Facilitators Handbook for:

"What Happens on the Internet…

Doesn't Stay on the Internet"
Workshop

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WITH FEEDBACK AND PARTICIPATION FROM:
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TIME

Approximately 1.5 hours to 2 hours depending on the option you choose and the inclusion of introductions and group agreements.

2 HRS

DESCRIPTION

This workshop can be run as part of a series of workshops on anti-oppression, anti-violence, safe communities, online safety, and other related topics. If this workshop is not part of a longer series, include time for introductions and group agreements (see chapter X Group Facilitation Tips & Techniques). It's a good idea to incorporate these elements before you begin this workshop. This will add approximately 30 minutes to the total time depending on the size of the group.

This workshop includes a set of questions around 9 concepts that lead to a creative exercise of meme-making. The workshop is based on themes of online and offline safety, building collective action strategies to prevent online violence, and to respond when unsafe things happen online and offline.

GOALS

1. To facilitate a discussion about building communities online and offline so that we all have trusted people we can turn to for support if something that feels unsafe happens online and/or offline.
2. To encourage participants to think about the links between online and offline life and to understand that, "What happens online, doesn't stay online!"
3. To build the capacity of participants for collective action in their hybrid online-offline lives and communities.
4. To put the ideas of the workshop into practice right away by collaboratively making memes or .gifs that reflect the learning from the workshop. Participants can then share these in the group and/or share publicly. Any shared memes must have the permission of all those involved in making the meme.

- Permanent markers, or chalk for selected wall board
- Printed or online examples of memes
- A meme-making app such as Mematic

OPTIONS (BASED ON BUDGET & TIME)
- 1 sheet of emoji stickers per participant
- Pre-printed Venn, chart, and graph diagrams (see attached "pre-printed diagrams.pdf" based on an easy-to-print 8.5x11 paper (or can be printed on larger paper.)

MATERIALS

- Large sheets of paper to cover tables like a tablecloth
- Notepads
- Paper and other materials on the floor (for those who prefer privacy as they work)
- Pens
- Markers
- Tape to hold paper tablecloth in place
- White board, large post-it notes, or chalkboard for the wall

ROOM PREPARATION

- Set up tables covered with blank paper;
- Scatter plenty of pens and markers on the table;
- Provide notebooks as an option for participants who may want to move away from the table and sit on the floor; or
- Distribute pre-printed sheets

WHAT HAPPENS CONTINUED

INSTRUCTIONS TO FACILITATORS

To prepare for this meme making workshop, select either Option A for a 1.5 hour workshop or Option B for a 2 hour workshop. Make a note of ideas for running respectful workshops. If this is a standalone workshop then add in time for introductions and group agreements.

Next select the materials you will need for the workshop option you have chosen.

OPTION A (1.5 HR)
- Blank paper tablecloth and blank notebooks

OPTION B (2 HR)
- Pre-printed diagrams with space at the top for participants to write down the question; or
- Pre-printed diagrams with question printed at the top.

Read through the script and questions the chosen option. For each question, have several examples ready that make sense to you and that will help to explain the questions. Several examples are in the

Where do you spend your time?

Offline   Online
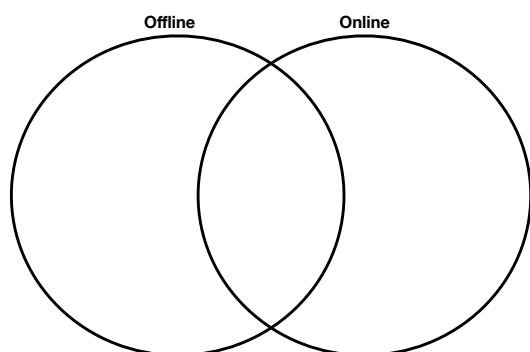
attached file, "What happens on the internet. pdf".

Each script includes the approximate amount of time needed for each activity. This will help you keep track of the activities so participants have sufficient time for reflection.

Gather the materials from the materials list above and set up the room.

