



CYBERVIOLENCE WORKSHOPS REPORT



2024



With the collaboration of :

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allouche

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MEET THE TEAM

Safia Boufalaas - Coordinator , workshop leader & facilitator



Safia Boufalaas is a research professional and doctoral student, she is deeply interested in exploring the themes of violence and transgression within the context of criminal groups, with a particular focus on the concept of identity. Adopting a decriminalizing perspective, she employs documentaries to delve into the socio-economic context, gender, and identity, aiming to understand the factors that lead individuals down this path. Prior to her career in research, she worked as a social and community facilitator in France across various settings. Notably, she was involved in an abolitionist organization dedicated to supporting victims and survivors of human trafficking, as well as working in secondary schools and shelters for girls at risk. In her role for the CSLP, she acts as a community mobilizer, leveraging her experience in social intervention and her expertise as a researcher to examine the relationships and tensions among practitioners, theorists, and institutions. She approaches these collaborations with communities—particularly those that are racialized and marginalized—through an ethical lens and an anti-extractivist philosophy, ensuring that her work is respectful and beneficial to the communities she engages with.

She is the co-creator of this workshop series alongside Emma June Huebner.

Emma June Huebner - Workshop leader & facilitator



Emma June Huebner is a doctoral student in art education at Concordia University, a multidisciplinary artist and a high school media arts teacher. Emma's research interests range from museum education and new technologies to filmmaking and digital art practices in schools. With Julie Talbot, she is also co-founder of the Canadian Youth Festival.

She is the co-creator of this workshop series which are an extension to the 8 weeks syllabus that she created with Eva Roy.

Daniela Fundaro - Facilitator & Liaison with the schools



Daniela Fundaro is an artist, educator, and researcher dedicated to exploring the intersections between art, education, and mindfulness. She is currently pursuing a master's degree in Art Education at Concordia University, where her research focuses on the use of mindfulness strategies in artistic practice and how this can inform pedagogy in the classroom. She has a Bachelor of Arts in Art Education from Concordia University, where she honed her artistic and educator skills. Daniela works as a visual art and media educator at the secondary level. She quickly discovered that teaching was about imparting knowledge and creating a safe and supportive space for students to explore their creativity and express themselves. Daniela's interest in pedagogy, psychology, art therapy, and mindfulness has also informed her artwork. She uses her art as a means of exploring ideas of relationships with colours, the unconscious mind, intuition, and aspects of happiness and grief. Her work is deeply personal and reflective, drawing on her own experiences as well as the experiences of those around her. In her research, Daniela is exploring how mindfulness practices can be incorporated into artistic practice and how this can inform pedagogy in the classroom. She believes art can be a powerful tool for cultivating mindfulness and helping students connect.

Anna Cristina Ignacio - Facilitator & Evaluation



Anna Cristina Ignacio is a Filipino art educator, entrepreneur, and the creative force behind Kiddie Art Kart, a Manila-based traveling art studio for children. With a background in industrial design, project and business management, Anna has developed and facilitated numerous engaging art workshops and events that have delighted and inspired young artists across the Philippines. Currently pursuing a master's in art education at Concordia University, Anna brings over a decade

of experience in early childhood and elementary art education to her work. With her combined creative and strategic business expertise, Anna designs teacher-training workshops for art programs in schools and communities. In addition to her contributions to art education, she is a passionate advocate of creative empowerment and safety in digital spaces. As facilitator for cyberviolence workshops, she leverages her extensive experience to create safe and supportive environments for artistic expression, both online and offline.

Ana Milic - Facilitator



Ana Milic (she/her) is currently a master's student at Concordia University's Individualized Program in Social Sciences. She is currently working on her queer oral history thesis project, which seeks to understand the personal and emotional legacies of queer migrants from post-socialist and post-conflict contexts. In doing the research, she seeks to understand trans-regional solidarity and explore how the local and agentic expressions of queerness can be mobilized to resist imperialism, capitalism and nationalism globally.

