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ODLAN  


# Learning Through Action: Community-based Interventions for Anti-2SLGBTQIA+ Online Hate

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## ODLAN Report

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## Preface

We, as members of the Ontario Digital Literacy and Access Network (ODLAN), conducted a project titled “Digital Safety Strategies: Mitigating and Preventing Queerphobic Online Hate”, which resulted in the development of six self-directed, online training modules about anti-2SLGBTQIA+ online hate. While the training was designed for service providers, staff, and other community members who serve 2SLGBTQIA+ populations in Canada, people in other roles and countries may benefit from the information. Following the launch of the modules, we evaluated the training modules through an online survey and individual interviews so that we could assess the effectiveness of the modules and learn how to develop better educational materials in the future. The purpose of the report is to explain our process for compiling information, developing the modules, and collecting community feedback. Through this report, we aim to share lessons learned so others can learn from our process. This report is intended for government officials, organizations, community advocacy groups, educators, and others who are interested in conducting community-based research and creating resources for 2SLGBTQIA+ communities.

## Ontario Digital Literacy and Access Network (ODLAN)

The Ontario Digital Literacy and Access Network (ODLAN) addresses the challenges Two-Spirit, Lesbian, Gay, Bisexual, Trans, Queer, Intersex, and Asexual (2SLGBTQIA+) communities experience with digital literacy and access barriers. Our mission is to remove digital literacy and access barriers. We empower service providers with the resources, tools, and knowledge to build digital strategies that use an intergenerational, intersectional, and inclusive-2SLGBTQIA+ approach to remove digital access barriers to virtual programs and related services. ODLAN is a resource hub that connects individuals and organizations with solutions to bridging the digital divide in 2SLGBTQIA+ communities. Online resources, tools, and social services allow individuals to access social gatherings, educational training, community care networks, current events, and medical services. Our approach is to offer training and possible solutions for addressing the digital divide in 2SLGBTQIA+ communities and other under-served populations.

ODLAN is an action-based initiative that proposes tangible solutions that service providers can easily integrate into their digital strategies to ensure 2SLGBTQIA+ communities can participate in the digital world confidently and safely. We aim to assist service providers by compiling relevant resources, educational materials, tools, and training to support digitally inclusive frameworks. Additionally, we support collaborative work efforts by connecting network partners with similar mandates, directly assisting with capacity building.

## Acknowledgements

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- Stephanie Jonsson
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- Hannah Maitland
- NTEN
- ODLAN's Board of Directors

## Land Acknowledgement

ODLAN is based in Tkarón:to (Toronto), which is covered by Treaty 13 signed with the Mississaugas of the Credit and is the traditional territory of the Anishinaabek, Huron Wendat, Chippewa, Haudenosaunee, and the Mississaugas of the Credit First Nation.

It is important in the spirit of reconciliation to acknowledge that we live and work on Indigenous land. ODLAN is committed to decolonizing both digital and physical spaces, and we stand in solidarity with Indigenous peoples, communities, and nations.

## Acknowledgement of Funding

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## Introduction

Over the past few years, there has been a rise in online hate targeting people who identify as Two-Spirit, lesbian, gay, bisexual, trans, queer, intersex, asexual, and/or as other gender and sexual minorities (2SLGBTQIA+) (Abreu & Kenny, 2017; Cosma et al., 2023; Escobar-Viera et al., 2018; Jonsson et al., 2023; Mkhize et al., 2020). For example, research has shown that trans people are more likely to experience online harassment than their cisgender counterparts (Powell et al., 2020; Evelyn 2022, p. 9; Jaffray, 2020, p. 12-3; Jonsson et al., 2023; JusticeTrans 2024). 2SLGBTQIA+ individuals who face multiple and intersecting forms of discrimination also experience higher rates of online hate. People who are Black, Indigenous, people of colour (BIPOC) and/or disabled experience higher rates of online hate than white and non-disabled people (Abacus Data, 2021; Jaffray, 2020; Evelyn, 2022, p. 9; Jonsson et al., 2023; JusticeTrans 2024, p. 10). Moreover, trans feminine people and trans people of colour experience disproportionately high rates of harassment due to the intersections of transphobia, sexism, misogyny, and racism (Evelyn 2022, p. 9; Jonsson et al., 2023; JusticeTrans 2024, p. 10).

