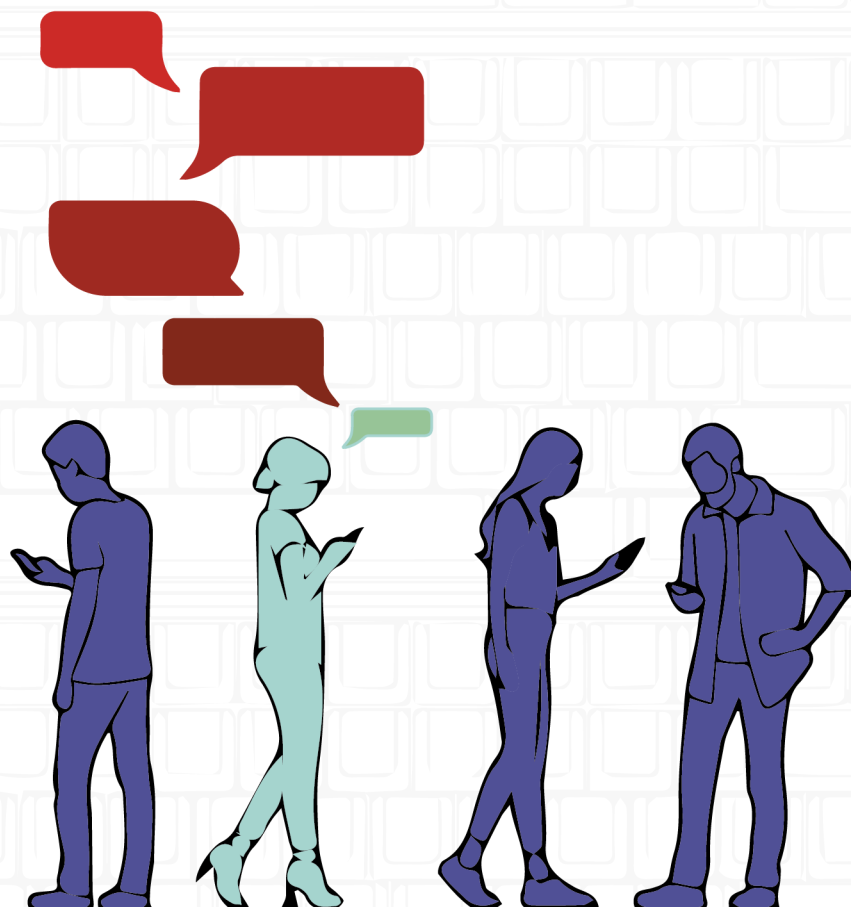
In Canada, cyberbullying has been defined as **a public health problem, an educational issue, and a problem of justice**. Cyberbullying is similar to traditional face-to-face bullying with computer-mediated communication as a new element. Bill C-13, the **Protecting Canadians from Online Crime Act**, was introduced by the Canadian government to take aim at cyberbullying (online bullying) and took effect on March 10, 2015. The Act includes amendments to Canada's *Criminal Code*, the *Canada Evidence Act*, the *Competition Act* and the *Mutual Legal Assistance in Criminal Matters Act*.

What are cyberbullying offences under the Criminal Code?

- Criminal harassment (e.g., texts, phone calls, and/or emails that cause the other person to fear for their safety)
- Child pornography (e.g., sharing intimate photos and videos of minors under the age of 18)
- Uttering threats and extortion (e.g., threatening to share someone's personal information to others if they don't do as told)
- Assault (e.g., threats or acts of non-consensual force, violence, bodily harm, or destruction of personal property)
- Identity theft/fraud (e.g., creating a fake online profile to ruin someone's reputation)
- Defamatory libel (e.g., spreading rumours about someone)

And yet:

- Statistics show that, as of 2019, one in four teens (25%) aged 12 to 17 reported experiencing cyberbullying in the previous year. Being threatened or insulted online or by text messages was the most common form, at 16%. This was followed by being purposefully excluded from an online community (13%) and having hurtful information posted on the Internet (9%).
- Among those aged 12 to 17, rates of cyberbullying increased with age, rising from 20% at age 12 to 27% by age 17. This upswing could reflect increased Internet use—specifically social media usage—with age. The largest increase in cyberbullying prevalence related to being threatened or insulted online or by text messages (from 11% at age 12 to 19% at age 17).
- The types of harassment that girls continue facing in Canada are abusive and insulting language (72%), purposeful embarrassment (64%), body shaming (61%), sexual harassment (55%) and stalking (51%).



Thematic Questions:

What do you know about the term **misogyny**? What does this term mean to you?

.....

.....

.....

.....

.....

.....

.....