Her research interests include immigration and ethnic history, postconflict memory, histories of queer communities, diaspora studies.

naveed L. salek nejad - Facilitator



naveed L. salek nejad [they/them] is an artist, independent scholar, and cultural mediator. They live between Berlin and Tiohtiá:ke, holding a MA in Humanities from Concordia University.

zeina ismail allouche - Consultant on Child and Youth protection



zeina ismail allouche has a PHD in Social Sciences and Arts with over 25 years of experience in the field of child protection, gender-based violence, and child trafficking for illegal transracial/international adoption practices. She has assumed leadership positions within numerous international organizations. Zeina has contributed to international initiatives promoting family strengthening to prevent separation and lead integrated reform initiatives to reform the child protection sector in many countries. She collaborated with Georgetown University to design and deliver a child protection specialist training program with a focus on interdisciplinary and comprehensive case management. She developed a policy on child protection for media (UNICEF Lebanon). An oral history/autoethnography storyteller and performer, Zeina is grounded in Indigenous methodologies and decolonized research practice. She contributed to various publications advocating for child protection, with a specific focus on gender-based Violence, transracial/international adoption, child protection in the media, and the rights of children without parental care.

For this project, zeina, was our training consultant. She offered a training on child protection, a training on communication skills and the project ended with a reflexive workshop.

INTRODUCTION



Credits : Vince Lacroce

The **Explore Your Echo** workshops were developed in response to a request from a secondary school grappling with cyberbullying issues in March 2023. After a meeting with the school administration, it became clear that there was a need for a space where youth could share their experiences and learn to navigate online spaces, especially in the face of increasing online hate speech.

Emma June and Safia assumed this responsibility under the guidance of Professor Vivek Venkatesh and with funding from the Ministère de l'enseignement supérieur. The workshop series was inspired by an 8-week syllabus created by Emma June and her colleague Éva Roy. This syllabus was designed to help teachers explore questions related to social media and online hate with their high school students. It encourages teachers to familiarize themselves with theoretical concepts about hate speech, engage in activities that raise awareness and analyze these issues, and create artistic content in response to online hate, such as short-form videos. Drawing inspiration from platforms like TikTok and Instagram Reels, the artistic film project aims to educate the community about the nature of hate, its impacts, and how to counter it effectively.

Given the syllabus's density and informational depth, Emma June and Safia worked to create a more accessible and user-friendly version. They focused on four core concepts: online hate, algorithms, echo chambers, and polarization, simplifying these concepts to make them more understandable. The workshop was designed to be interactive, incorporating various media to facilitate conversations about online hate. Initially created for secondary schools, the workshop was later adapted for primary schools, ensuring its relevance and effectiveness across different age groups.

OVERVIEW



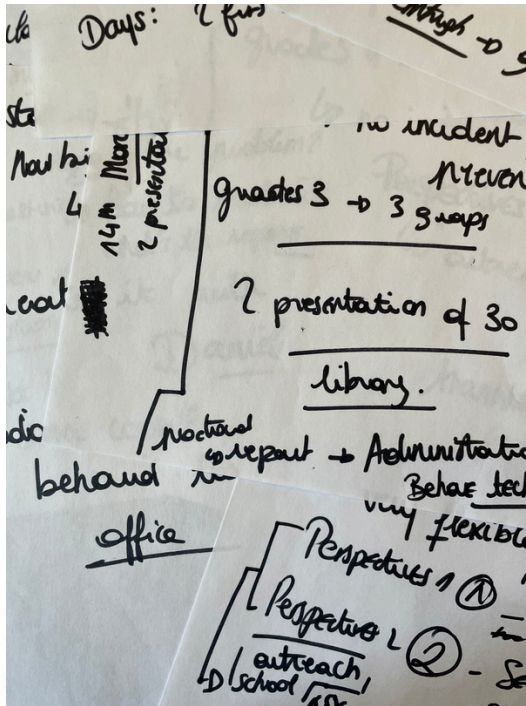
Vision

Addressing cyberbullying among youth is pivotal for nurturing a secure and supportive digital ecosystem. As technology weaves deeper into the fabric of daily life, young individuals find themselves more interconnected than ever before, rendering them vulnerable to the detrimental impacts of cyberbullying. It is imperative that we actively involve the youth in these conversations to ensure the creation of safer online environments. By doing so, we can empower them to navigate the digital world responsibly and foster a culture of respect and understanding in the online community.