Online hate poses a significant threat to the mental and physical well being of 2SLGBTQIA+ individuals and communities. There are many negative impacts of online hate, including mood swings, depression, anger, loneliness, stress, anxiety, fear, sleep disturbances, and panic attacks. These negative impacts can lead to alienation, isolation, and feelings of powerlessness, and can make people vulnerable to radicalization and recruitment by extremist groups (Duggan, 2017; Hawdon et al., 2014; Jonsson et al., 2023; Nyman & Provozin, 2019; Oana Ștefăniță, 2021).

The threat of online hate extends beyond digital spaces and can lead to offline violence. For example, drag queen story hours in Canada and the US have been targets of harassment, doxxing, and threats of violence (CBC News, 2023; Hempel, 2022; Jonsson et al., 2023; McGinn, 2023; Romero, 2022; Tensley, 2022). In 2022, Twitch streamer Clara Sorrenti, who is a trans woman, was the target of a swatting campaign in which an anonymous perpetrator sent a false threat of violence against City Hall in London, Ontario (Factora, 2022, para. 4-6). Online hate has even been connected to violence resulting in death. For instance, a person who frequented a white supremacist website targeted the Latin night at Club Q, a queer bar in Colorado, killing five people and injuring 25 more (Alfonseca & Said, 2023; Elassar et al., 2022; Jonsson et al., 2023). There is an urgent need to address the various forms of anti-2SLGBTQIA+ online hate to promote safety and mitigate violence, both online and offline.

## Barriers to Accessing Resources

Although there is a rise in anti-2SLGBTQIA+ online hate, 2SLGBTQIA+ communities face barriers when accessing online services and resources, which make it difficult for them to protect themselves, stay safe, and receive support when they become targets of anti-2SLGBTQIA+ online hate. Some of these barriers include environmental barriers (e.g., a

lack of private spaces at home or in long-term care homes where they can safely access virtual programs), connection barriers (e.g., unaffordable internet access, a lack of access in rural regions), and literacy barriers (e.g., a lack of knowledge in how to find online resources, a lack of resources that are culturally appropriate or available in different languages, limited resources accessible to people with disabilities).

## Community-Based Interventions

Community-based interventions, including education, resource sharing, programming, and capacity building, play a crucial role in combating anti-2SLGBTQIA+ hate at a grassroots level, both online and offline. Community-based interventions offer visibility and recognition to 2SLGBTQIA+ people and other marginalized and/or underrepresented communities, which can counter feelings of alienation and promote collectivity (Murphy 2014, p. 2). Moreover, community-based interventions empower communities by equipping them with the knowledge and skills to anticipate and mitigate anti-2SLGBTQIA+ online hate. The overwhelming positive response to these modules (discussed under [Findings](#)) exemplifies the importance of community-based interventions that are made by and for people with shared lived experiences.

## Purpose

Online hate against 2SLGBTQIA+ communities can contribute to online and offline violence and can result in serious psychological and physical harm, and there is an urgent need to equip individuals and organizations with information and resources so that they can address these problems head-on. With this in mind, ODLAN partnered with NTEN, an international nonprofit organization that offers training and certificate programs for nonprofit staff, to develop training modules to help people understand and address anti-2SLGBTQIA+ online hate in Canada.

## About the Training Modules

ODLAN, in partnership with NTEN, developed a free on-demand training that consists of six modules. The training is titled “Understanding and Addressing Online Hate Targeting 2SLGBTQIA+ Organizations.” These modules were created by collecting information from existing research on anti-2SLGBTQIA+ online hate, webinars hosted with online hate experts, and a research project conducted in collaboration with Wisdom2Action about nonprofit organizations’ experiences with anti-2SLGBTQIA+ online hate.

The overarching goal of the training is to deliver up-to-date information about anti-2SLGBTQIA+ online hate against and help diverse communities address this hate. The training includes six modules on the following topics: (1) defining queerphobic online hate; (2) decoding queerphobic online hate through an intersectional framework; (3) reviewing literature on anti-2SLGBTQIA+

discourses; (4) examining how online hate impacts 2SLGBTQIA+ professionals in Canada; (5) developing digital safety plans; and (6) implementing digital safety strategies. While the training was designed for nonprofit staff in Canada, people in other roles and countries may benefit from the information.