Are you familiar with terms like **bullying** and **cyber-bullying**? What could they mean?

.....

.....

.....

.....

.....

.....

.....

Documentary Questions: Attacked: Hate in the Digital Age

What is the film about?

.....

.....

.....

.....

.....

.....



Do films have an impact on how we view the world?

.....

.....

.....

What are your compassionate responses?

.....

.....

.....

How can we use media, literature, or art to create compassion?

.....

.....

.....

Definitions

Islamophobia

An irrational fear of, aversion to, or discrimination against Islam or people who practice Islam. (Merriam Webster Dictionary, 2023).

Misogyny

A hatred of, aversion to, or prejudice against women. (Merriam Webster Dictionary, 2023)

Oppression

Inaccurate preconceptions and unfair treatments of certain groups of people may lead to a creation of a society that generally favours or benefits some people while harming others and the resulting condition of inequality between people is oppression. Oppression can be a condition, wherein groups of people have unequal power, or it can be a process, where dominant or privileged groups use their power to exert violence on, exploit, marginalize, or otherwise make them inferior to the dominant group (David & Derthick, 2018).

Pluralism

A state of society in which members of diverse ethnic, racial, religious, or social groups maintain and develop their traditional culture or special interest within the confines of a common civilization (Merriam Webster Dictionary, 2023). Everyone thinks differently, and the way they think is influenced by many things in their life- their parents, teachers, friends, work, and life experiences. Since everyone lives individual lives, it can't be expected that we all approach situations and react to them in the same way- we react to situations depending on our prior knowledge and experiences. Knowing this, we need to respect that everyone has a different point of view and instead of viewing it as a bad thing to be different, see it as a strength and use our diverse viewpoints to create compassion for each other and broaden our own experiences.

Empathy and Compassion: What's the Difference?

Social Imagination

Text, art, and videos can allow people to develop a “social imagination” so they can imagine various possibilities and versions of themselves and just societies. Once they can do this, they are better prepared to build worlds they want to see (Mirra, 2018, p. 5). Everyone has perspectives, but they are simply one perspective out of many.

4 Kinds of Empathy

There are four different kinds of empathy that can be created (Mirra, 2018, p. 11):

1. false empathy: not humanizing, but wants to create action
2. imaginative refusal: not humanizing, no action
3. individual empathy: humanizing, no action
4. critical civic empathy: humanizing, action.

(Mirra, 2018, p. 11)

The empathy that is ideally created is critical civic empathy; one that humanizes other perspectives and creates actual action that works toward building further compassion or a more just society.

What are the dangers of empathy?