Mission

- **Safeguarding Individuals:** The primary goal is to protect individuals, especially those who are more susceptible to online abuse, by combating harassment, bullying, and threats that occur in digital spaces. This involves creating safer online environments where everyone can participate without fear of harm.
- **Enhancing Digital Literacy:** A crucial aspect is to educate and empower individuals with the knowledge and skills needed to navigate the digital world safely. This includes awareness of cyberviolence, strategies for protection, and promoting critical thinking about online content.
- **Fostering Positive Online Communities:** By addressing cyberviolence, we aim to cultivate respectful, inclusive, and healthy digital communities that encourage free expression and participation. This is about making the internet a welcoming space for all users.
- **Advocating for Effective Policies:** Finally, it's important to advocate for and implement policies and laws that effectively address cyberviolence, ensuring they protect individuals' rights and freedoms while safeguarding against online harm.

TRAINING



Training and planning notes

To ensure quality of this project, it was crucial that all team members undergo standardized training and share a unified perspective on conducting the workshops. The training was structured into two distinct components. Initially, we focused on workshop-specific training, covering the content, its comprehension, and effective delivery methods.

Additionally, we wanted to ensure safety within the team by engaging in open, candid conversations that allowed us to be vulnerable and share our concerns. These encounters were instrumental in building trust within the team.

The coordinator, emphasized the importance of her availability throughout the process, should any support be needed, maintaining an approach free of judgment and with an open mind.

Secondary school workshop outline

Name:

Vocabulary

ALGORITHMS
When it comes to social media, algorithms are mathematical equations embedded in the app that analyzes the data the user, consumes. Every like, every shared picture, every search word is stored and analyzed. Then the algorithm predicts the content the user may find interesting. Finally, the algorithm populates the user's feed with that interesting content.

ECHO CHAMBERS
Echo chambers have been defined as interactive clusters of like-minded individuals who spread biased information. It has a pejorative connotation to it, and is present in our societies today.

ONLINE HATE/SPEECH
"Hate speech has been defined as any form of expression – for example by means of speech, images, videos, or online activity – that has the capacity to increase hatred against a person or people because of a characteristic they share, or a group to which they belong." (Johansson, 2019, p. 345)

POLARIZATION
Polarization is the division between two groups of opinions that are entirely opposed (Cambridge Dictionary, n.d.). Social media increases polarization because people tend to interact with people who have similar beliefs to them, in echo chambers. Additionally, algorithms amplify this polarization because they determine which information is presented in your news feed or timeline (Barbero, 2020). Studies have shown that this can cause extremist beliefs, which leads to increased instances of online hate (Gardner, 2022). One way to avoid polarization is to consult news articles and posts that present different sides to a situation from various reliable sources.

Explore Your Echo 3

Media analysis

1. What do you think this meme/discord/video is about?

2. What formal elements are used to communicate this message (sounds, images, videos, words, symbols, emojis, etc.?) Describe the content.

3. What is this piece of media doing? Does it tell a story? Document an event? Present an idea?

Media analysis

4. Does this media bring to mind anything from your own experience, things you heard or things you saw?

5. Has your opinion changed from the first time you saw it until now?

6. How does that make you feel and what would you do if you stumbled on this content or it was sent to you? Brainstorm a few different ideas.

Explore Your Echo

Name _____

Resources for Dealing with Online Hate



Best Practices for Responding to Cyberhate
<https://www.asi.org/best-practices-for-responding-to-cyberhate>

How to Counter Online Racism?
<https://www.concordia.ca/in/resources/trainag/how-to-counter-online-racism/>

Me4asmarts
<https://me4asmarts.ca/>

Online Hate Prevention Institute
<https://ohpi.org.au/>

Council of Europe
<https://www.coe.int/en/web/no-hate-campaign/online-and-social-media-tools>

JUNESSE, J'ECOUTE
 1-800-888-8888 | <https://junesse.jecoute.ca/>

TEL-JUNES
 1-800-283-2288 | <https://www.teljunes.com>

SUICIDE ACTION MONTRÉAL
 514-733-4311 | <https://www.suicideactionmontreal.org>

- IF YOU ARE EXPERIENCING CYBERBULLYING:**
1. Screenshot and exit the environment or the app in which it is taking place
 2. Block the person or the messages and most importantly do NOT answer them
 3. Save the cyberbullying messages or posts (screenshots)
 4. Speak to an adult and call the police if the cyberbullying poses a risk to your physical safety

Explore Your Echo

Primary school workshop outline

Name _____

Explore Your Echo Online Hate Workshop

Write down words or draw ideas that come to mind when you think about online hate.