To learn more about the training and access the modules, visit the NTEN website:  
[www.nten.org/learn/digital-safety-strategies](http://www.nten.org/learn/digital-safety-strategies)

## About this Report

The process of creating these modules was an invaluable learning experience for our ODLAN team. It enabled us to learn and develop new skills for digital literacy including designing asynchronous learning materials and resources, recording content, marketing, and promotion. The modules have also enabled us to increase our organizational reach, and thus build additional partnerships. The evaluation portion of the project also provided us with integral feedback on our strengths and limitations so that we can continue to develop our skills to better serve communities. Specifically, we developed a comprehensive strategy to evaluate the modules to ensure that the content accurately responded to threats of anti-2SLGBTQIA+ online hate impacting individuals and organizations across Canada, including an online survey (to gather a wide variety of feedback) and interviews (to gather detailed feedback) with leaders of community organisations who had completed the modules, which will help inform the development of future educational materials.

The purpose of the report is to explain our process for compiling information, developing the modules, and collecting community feedback. Through this report, we aim to share lessons learned so others can learn from our process. This report is intended for government officials, organizations, community advocacy groups, educators, and others who are interested in conducting community-based research and creating resources for 2SLGBTQIA+ communities.

## Methods

Our project consisted of a few phases, including the development, launch, and evaluation of the training modules. In this section, we discuss how we publicized the training modules, recruited participants, and conducted our evaluation.

## Publicizing the Training Modules

To advertise the training modules, promotional material was distributed through Facebook, Instagram, and LinkedIn. Specifically, we distributed 24 different social media materials April 2,



2024 and June 5, 2024. Examples of social media posts are given in Appendix A. Individual post analytics can be found in Appendix B (see Table 1).

In addition, we launched a couple of email campaigns to publicize the modules. Between March 4, 2024 and April 29, 2024, we distributed 5 emails to various audiences through Mailchimp. Details regarding key messaging, audiences, and individual emails analytics can be found in Appendix B (see Table 2).

## Recruiting Survey Participants

People who completed the full training (i.e., all six modules) were eligible to participate in our evaluation of the training modules. To recruit potential participants, we emailed partners from our network and posted on social media to encourage leaders from community organizations to take our modules. Once they completed the modules, they were invited to complete a short survey and tell us about their experience.

## Conducting the Survey

We conducted an online survey to solicit feedback from people who had completed the training modules. Specifically, the survey consisted of 13 questions, including several Likert-scale items, and it took participants approximately five minutes to complete. Survey responses were anonymous. People who expressed interest in participating in a follow-up Zoom interview were asked to complete an additional 8 questions. The full list of survey questions are provided in Appendix C.

## Recruiting Interview Participants

People who completed the full training (i.e., all six modules) and completed the feedback survey were eligible to participate in an interview. To recruit potential participants, we emailed partners from our network and posted on the organization social media channels to encourage leaders from community organizations to take our modules. Once they completed the modules, they were asked to complete a short feedback survey before we invited them to participate in an interview.

We were initially unable to recruit a sufficient number of interview participants through our general call for participation. In order to boost engagement, we adopted an additional approach where we contacted organizational partners directly to invite them to complete the training, fill out the survey, and participate in a follow-up interview. A second round of social media promotion was completed on ODLAN's dedicated channels, which were then shared in 2SLGBTQIA+ online community groups. It was with this additional effort were we able to collect a number of highly detailed interview responses.

## Conducting the Interviews

We conducted one-on-one interviews with people who had completed the training modules to gain a deeper understanding of their experiences. The interviews were conducted on Zoom and lasted 30–45 minutes. Participants were asked a range of questions, including about the content of the training and the format of the training. Participants were also asked about equity, diversity, inclusion, and accessibility, as well as cybersecurity (e.g., if their organization had been victim of an online attack). The full list of survey questions are provided in [Appendix D](#). Participants who completed the interview were compensated in recognition of their time and in appreciation for their feedback.

## Findings

### Survey Findings

Participants who completed the learning modules were offered an opportunity to fill out a survey and provide feedback. The findings were reviewed and analyzed by the research team in order to determine areas for improvement.

### Interview Findings

We conducted interviews with diverse 2SLGBTQIA+ people, and these interviewees were especially helpful as they provided specialized feedback from the perspective of non-profit or public service workers who identified as members of the 2SLGBTQIA+ community. Common requests for future work included a wider perspective from Black and Indigenous members of the trans community, and a greater focus on the intersections of online hate. Requests also included a focus on cultural and religious components of this issue. Some community members who were more specialized in the development of training and educational materials stated that the layout was clean and accessible, but they would have appreciated more visual elements and colour coding so that they could easily find and review their favourite parts.