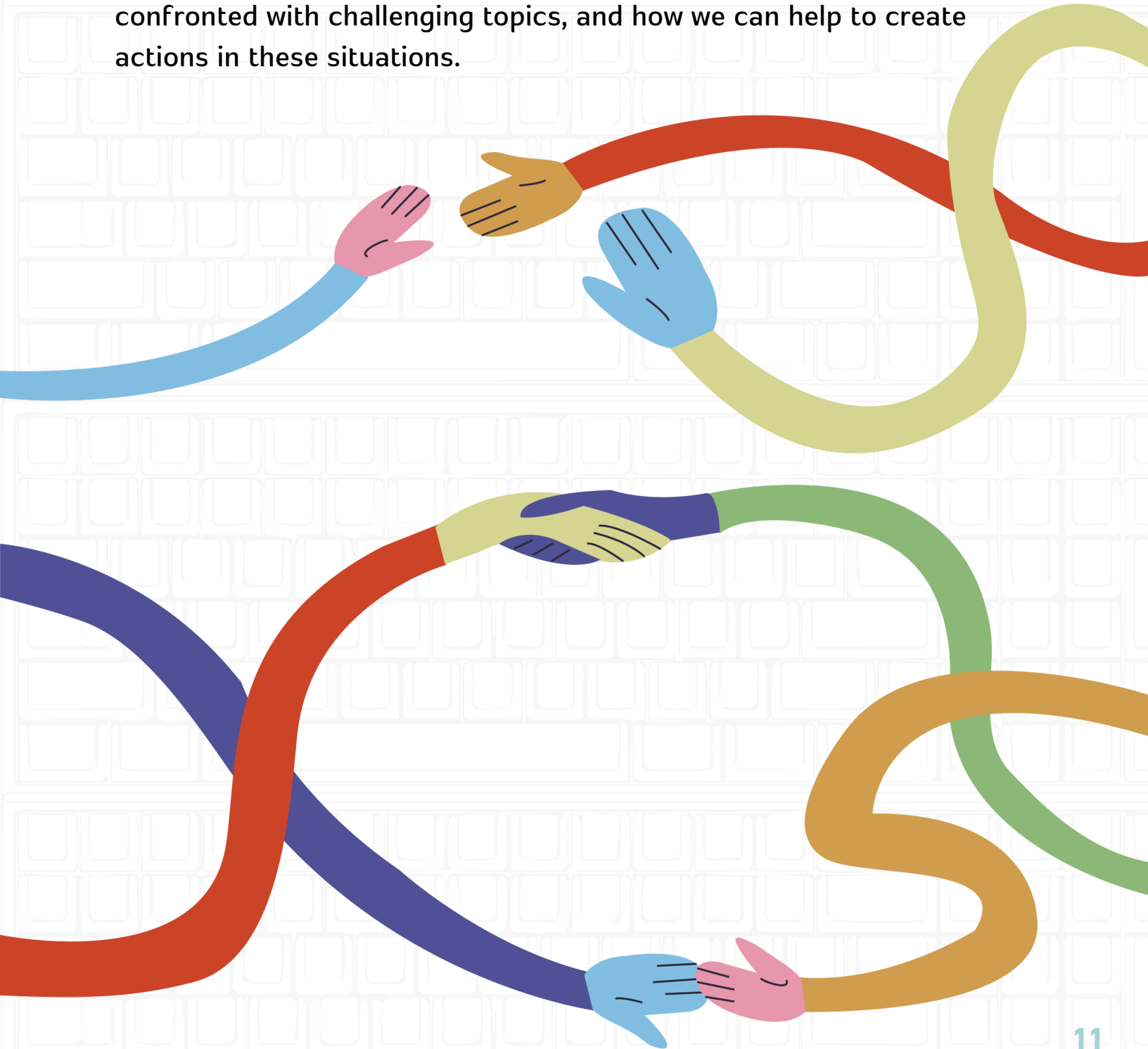
As we have seen above, there can be four kinds of empathy, the least effective of which is imaginative refusal. This can inspire the idea that you can completely imagine someone's life without nuance- because, of course, it is impossible to completely feel what someone else is feeling. In addition, gaining empathy does not necessarily mean that the person who is empathic is also tolerant or considering any kind of actions that would help or imagine just societies (Palmer, 2018, p.35).

What is a better word to use?

A better word to use in these situations, and a better goal to have, is to gain compassion. Compassion is seeing the suffering of others and doing something to address the suffering. When we see how we are connected to all life, compassion can arise naturally. Extended compassion, however, is impartial and needs to be cultivated. Here we see others, who may come from different cultures, have the same needs as those close to us. Both instinctive and extended compassion require both an emotional and cognitive component. The cognitive element involves seeing the causes of suffering. Only by seeing deeply into the situation will one begin to see the conditions that give rise to suffering and it is these conditions that must be addressed. (Miller, 2021, p.2) By seeing the situation and understanding all aspects of it, we can build understanding, care, and create action.

How do we create compassion for others?

We must analyze ourselves and look inwards to what our social position and power is, our privileges, and how our personal experiences come to the forefront in how we feel about everyday situations. We must then use this knowledge to be self-aware when we are confronted with challenging topics, and how we can help to create actions in these situations.



Reflections

For teachers

- Do you have to stay in your lane and only teach about your single subject, or can you think of creative ways to broaden it using your own expertise and some bridge-building? What are some bridges you can build between your subject, your interests, and the topic of islamophobia?
- What can you learn from students? How can you keep an open and inquisitive mind? How can you give up some control and keep the classroom a safe space?
- Who are other teachers you can collaborate with to fill gaps in knowledge to create successful bridges?
- What are ways these lessons can be brought outside of the classroom?
- Think about ways that politics are implicitly taught in curriculums; what is taught, what is left out? Who are the students in your classroom, and what are their bubbles?

For Students

- Has your perspective changed after watching the video?
- Why is compassion important? What has been a moment in your life where you were compassionate? Where can you work on being more compassionate?
- What were actions that were taken in the video?
- Brainstorm ways in which you could display critical civic empathy in normal life, and what kind of actions can be taken, even if they are small.

Brainstorming Lesson Plans

Dialogue and Civic Action through Art Education

for 12-17 years

Lesson Plan Theme

Cyber-bullying, Racism, Mysogyny

Course Description

Course Goals

Course Objective

Learning Outcomes

Dialogue and civic action through art education:

The self-portrait with Shadi Ghadirian

Look at **Shadi Ghadirian's** self portraits, then ask students to create their own self-portraits based on her concepts.

