

Online Coercion Scenario Activity

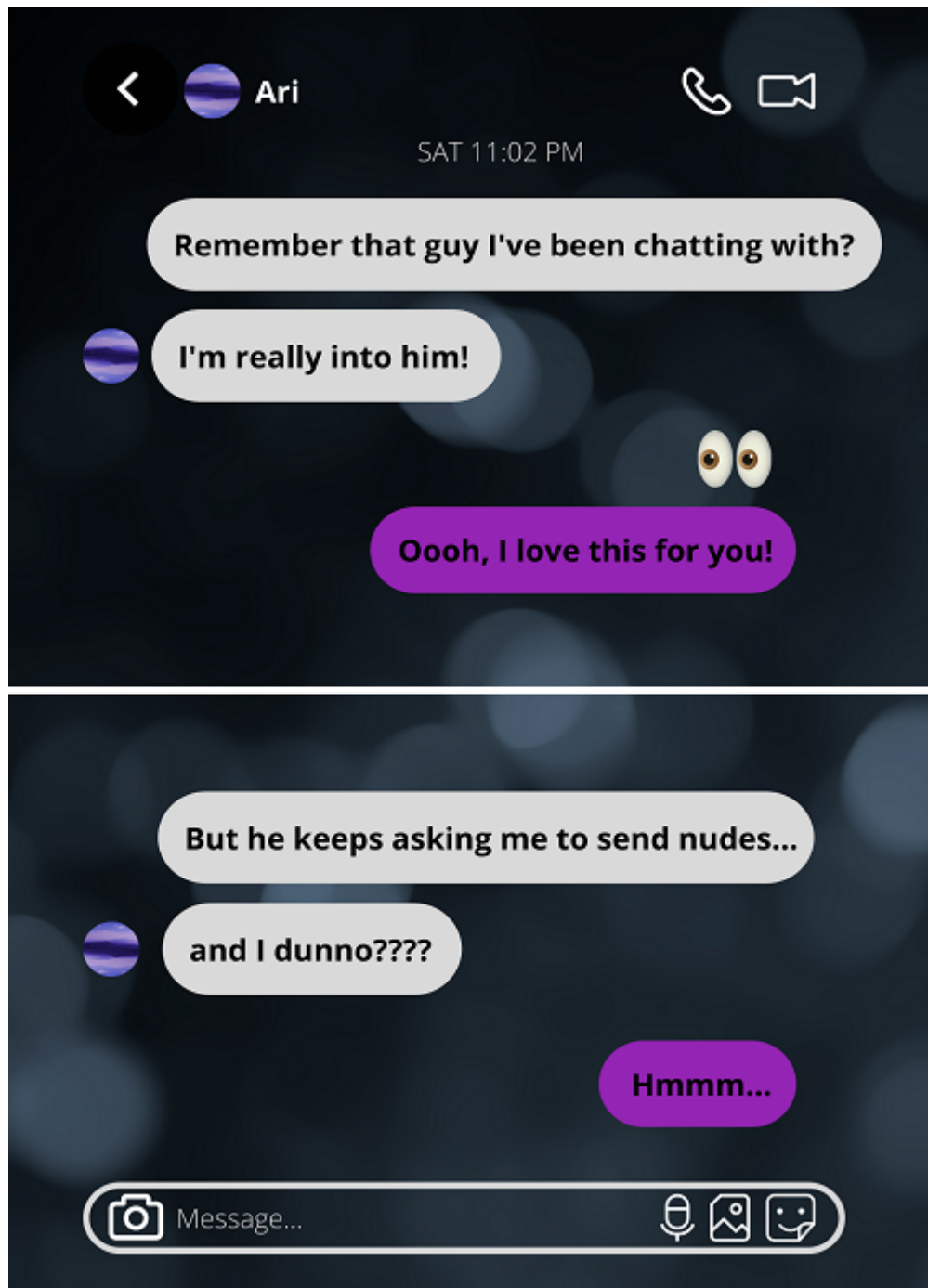
Activity

Resource:

Gender-Based Violence Prevention Education
Resources

Grade(s): 7 8 9

Remember that guy I've been chatting with? I'm really into him! But he keeps asking me to send nudes...



H&PE Curriculum Connections

Grade 7: A1.1, A1.2, A1.4, A1.5, A1.6, D1.1, D1.3, D2.2 D2.4

Grade 8: A1.1, A1.2, A1.4, A1.5, A1.6, D1.4, D2.2, D2.3, D3.2, D3.3

Grade 9: 1.1, 1.2, 1.3, 1.4, 1.5, C1.2, C2.2, C2.3, C3.2, C3.3

What Is It All About?