Many of the interview participants who completed the modules provided testimonials and feedback on their experience and the positive impact it had on their respective organizations:

“The first thing I did was go to my ED and manager and be like, we need to implement these plans given everything that’s happening. I encourage all organizations that work with youth to participate in this training. It raised issues that we hadn’t considered, sparking discussions about action plans and strategies.”

– Raejeanne Watts, Planned Parenthood Toronto

“This comprehensive crash course on online hate inspired me to develop a digital safety plan for my own staff. ODLAN's training offers guidance that's easily applicable to any 2SLGBTQ+ organization looking to prevent or combat hate to their staff or clients—but don't know where to start.”

– Jay Ashdown, Trans Collective of Toronto Metropolitan University

“For somebody that hasn't come up with policies yet, or hasn't really thought through how to keep staff and participants safe, I think it was a great starting point and really mapped out the main thinking points of where this hate is gonna happen, how you can deal with it, and also for me, giving the examples, the quotes of how they responded to hateful posts online was super helpful. And so having those examples from other organizations who have just done it really well is super, super helpful.”

– Shannon Millar, Stigma and Resilience Among Vulnerable Youth Centre of the University of British Columbia

## Metric Data from the Modules

Metrics data was collected monthly by NTEN via the video hosting platform. For the 5 months of active use, 2183 unique impressions were collected of those who watched the training materials. Of that, 61 people requested certificates of completion from the platform. These certificates can be downloaded and displayed on digital portfolios. 59 individuals completed the post-training feedback questionnaire, providing us with great feedback and recommendations for further module development. The questionnaire demonstrated that 96.6% of participants ‘strongly agreed’ or ‘agreed’ that the information presented in the modules was clearly explained. 93.3% of participants ‘strongly agreed’ or ‘agreed’ that the modules were well organized and easy to follow. 93.2% of participants ‘strongly agreed’ or ‘agreed’ that they had learned things about anti-2SLGBTQIA+ online hate that they did not know before. And impressively, 94.9% of participants ‘strongly agreed’ or ‘agreed’ that the digital safety strategies covered in the modules helped them address anti-2SLGBTQIA+ online hate. These statistics are significant and overwhelmingly positive, especially when received from members of the community with lived experience in this complex issue.

## Key Takeaways

Based on our experience of conducting research on anti-2SLGBTQIA+ online hate, developing training modules, and assessing those training modules, we present some key takeaways that other organizations and individuals can use when conducting community-based research and creating community-based resources. We also offer tangible suggestions for how community organizations can address anti-2SLGBTQIA+ online hate.

## Lessons Learned from this Project

In this section, we present lessons learned from our project that examined anti-2SLGBTQIA+ online hate in Canada and created community-based training modules.

One of the key insights found from our interviewed participants included involving a wider range of presenters from diverse backgrounds. While there was a considerable intention made from the researchers to incorporate an intersectional lens, the intent of such efforts did not match with the impact and feedback provided by the interviewed participants. If given the opportunity to reproduce these modules, we would expand recruitment of experts from underrepresented groups, including those from different cultural, racial, gender, sexuality, and geographic backgrounds. We would also strive to include younger and older voices to include an intergenerational perspective. An intentional priority will be given to those who identify as Black, Indigenous, and People of Colour. This could be achieved by partnering with community organizations and academic institutions that have strong ties to the underrepresented diverse groups.

### Online Recruitment

Since we used online recruitment to publicize our request for community feedback on the modules, which included the mention of a financial incentive, we fell target to bad actors who were only interested in providing feedback so that they could receive money. Looking forward, we will be careful about how we publicise our work and where we publicise it. This is a good lesson for other organizations as well. We suggest working in partnership with trusted community organisations and non-profits who work with and support 2SLGBTQIA+ people. Overall, we recommend that people conducting research be careful when doing online participant recruitment and have measures in place to minimize the potential of being compromised by bad actors.

### Honorariums

ODLAN was able to provide small honorariums to the people who completed interviews and shared their perspective on the training modules. However, the fact that we offered a financial incentive – and publicized it online – gained the attention of many bad actors. Our survey was flooded with fake answers from people who did so only to complete an interview and make easy money. Thus, while many interviewees provided detailed and constructive feedback, some bad actors did not respect the core purpose of the honorarium. This incident served as a good reminder of how 2SLGBTQIA+ organisations and individuals are often targets of online attacks in today's digital world. In the recommendations section below, we reflect on this incident and offer suggestions for people who intend to offer financial incentives when conducting community-based research in the future.