Challenging the international preconceptions of women's roles within an Islamic state, Tehran-based artist Shadi Ghadirian's photographs draw from her own experiences as a modern woman living within the ancient codes of Shariah law. Her images describe a positive and holistic female identity, humorously taking issue with the traditional roles by which women - both in the Middle East and universally - have been defined.

https://www.saatchigallery.com/artist/shadi_ghadirian



Shadi Ghadirian, Untitled from the Ghajar Series, 1998-1999.
C-print.
213 x 152 cm



Shadi Ghadirian, Untitled from the Ghajar Series, 1998-1999.
C-print.
213 x 152 cm

Questions to ask students while looking at Ghadirian's portraits

- Questions to ask students while looking at Ghadirian's portraits: What do you see in these photographs?
- Who are these people?
- When were the photos taken?
- What kinds of stereotypes do they imply? How do you know?
- What kinds of messages are in them? What is the comparison?
- If you were to take a similar picture, how would you position yourself? What would the background be? What stereotypes would you address? What is the object you would hold that challenges these stereotypes?

Concepts: Pluralism, being a bystander and being an active, compassionate witness who can create action.



Shadi Ghadirian, *Like Everyday Series*, 2000-2001.
C-print.
183 x 183 cm

Resources

- (2023) Merriam-Webster Dictionary, <https://www.merriam-webster.com/>
- Ang, Rebecca P. and Dion H. Goh. 2010. "Cyberbullying among adolescents: The role of affective and cognitive empathy, and gender." *Child Psychiatry & Human Development* 41 (4) August: 387–397.
- David, EJR & Derthick, A. (2018) *The Psychology of Oppression*. Springer.
- Mirra, N. (2018) *Educating for Empathy: Literacy Learning and Civic Engagement*. Teacher's College Press.
- Baroncelli, Andrea and Enrica Ciucci. 2014. "Unique effects of different components of trait emotional intelligence in traditional bullying and cyberbullying." *Journal of Adolescence* 37 (6) August: 807–815.
- Bauman, Sheri. 2013. "Cyberbullying: What does the research tell us?" *Theory into Practice* 52 (4) October: 249–256.
- Beale, A.V. and Kimberly R. Hall. 2007. "Cyberbullying: What school administrators (and parents) can do." *The Clearing House* 81 (1) September – October: 8–12.
- María Teresa Chamizo-Nieto, Agustín Wallace, Lourdes Rey, Anti-cyberbullying interventions at school: Comparing the effectiveness of gratitude and psychoeducational programmes, *The Journal of Positive Psychology*, 10.1080/17439760.2023.2170821, (1-10), (2023).
- Miller, J. (2021) Educating for compassion and mutual accommodation. *International Journal of Educational Research*, 109 (2021) <https://doi.org/10.1016/j.ijer.2021.101847>
- Moses Moyo, Osman Sadeck, Nyarai Tunjera, Agnes Chigona, Investigating Cyber Security Awareness Among Preservice Teachers During the COVID-19 Pandemic, *Information Systems*, 10.1007/978-3-030-95947-0_38, (527-550), (2022).
- Palmer, J. (2018) Empathy. *Brock Education Journal*, 27 (2), 34-37 <https://doi.org/10.26522/brocked.v27i2.574>
- Saatchi Gallery (n.d.) Shadi Ghadirian. Retrieved September 5, 2023, from http://www.saatchigallery.com/artist/shadi_ghadirian
- Alberta. Alberta Education. School Technology Branch. 2012. *Digital Citizenship Policy Development Guide*. Available at <https://education.alberta.ca/media/3227621/digital-citizenship-policy-development-guide.pdf>

Suggested Readings and Pedagogical Toolkits

Bronfenbrenner's Ecosystems model:

- <https://www.simplypsychology.org/bronfenbrenner.html>
- <https://stopcyberviolence.org/>
- <https://archipel.uqam.ca/1206/>

You can refer to:

- Approches pédagogiques p. 151 to 155.
- p. 170 for the 5 steps (general logic) for the activity
- pages 188-189 (Activity D2) give an example of a simple activity around injustice.

Empathy in the classroom:

- <https://www.teachthought.com/pedagogy/quick-guide-teaching-empathy-classroom/>

Other pedagogy approaches:

- <https://communagir.org/contenus-et-outils/communagir-pour-emporter/les-outils-d-animation/>
- <https://www.liberatingstructures.com/ls/>
- <https://www.unicef.org/end-violence/how-to-stop-cyberbullying>

Optional art education approaches:

- Pedagogical Approaches by Artists Syrian-American rapper Mona Haydar's music video Hijabi (and lyrics hand-out) <https://www.youtube.com/watch?v=NoFWEAevluQ>

Pedagogical Guide (SAÉ): Cyberviolences chez les jeunes

- <https://stoplescyberviolences.ca/ressources-pedagogiques/>