Someone

Explore Your Echo - 1

Name _____

Resources for Dealing with Online Hate

Best Practices for Responding to Cyberhate
<https://www.asi.org/best-practices-for-responding-to-cyberhate>

How to Counter Online Racism?
<https://www.concordia.ca/in/resources/trainag/how-to-counter-online-racism/>

Me4asmarts
<https://me4asmarts.ca/>

Online Hate Prevention Institute
<https://ohpi.org.au/>

Council of Europe
<https://www.coe.int/en/web/no-hate-campaign/online-and-social-media-tools>

JUNESSE, J'ECOUTE
 1-800-888-8888 | <https://junesse.jecoute.ca/>

TEL-JUNES
 1-800-283-2288 | <https://www.teljunes.com>

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IF YOU ARE EXPERIENCING CYBERBULLYING:

1. Screenshot and exit the environment or the app in which it is taking place
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4. Speak to an adult and call the police if the cyberbullying poses a risk to your physical safety

Explore Your Echo - 4

Scenario analysis

Answer the following questions, based on your assigned scenario.

1. What do you think about this scenario?

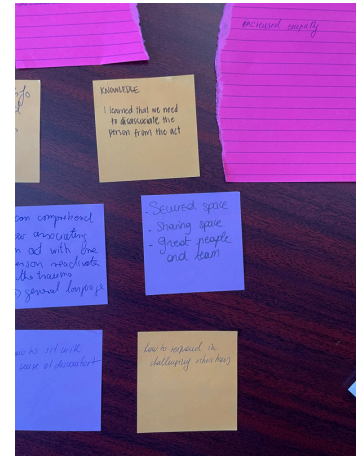
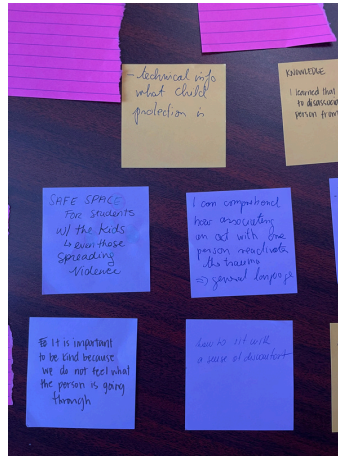
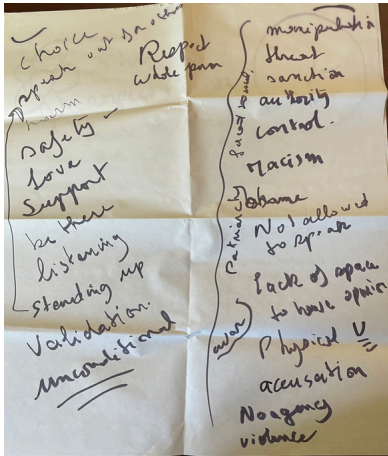
2. How would you have reacted?

3. What steps would you take after this scenario?

Someone

Explore Your Echo - 4

These two workshops outlines are available through our website if you would like to use them <https://www.concordia.ca/research/learning-performance/tools/explore-your-echo.html>



Notes and post-its from our training workshops with zeina ismail allouche

Working with youth can be challenging. All facilitators had experience in various community settings involving youth, which was crucial for being prepared to handle potential resistance from some young individuals. Additionally, it was important to navigate the collaborative process with schools, each with its own unique systems.

The second phase of the training consisted of two workshops led by zeina ismail allouche. The first workshop focused on child and youth protection, for which zeina, a renowned advocate in this field with experience in developing protocols and policies, was the ideal instructor. This workshop was informative, interactive, and allowed us to understand the policies and regulations surrounding child and youth protection. We also engaged in practical exercises to assess our responses in specific scenarios, followed by a reflective session where zeina was available to answer questions and provide further information.

The second workshop, centered on communication skills, was both challenging and highly valued by the team. zeina, with our consent, encouraged us to share our vulnerabilities, weaknesses, and strengths, supporting us in addressing these areas to boost our confidence in facilitating workshops. She presented various scenarios where youth might be provocative, helping us to practice and develop communication skills that could de-escalate such situations respectfully.

The combination of these workshops, along with team meetings, fostered working relationships characterized by confidence and respect, enabling us to voice any issues or concerns openly.

OUTREACH

The workshops took place between the months of March and May 2024.



Credits : Vince Lacroce



Schools

6 schools in total (3 primary and 3 secondary) within EMSB.



Students

648 in total attended the workshops



Workshops

26 workshops were conducted in total

EVALUATION & REFLECTION

For the coordinator, it was crucial that every facilitator, including herself, complete a feedback form after each series of workshops conducted in a day. This practice enables them to track their progress and development throughout the project and identify areas for improvement in the workshops.