## Interactive Modules

Some people who completed the training modules suggested that they be more engaging. We suggest making future modules more interactive. For example, embedding hyperlinks to additional resources or having additional information appear on screen when the mouse hovers over a particular word or phrase could make the modules more engaging for the viewer through active participation.

## Pre-Assessment for Modules

We recommend that future modules and related educational materials include a pre-assessment component to create a more personalized learning plan. By incorporating a short pre-assessment survey that tests the viewer's knowledge and/or interests, a personalized lesson plan could be generated to help the learner make the most of the training. A pre-assessment would also help them identify topics and content that they are already familiar with, thereby streamlining the process by allowing them to skip over familiar material. Overall, a pre-assessment would make the modules more efficient, effective, and engaging while also facilitating a personalized and more meaningful educational experience.

## Post-Assessment for Modules

We recommend adding a post-module summative assessment to future modules and related educational materials. Incorporating a short quiz at the end of each module to test viewers' knowledge could make the modules more interactive and participatory by enabling viewers to engage with the material in a different way. A quiz could include activities such as matching definitions or scenarios to terms or concepts. It would also be beneficial to add a final quiz to the end of the modules, which would challenge viewers to reflect on everything they learned and apply their learning to real-world scenarios. Overall, a post-assessment would serve as a way for viewers to review the material and solidify their learning.

## Addressing Anti-2SLGBTQIA+ Online Hate

In this section, we offer recommendations for addressing anti-2SLGBTQIA+ online hate that stems from our overarching suggestion of developing a digital safety plan that includes risk assessment, digital safety training, risk mitigation strategies, policy development, and reporting options. While we present a variety of options for how nonprofits can deal with anti-2SLGBTQIA+ online hate, we recognize that these recommendations may not be appropriate for each organization, and we encourage you to reflect on which options are best suited to your needs. These recommendations are taken directly from the training modules, [which can be accessed by clicking here](#).

## Assessment

A useful starting point is to assess how anti-2SLGBTQIA+ online hate is impacting your organization. Ask staff, board members, volunteers, and service users about any online hate they have experienced, details about whether this has ever led to in-person harassment, what supports have been helpful in the past, additional supports that they would find helpful, and any ways they think their role could be changed to mitigate the harms of online hate.

## Contact Information

Consider whether it is necessary to have publicly available contact information for each staff or board member. Removing individuals' email addresses and phone numbers from your organization's website can make it more difficult for them to be targeted. You could also ask staff to regularly review their online bios to ensure they are still comfortable with that information being public. Another option is to adjust email settings to filter emails that use specific terms or language.

## Preparing for Attacks on Individuals

Anti-2SLGBTQIA+ online hate might be targeted at individual members of your organization, rather than, or in addition to, the organization itself. This could include doxxing, swatting, and other online attacks targeting individuals from your organization.

To prepare for these kinds of attacks, you can:

- Encourage individuals to review publicly available information about themselves (personal websites and social media accounts, any contact details, photos that could be used to learn about people's locations such as homes or workplaces)
  - Trans and gender non-conforming staff, board members, and volunteers may want to ensure photos from different stages of their transition are not publicly available if they do not want these to be shared widely. They may also want to check if the name they were given at birth or deadname can be located online and have these removed if they do not want them shared widely.
- Encourage individuals in public-facing roles, particularly if they are discussing topics that are currently being weaponized by right-wing activists like trans rights, to develop crisis plans and support them in doing so
  - Provide these individuals with time during their work hours to spend on developing these plans
- If an individual is being targeted, you can create a buddy system so that someone is designated to accompany the person home, to their car, or to transit

## Crisis Planning

We suggest developing a crisis plan so that members of your organization are prepared to deal with anti-2SLGBTQIA+ online hate before it happens. Be sure to make it clear to staff that they do not need to share their crisis plan with their employer, but encourage them to let you know if there are supports the organization can provide as part of the plan.

To create a crisis plan, we suggest outlining the worst case scenarios and what supports you think would help you get through them. For example, you can consider questions like:

- What supports do you need from your organization? (e.g., additional flexibility to work remotely, additional funding for therapy, group discussion with colleagues, etc.)
- What other supports do you need? (e.g., from friends, partners, other family members, community groups)

Bring your team together and make sure everyone understands and is comfortable with the crisis plan. Your entire organization should be informed and prepared to address a crisis if, or when, it happens.