WORKSHOP SCRIPT

INTRODUCTION
- Hello! In this workshop we are going to go through a meme creating activity called, "What Happens on the Internet…. Doesn't Stay on the Internet".
- This workshop will take 1.5/2 hours.
- The purpose is to get us all thinking about how our online and offline lives are connected and how we can ask our online and offline communities for help if something bad or difficult happens.
- In total there are 9 concepts to reflect on. I will ask a series of questions for each concept. The questions are prompts for group discussion and for you to jot down words, draw quick emojis, or sketch your thoughts. You can choose where you wish to work - at the table. where you can draw with others on the paper tablecloth or somewhere else in the room if you are more comfortable working alone.
- For each concept there will be a timed reflection and discussion period. When the time is up, I will move to the next concept and ask another series of questions.
- After the reflection questions you will

use these notes and sketches to start the meme-making. For this part you may choose to work alone, although collaborative meme-making can be better than solo meme-making! You may also want to share your meme creations on your electronic devices - phones, tablets or laptops.

- It will be up to you individually or in your group to decide whether to share your meme with the rest of the group and whether to post your meme online.
- At the end of the workshop, you will have a meme that expresses what you have learned or want to say about what happens on the internet.
- Please choose your writing and drawing implements. There are lots of different papers and pens here so take a few different ones.

OPTION B
- Pick out one or two of the pre-printed diagram sheets. There are Venn diagrams, pie charts, and bar graphs to choose from. It's good to have options as you go along!
- As we begin the session get comfortable. Stretch out, take anything uncomfortable out of your pockets. Remove any jewelry such as watches or rings that are distracting or make it difficult to write.
- Now, let's begin. Give your hands a shake and we'll start.

REFLECTION QUESTIONS

CONCEPT 1 - WHO ARE YOU?

QUESTIONS (2 MIN)
- Who are you? For example, are you a woman, Anishinaabe, immigrant, Black, white, low-income, athlete, dancer, funny, trans-, queer, a child, or a parent?
- What makes up who you are?
- What combination of traits or characteristics make up who you are?
- What makes up who you are online?

REFLECTION (2 MIN)
- As you reflect on your own, write a few words or sketch your response.

OPTION B DIALOGUE (6 MIN)
- Who would like to share?

CONCEPT 2 - WHERE DO YOU SPEND TIME?

QUESTIONS (1 MIN)
- Where do you hang out or spend time online?
- Where do you hang out offline? For example, do you use sites like Instagram, Tik Tok, Snapchat, Twitter, or Tumblr? Or do you play games, listen to podcasts, email or read blogs?

REFLECTION (2 MIN)
- As you reflect on your own, write a few words or sketch your response.

WHAT HAPPENS CONTINUED

CONCEPT 3 - HOW DO ONLINE AND OFFLINE SITES MAKE YOU FEEL?

QUESTIONS (1 MIN)
- What makes a place feel like a good online or offline space to hang out or spend time?
- Why do you keep going to some places or sites and stop going to others?
- What makes an online or offline space feel like a bad place to hang out in or spend time on?

REFLECTION (2 MIN)
- As you reflect on your own, write a few words or sketch your response.

CONCEPT 4 - WHO DO YOU HANG OUT WITH?

QUESTIONS (1 MIN)
- Who do you hang out with?
- Who are your online and offline friends or communities?
- When you think about your trusted friends what are their names? Who comes to mind as a trusted family member?
- Who are the people you only know online?
- Who do you "follow" even if they don't know you?
- Who follows you?
- What comes to mind when you think about the people you meet online, the people you meet in school, at church, or other places where you go and hangout?

REFLECTION (2 MIN)
- As you reflect on your own, write a few words or sketch your response.

DIALOGUE (4 MIN)
- Would anyone like to comment?

CONCEPT 5 - INTERACTIONS

OPTION B
Before these next questions, pick out a diagram format from the printed sheets you selected earlier.

QUESTIONS (1 MIN)
- What are welcome and unwelcome interactions from people you know or don't know either offline and online?
- How do cool or uncool, welcome or unwelcome interactions make you feel? Add feeling words or drawings! about the people you meet online, the people you meet in school, at church, or other places where you go and hangout?

EXAMPLE MEME

REFLECTION (3 MIN)

- As you reflect on your own, write a few words or sketch your response.

QUESTIONS (1 MIN)

- What do you do when you have an uncool, unsafe or violent encounter online? Or offline?
- Think of a time when something uncool happened online or offline; what did you do? For example, someone posted an oppressive comment on one of your posts. Or, what did you do when someone you once trusted circulated gossip about you offline and/or online?
- Did you go home and hide, talk to a teacher or friend, retaliate, or something else?