Reflections

This a reflection form you can fill up after your day of workshops.

1. Adresse e-mail *

2. In which school this series of workshops took place ? (Private/public - primary/secondary)

3. Which grades ?

4. How many students overall were present ?

5. On a scale from 1 to 4 - how comfortable you felt before the workshops ?

Une seule réponse possible.

- Not comfortable at all
 Slightly comfortable but anxious
 Comfortable
 Comfortable and confident

6. From a scale from 1 to 4 - how satisfied are you with yourself ?

Une seule réponse possible.

- Not satisfied
 Satisfied but could have done it better
 Satisfied
 Satisfied and confident

7. Can you share 5 keywords describing the way you felt before the workshops ?

8. Can you share 5 keywords describing the way you felt during the workshops ?

9. Can you share 5 keywords describing the way you felt after the workshops ?

10. Did you felt supported ?

11. What are your strengths ?

12. What are your weaknesses ?

13. What are your lessons learned ?

14. How do you think you can improve individually and as part of a collective?

15. If you have feedback on the workshop outline or things that can be modified, please share he

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Google Forms

Once our series of workshops were ended, Anna Cristina Ignacio, analyzed all the forms and synthesized them, you will find the results below.

Level of Comfort Pre-Workshop [on a scale of 1-4, with 1 being not comfortable at all and 4 being comfortable and confident]

- **47.1%** - comfortable and confident,
- **35.3%** - comfortable,
- **17.6%** - slightly comfortable but anxious

Level of Satisfaction with Self [on a scale of 1-4, with 1 being not satisfied and 4 being satisfied and confident]

- **70.6%** - satisfied and confident,
- **17.6%** - satisfied but could have done it better,
- **11.8%** - satisfied

Keywords to Describe Feelings Pre-Workshops

Nervous, self-reflective, conflicted, excited, overwhelmed, uncertain, expectant, apprehensive, curious, reverent, well-prepared, calm, motivated, energized, relaxed, focused, anxious, tired, ready, present, engaged, cautious, happy, communicative, positive, scared, pensive, absent, self-conscious.

Keywords to Describe Feelings During the Workshops

Engaged, annoyed, surprised, frustrated, excited, touched, appreciative, inspired, motivated, uncertain, “in-the-zone”, supported, over-prepared, rushed, respected, smooth, sympathetic, brave, challenged, tense, calm, relaxed, confident, safe, happy, curious, pensive, reflective, “concentrated in the flow”, good, annoyed, determined, compassionate, cautious, refreshed, content, unmotivated, focused, irritated, critical, receptive, attentive, communicative, empathetic, absent.

Keywords to Describe Feelings Post-Workshops

Deflated, grounded, confident, discouraged, interested, uneasy, intrigued, excited, energized, confused, accomplished, relaxed, sober, reflective, calm, provoked, annoyed, worried, worked up, shocked, fulfilled, relaxed, satisfied, happy, optimistic, refreshed, content, good, exhausted, fogged, annoyed, tired, drained, cheerful, grateful, ashamed, sad, nourished.

Support Received

The feedback from the workshop facilitators generally indicates a positive experience regarding the support they received. Most facilitators felt supported by their teams, which contributed to their preparedness for the workshops. The collaboration with colleagues was as a positive aspect where tasks were being shared smoothly and organically. The interactions and training provided were instrumental in this support. However, there were some reservations about the level of support from the host schools, with one facilitator mentioning a lack of information about a significant break between workshops that would have aided in better time management.

Identified Strengths

The workshop facilitators identified a diverse range of strengths. Commonly mentioned strengths include critical thinking, enthusiasm, and adaptability. Facilitators are strong in their ability to improvise, respond on the spot, and explain concepts in simple ways. Skills in public speaking, classroom management, and engaging students were also noted. Collaborating effectively with partners, students, and staff was a key strength for many, as well as leadership and mentoring abilities, particularly in reassuring and guiding colleagues. Other notable strengths include transparency, wit, and remaining calm in challenging situations.

Identified Weaknesses

The workshop facilitators also identified a variety of weaknesses that they face. Common themes mentioned by several facilitators include sensitivity and self-doubt. Some noted reactivity, impulsivity, and being risk-averse as areas for improvement. Others mentioned specific classroom-related issues such as feeling repetitive with primary students who were more knowledgeable than anticipated, arguing with teenagers, and struggling with annoyance towards disrespectful students.