Knowing how to establish healthy boundaries in any intimate relationship is a key component of healthy relationships, including online relationships and real-life relationships where you are communicating with each other online. Students must be able to recognize the type of coercion that can occur when dating and communicating online, understand the importance of communicating clearly with each other online when making decisions about sexual activity, and that respecting the decisions and choices of others is just as important with online dating as with face-to-face interactions.

During this activity, students explore the feelings of the person in this scenario, taking note of the subtleties of the type of harassment that can occur in dating relationships occurring and communicating online. The activity encourages students to think about the importance of taking responsibility for managing their own emotions in a relationship, as they determine strategies for establishing, communicating, and respecting boundaries in online intimate relationships. Students explore ways of being a supportive bystander.

The video used for this activity has two parts.

In Part 1 of the video, Julie Lalonde presents the complexity of the issues presented in Ophea's Coercion scenario, including:

- The subtlety of the type of harassment that might occur in online dating relationships and real-life relationships where you are communicating online;
- The importance of taking responsibility for identifying and managing one's own emotions, and respecting others' choices and limits; and,
- The concept of consent and its application in this situation.

In Part 2 of the video, Julie summarizes the key lessons from Ophea's Coercion scenario.

What Do We Need?

- [Link to Ophea's Coercion scenario video](#) and projection equipment
- [Ophea's Coercion scenario card](#) or poster, or a projected copy of the card
- Chart paper or shared electronic document

- [Student Worksheet](#)
- Refer to [Ophea's Gender-Based Violence Prevention Education Resource Database](#) for additional resources.

Guided discussion questions:

- What does coercion look like, feel like, and sound like in an online relationship or in a real-life relationship where you are communicating online?
- What does it mean to “trust your gut”? Why is it important to pay attention to your “gut” feelings when you are making a decision in a relationship?
- Why is it important for individuals to take responsibility and manage their own emotions when hurt or disappointed in a relationship? What might taking responsibility for and managing emotions when hurt or disappointed look like or sound like? (e.g., acknowledging their disappointment, give themselves some space from the situation, take a deep breath, write about how they feel, talk to someone).
- How can we build healthy, respectful intimate relationships in real life when you are communicating with each other online? (e.g., be honest, set and communicate boundaries, be assertive)
- As a supportive friend reading and responding to such a message, how can you be a 'good listener'? (e.g., don't judge, ask for more information, help them consider their values, help them weigh the outcome of their possible actions)
- How can you help a friend who is not sure about what to do in this type of situation?

Opportunities for Assessment

During the Minds On, observe small-group conversation in order to assess student understanding of the complexity of emotions evident in this situation, the subtleties of coercion, and setting boundaries early in a relationship.

During the Action, use students' responses on the Student Worksheet to assess their understanding of the subtleties of harassment that can occur in online relationships, trusting one's gut, the importance of individuals taking responsibility for their own emotions in a dating relationship, and consent.

During the Consolidation, use the written follow-up dialogue exchange and the student Exit Card to assess student understanding of strategies that may be used to respond to such situations.

How Is It Done?

Minds On

Have students convene in small groups. Using the Student Worksheet (or a shared document, sticky notes, chart paper, Graffiti Wall), have students capture their ideas in response to the following scenario and questions:

Scenario: Think about a time when you or a friend was pressured into doing something you may not have wanted to do. (e.g., trying something you think is risky, doing something unfamiliar but seems exciting, breaking a rule, taking something that did not belong to you).

1. What was the situation (e.g., doing something that seems risky)?
2. What did it sound like (e.g., others telling them to stop worrying; nothing bad will happen)?
3. What did it feel like (e.g., feeling conflicted, scared, uncertain, pressured)?
4. What are some reasons why someone might give into peer pressure (not wanting to let their friend down, losing a friendship, not wanting to hurt someone's feelings)?
5. What are some reasons why someone might resist peer pressure (e.g., personal values, risks, consequences)?

Have students remain in their small groups. Share the front of Ophea's Coercion Scenario with the class.

Have students use their Student Worksheet (or a shared document, sticky notes, chart paper, or Graffiti Wall) to deconstruct the scenario and capture their ideas in response to the following questions:

1. What might Ari be feeling about the request to send nude pictures (e.g., feeling uncomfortable, conflicted, unsure, feeling pressured)?
2. What might be impacting Ari's decision to send nudes? (e.g., not wanting to hurt the other person's feelings, wanting to keep the relationship, risks, consequences)
3. What might indicate that Ari is being pressured to send nudes? (Ari indicates that the request has happened more than once)
4. What might Ari's friend's response of "hmmm..." communicate to Ari? (e.g., their friend is not sure, may not agree, wants to know more, is thinking about the situation).