REFLECTION (1 MIN)

- Write a few words or sketch your response.

CONCEPT 6 – RESPONDING TO DIFFICULT ENCOUNTERS

QUESTIONS (1 MIN)

- Thinking about those challenging interactions or unsafe encounters, do you have someone to call?
- Do you have someone to talk to or to ask for support?

REFLECTION (3 MIN)

- Write down the names of specific people you would call or contact!

CONCEPT 7 – YOUR UNWELCOME ACTIONS

QUESTIONS (3 MIN)

- When have you done something uncool or unwelcome to someone?
- Did you circulate an image that you knew was unflattering, without permission of the person or people in the photo?
- What did you do about it when you realized that you had crossed a line?
- Were you offline and online responses the same or different?
- What did you do afterwards? For example, did you apologize, take down the image, make an accountability statement, stop being friends with those people, or let them post a bad picture of you?

REFLECTION (3 MIN)

- Write a few words or sketch your response.

CONCEPT 8 – ONLINE AND OFFLINE REFLECTIONS

The following three sets of questions will guide the group dialogue:

GROUP DIALOGUE #1 (3 MIN)

- What are the connections in your life between online and offline?
- How are they overlapping?

GROUP DIALOGUE #2 (7 MIN)

- Does what happen online "really happen"? Is anyone willing to share an example?
- Who has some examples of things that happen online that have a positive

WHAT HAPPENS CONTINUED

impact in your offline life?

- What else, such as new friends, connecting with people who share your interests in sports or fashion?
- What about learning new things, hearing other people's stories, or connecting with other people who share your religious or other belief.

GROUP DIALOGUE #3 (7 MIN)

- What are some bad things that happen online that have a negative impact in your offline life?
- Would anyone like to share? For example, perhaps someone shared a picture of you that you didn't want shared and then you were teased or bullied at school
- What are some other bad experiences such as someone sends you harassing messages via text or social media?
- How do these experiences make you feel - scared, angry or like you just want to hide?
- What is an example of something that happens offline that has an impact on your online life such as when a fight at school gets played out through social media? How do you feel? Do you want to retaliate or perhaps run away?

MEME MAKING

INTRODUCTION (5 MIN)

For the meme-making activity, encourage participants to think about generative memes that will help focus attention on the choices we make about our online activities.

Encourage participants to think about generative memes that will help focus

attention on the choices we make about our online activities. Have a conversation about what is a meme and what is "meme-able"?

- A meme is a short-hand way to express an idea and often carries symbolic meaning. Internet memes are often spread quickly and may be either imitated or changed in transmission.
- When you are in your small groups, focus on memes and jokes that "punch up" rather than "punch down". In other words, make sure your memes do not cause harm.
- Hand out a few printed examples of memes or show on the screen. It's important to think of memes that do not harm or that reproduce oppressive memes already in existence.
- The focus for this first meme is to create something that is funny. Writing comedy is collaborative! Take a picture to use or to find a picture in circulation on the meme generator that you can use to make a funny or poignant meme. Think about the idea you want to express. If you take a picture of yourself, remember,"what goes on the internet stays on the internet". Be sure you want that picture to circulate for all time.
- Now move into groups of no more than three.

SMALL GROUP DISCUSSION (3 MIN)

- In each group one person will download the meme app onto their phone or computer.
- Brainstorm jokes that represent your online and off line reflections and feelings such as gratitude, relief, or

anxiety.

- Think of jokes that makes the point you want to make, but not at the expense of a person or group of people. It's important that you make memes that do not reproduce oppressive memes already in existence.

MEME-MAKING   (OPTION A 15 MIN)
(OPTION B 30 MIN)

- To start, use sketches and reflections of the jokes that were generated. (For Option B, use emoji stickers.)
- Use the meme app to create a meme either on your own or in your small group.
- Choose whether you want to post your meme online or not.
- Experiment with alternate phrasings together to decide the most effective way to express what you want to say.

DEBRIEF (5 MIN)

Ask the small groups to come back together.

- Who would like to share the meme or memes you have created?
- How do these memes reflect your online and off line experiences?
- Remember, this has been a collaborative exercise so everyone in the group must agree if your meme is to be posted online.

ADJOURN

The workshop is now over. Thank the participants and invite them to assist with cleaning up the space.

EXAMPLE MEME