Communication difficulties, such as articulating in English and sharing personal experiences were also noted. Some facilitators acknowledged the need to give more space to colleagues, and a few indicated emotional responses and uncertainty in how to respond to certain situations as weaknesses.

Lessons Learned

The facilitators learned several important lessons from their experiences. One key insight is the need for deeper engagement with the impact of their work especially in the context of social change and justice.

Facilitators observed that the workshop's impact on elementary students was significant, though there were doubts about the effectiveness of a condensed format in addressing deeper social change themes. They noted that while concepts like xenophobia and homophobia arose, the one-hour format limited thorough exploration.

Facilitators found it beneficial to follow students' lead and integrate reflections on allyship and bystander behavior, suggesting that future workshops might benefit from more thorough team discussions on these topics.

Other lessons included recognizing that students are self-aware and capable of handling complex topics without being overly sheltered. Facilitators learned to expect the unexpected answers and emphasized the importance of being firm and patient. They noted that some students seemed disengaged and unaware of the workshop's purpose, possibly due to a lack of agency by the teachers.

Some facilitators noted that primary students might struggle with the depth of information and suggests improvements in delivery to make it more accessible. They also recognize the difference between a person's actions and their intentions, understanding that youths can be provocative without meaning harm.

Suggestions for Improvement

The facilitators provided several suggestions for individual and collective improvement. Individually, they emphasized the importance of deepening their understanding of key concepts such as xenophobia, homophobia, transphobia, heteronormativity, social norms, and age-appropriate bystander intervention and allyship. They also mentioned the need for better preparation to address students' concerns about the punitive aspects of the workshops and the potential stigma associated with reporting online hate.

Facilitators suggested practical steps for improvement such as creating a list of keywords to ensure comprehensive coverage of topics, and understanding that students' behaviors like eating or doodling are not personal affronts. Additional training on workshop facilitation was also suggested.

Collectively, facilitators highlighted the value of collaboration and discussion. They suggested facilitating sessions on relevant topics to practice and contribute creatively to the project. They stressed the importance of pre- and post-workshop discussions with partners to gain insights and improve future workshops. Many facilitators praised their partners and noted successful teamwork and mutual support.

Adapting the workshop to fit different groups was a common theme. Facilitators recognized the need to adjust the content and format based on the specific group dynamics and time constraints. This adaptability could help ensure that key discussions and reflections are not rushed or omitted.

Feedback on Workshop and Modifications

The facilitators provided a range of feedback on the workshop outline and suggested modifications to improve its effectiveness. Several common themes and suggestions emerged from their responses:

Content Adjustment

- A. *Polarization* – concerns were raised about the section on polarization and the accompanying video
- B. *Media Examples* – some facilitators felt there were too many media examples and not all were relatable to the students. They suggested cutting certain examples to make the content more realistic and relatable.
- C. *Slide Redundancy* – there were mentions of slides feeling redundant. Simplifying and reducing the number of slides is recommended.

Workshop structure and activities

- A. *Writing and Drawing Exercise* – incorporating a short free writing or drawing exercise before group discussions was suggested to help students express their thoughts and prepare for deeper engagement
 - B. *Clearer Assignments* – facilitators suggested clarifying worksheet instructions for group discussions to avoid confusion.
 - C. *Concrete Action Steps* – providing space for both discussion and articulating concrete action steps was recommended to make debriefs more focused and directed.
-

Preparation and Communication

- A. *Student Briefing* – ensuring students are briefed about the workshop in advance to reduce surprise and uncooperative behavior. Facilitators noted that students who were unaware of the workshop's purpose were more likely to be disruptive.
- B. *Realistic Examples* – using realistic examples in media analysis was emphasized to enhance relatability and engagement.

Class Management

- A. *Class Size* – smaller class sizes were suggested, especially for secondary students, to prevent group distractions and promote better engagement.
- B. *Handling Disrespect* – facilitators should be prepared to address disrespectful behavior firmly and not remain silent when faced with challenges.

Facilitator Coordination

- A. *Uniform Understanding* – it was recommended that facilitators have a uniform understanding and explanation for all media samples to ensure consistency and clarity when responding to student queries.
- B. *Pre- and Post-Workshop Discussions* – facilitators value the importance of discussions before and after workshops to gain insights and adjust strategies.