5. What might happen next if Ari sends nudes? (e.g., they may ask for more nudes, exert more pressure, not respect Ari's future choices and boundaries)
6. What might happen next if Ari says no? (e.g., loss of relationship, more pressure, it helps Ari set boundaries in the relationship)

If time permits, groups share some or all of their responses with the class, to help clarify or extend their thinking.

Action

Watch Part 1 of the Coercion Scenario Video. Encourage students to take notes in the section provided on their worksheet as they listen to Julie to extend their initial responses to the scenario.

Have groups revisit their initial responses to the Coercion scenario, adding ideas based on what they learned from watching the first part of the video, to reflect further on the situation (e.g., how Ari might be feeling, factors affecting their decision, subtleties of coercion, what their friend might be thinking with the "hmmm..." response).

Have students use their responses to the scenario and notes from part 1 of the video to create 3 probing questions they would ask Ari as their friend, to help Ari clarify their thinking, make a decision, and communicate their decision.

Have students share one of their questions with the class, to help clarify or extend their understanding of the subtleties of harassment that can occur in online relationships, trusting one's gut, the importance of individuals to take responsibility for their own emotions in a dating relationship, and consent.

Watch Part 2 of the Coercion scenario Video. Encourage students to take notes in the section provided on their worksheet as they listen to Julie. Have students pay attention to the different forms of coercion that can occur online, the importance of trusting one's gut, establishing and respecting each other's boundaries, and the role of the bystander as a supportive, trusting friend.

After watching the video, use the back of the Draw the Line Coercion Scenario card to engage students in a whole-class discussion on what messages resonated with them.

Consolidation

Have students work in their groups, using what they learned from watching Part 2 of the video to generate ideas for content for a DM (direct message) response to Ari, including what they might say to show Ari that they are listening and are supportive, and some suggested responses that Ari might use to respond to the request for nudes.

Have students work individually to complete their Exit Card on the Student Worksheet or record their responses (voice or video), encouraging students to anchor their responses to their understanding of trusting “gut” feelings, the importance of taking responsibility for one’s own emotions in a relationship, and strategies for establishing, communicating and respecting boundaries in online intimate relationships. Encourage students to identify trusted adults they would turn to for support with this situation.

If time permits, have students share their DM with other members of their group.

Ideas for Extension

Before the activity: Review the IDEAL Decision-making Model with students to guide their thinking about possible actions. This framework includes five steps:

- I – Identify the problem.
- D – Describe all possible solutions.
- E – Evaluate the pros and cons of each solution.
- A – Act on the best solution.
- L – Learn from the choices.

After the activity: Use the IDEAL Decision-making Model with students when exploring other [Draw the Line scenarios](#).

Review strategies for regulating emotions, encouraging others to take responsibility for their actions, establishing, communicating and respecting boundaries in online intimate relationships, and ways of being a supportive friend.

Have conversations about what consent looks like in a variety of relationships (e.g., sibling, partner, friend).
Have students discuss what these relationships look like, sound like, and feel like.

Engage students in further learning about gender-based violence prevention with additional [Gender-Based Violence Prevention Education Activities](#).

Watch additional [Draw the Line videos](#), such as [Introduction to Gender-Based Violence Prevention](#) or [Introduction to Consent](#), to extend discussions about taking action.

Educator Notes

- Before starting a classroom conversation, be aware that some students may have experienced situations related to the topic, either directly or indirectly, in the past or present. This includes recognizing that some students might have already experienced sexual harassment, and some might have already been on the receiving end of the kind of text message discussed and perhaps did not respond “appropriately.” Therefore, it is important to identify resources for support that you can share discreetly or generally with students to let them know that they are not alone and that there is always someone who can help them (i.e., trusted adult, educator, guidance counsellor, social worker, social services, health nurse, and/or school liaison officer).
- Ensure students are aware of and can access referral services and resources if they need to. Refer to Ophea’s Gender-Based Violence Prevention Education Resource Database for additional resources.
- Coordinate with school support staff (e.g., school guidance counsellor, social worker, principal) to ensure they are aware and available to support or refer students, if needed, during and after the discussion.
- Allow students to capture their feelings in a variety of ways (notes, pictures, doodles, drawings). Understand that students might have a lot of different feelings in reaction to this scenario. Help students unpack the feelings that come up and work through them in a healthy way.
- Support students with strategies for identifying and managing their emotions in ways that allow them to focus on self-care and their overall well-being.
- Review effective means of communication and how to be assertive.

- Remind students about the Better and Best Tips applicable before, during, and after the activity (refer to [**Tips for Constructive Classroom Conversations**](#)).
- We each have a responsibility to protect children and youth from harm. As a professional educator working directly with students and supporting others doing the same, you have a duty to report when you have reasonable grounds to suspect that a child is or may be in need of protection.