Since it was a collaborative work with different schools, it was important for us to get feedback from the school member who requested the workshops.

Feedback for Explore Your Echo workshops

1. Adresse e-mail *

2. For how many schools did you asked our service ?

3. Was it a primary/secondary/both? (Multiple choices)

Plusieurs réponses possibles.

Primary Secondary

School

4. Public or private ? (Multiple choices)

Plusieurs réponses possibles.

Public school Private school

School system

5. Only girls, only boys or mixed school?

Plusieurs réponses possibles.

Only girls school Only boys school Mixed

School system

6. Are you a teacher, a counselor or a member of the school's administration?

Une seule réponse possible.

Teacher

Counselor

Member of the school's administration

7. For which grade have you asked for our services ? (Multiple choices)

Plusieurs réponses possibles.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. For how many groups did we conduct this workshop ?

Une seule réponse possible.

1

2

3

4

Autre : _____

9. What were your overall impressions of the workshop?

10. Have any students reached out to you about cyberbullying since our visit?

11. Do you have any feedback to help us improve?

12. Would you be interested in having us visit your schools again in the future?

Une seule réponse possible.

- Yes
 No

The respondents who took the time to provide feedback unanimously agreed on several key points:

A. Relevance and Presentation: They emphasized the importance of conducting such workshops, commending the clear and pertinent presentation of the material. This indicates that the content was not only well-received but also considered highly relevant by those who engaged with it.

B. Impact on Students: Some students were motivated to seek help from staff members regarding cyberviolence. This direct action suggests that the workshops are not only informative but also empower students to address issues they face, fostering a proactive approach to tackling cyberviolence.

C. Enhancing Interactivity: There was a consensus that the sessions could be made more engaging for primary students through interactive elements such as games. This feedback highlights the need to adapt the workshop format to better suit the learning styles and preferences of younger audiences, potentially increasing their participation and understanding.

D. Mental Health Awareness: The suggestion to include the adverse effects of cyberviolence on mental health underscores the holistic approach needed when discussing such topics. It reflects a desire to deepen the conversation around cyberviolence, considering its broader implications on well-being.

E. Desire for Continued Collaboration: Expressions of interest in renewing the collaboration indicate a positive experience and a belief in the value of these workshops. This eagerness to continue working together is a strong endorsement of the impact and effectiveness of the program.

In summary, the feedback received not only validates the importance and effectiveness of the workshops but also provides valuable insights into how they can be further improved and expanded upon in future iterations.

RECOMMENDATIONS

This project holds great significance, with social responsibility being a central pillar through its missions and the dialogues we aim to initiate with both youth and school members. We are continuously seeking ways to enhance the workshops and secure funding to support our efforts.

The logistical challenges of this project were substantial, involving contacting schools, identifying key personnel, and building trust. This is where having a liaison who understands the school system and has established relationships proved invaluable. Daniela Fundaro provided immense support in this area, leveraging her close connections with some school members and her expertise in navigating the system. However, conducting 4 to 6 workshops per day in various schools was physically and emotionally taxing. While the team enjoyed the interactions and being part of the school communities, sustaining this pace over the long term can lead to burnout and a loss of focus on our project's core objectives.

Recognizing these challenges, we are exploring a new approach to collaboration with schools. We believe it would be more effective to train teachers, counselors, and school administrators directly, empowering them to lead these workshops. This strategy not only promises to scale our impact but also ensures that the workshops are delivered by individuals who are already integrated into the school community. We have already begun discussing this new phase of our project with members of the Center of Excellence School Climate, who have shown interest in this innovative approach.

We are hoping that this project will be able to continue to exist.



ACKNOWLEDGMENTS

We would like to take the time to thank the people who made this project possible.

We are grateful to the Ministère de l'enseignement supérieur and Professor Vivek Venkatesh for the trust they have putted on this project.

We would like to thank the teachers, counsellors, school members as well as their students who welcomed us come into their schools; Jessica Awadalla, Stefano Castricato, Vince Lacroce, Jessica Wilson.

We would like to thank Justine Dansereau the coordinator of the Center of *Excellence School Climate* who took the time to meet us several times and gave us the opportunity to present our project.

We would like to thank Evelyne Cypiot, Denise Marques Leitao and David Pickup for their support and their availabilities throughout this project.

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<https://www.concordia.ca/research/learning-performance/tools/explore-your-echo.html>



Address

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