For more details and ideas, you can check out Fae Johnstone's webinar ([click here](#)), where she discusses a transphobic online hate campaign targeting her and her suggestions for preparing for such attacks.

## Digital Safety Training

Consider providing staff, board members, volunteers, and service users with digital safety training, which could help prevent some forms of online hate. Right To Be, a US-based nonprofit, created a Digital Safety How To Guide that can be a useful starting point ([click here](#)). The guide includes resources on what to do if you get doxxed, social media safety, privacy measures, and proactive steps to keep your information safe.

## Social Media Assessment

Assess how your organization is using social media. Here are some specific approaches that organizations have made to reduce the harm of online hate:

- Delete accounts on social media platforms that are difficult to moderate
- Limit their organization's social media use to platforms that are safer and provide better support and/or meaningful solutions when anti-2SLGBTQIA+ online hate happens
- Make social media accounts private so that only community members who are added can access the space
- Keep social media accounts visible but not allowing users to leave comments or send direct messages
- Block users who are intentionally causing harm and deleting hateful comments and messages. That said, if you want to be able to track what a user is doing online (e.g., if



they are organizing protests against your events), restricting how they can engage with your social media rather than blocking them may be a better option.

Some organizations may give multiple, public warnings on their accounts to explain the action they will take, clarify expectations for engaging with their social media, and display a consistent method of response.

For organizations operating in rural and remote communities, people posting hateful comments or sending hateful messages may have less anonymity, so there may be more opportunities for meaningful engagement and repair.

## Hide Location Information

You can take steps to make your location more difficult to find, which can make it harder for someone to dox or swat you. You can use a VPN, turn off location info on social media, and ensure that any resumes you share publicly, such as on LinkedIn, don't include your address or phone number.

## Online Events and Programming

If your organization hosts online events or programming, there are options you could consider to reduce the likelihood that your event or program will be targeted. For online events and programming, you can set up a registration process to ensure those who want to attend are the people the event or program is intended for. It's also a good idea to have a moderator for any online events so that anyone engaging in hateful conduct can be removed quickly. Using a waiting room for events ensures that you only let in the users you want to be there.

## News Media

News media can be a source of online hate, including anti-2SLGBTQIA+ online hate. One participant in our research explained that they work to prevent negative news coverage of their events and programming by crafting positive news stories to be released after the event. If mis- or disinformation about your organization is published, you can make a public statement to counter the mis- or disinformation. If members of your organization are being attacked after their names are published in a news article, you can ask the publisher to remove those details.

## Policies & Procedures

Establish a committee to review and update policies and procedures about online activity. People who have had experience with online hate should be included in these committees. One process that can be useful is creating a matrix to assess each incident based on risks and impacts, and outlining the ideal organizational response in each scenario. It's often helpful to do



some research about other organizations' online safety policies and procedures to become better informed about the range of policy options. The committee should review policies that are developed on a regular basis so they can respond to the changing landscape of anti-2SLGBTQIA+ online hate.

## Rapid Response Team/Person

Depending on the size of your organization, you could create a rapid response team or designate someone who online hate will be reported to and who will be able to respond.

- Create a response system that doesn't require the person being targeted to repeat their experience multiple times
- Ensure members of the response team are trained in trauma-informed support
- Create a documentation process. Tracking comments/messages, particularly those that are violent or threatening, can be helpful.
- Ask the person being subjected to online hate if they would like the organization's leadership to issue a statement of support

## Legal Options

Your organization should decide in advance if there are any scenarios in which you would consider contacting the police. Abolitionist 2SLGBTQIA+ organizations may never consider the possibility of contacting the police because of concerns about discrimination, harm, and/or violence. While some people may think contacting the police is the only available option in some scenarios, Black Lives Matter makes the argument that police typically only respond after a violent incident has taken place and may not take a threat of violence seriously if the threat is not against "the right type of victims." Other organizations might consider contacting the police if the person being targeted by online hate requests it, if there is an explicit threat of violence (e.g., comments saying armed protesters are going to attack staff at the organization's offices or an upcoming in-person event), or for some other reason. One participant in our research shared that they had had productive collaboration with police, but the majority of participants were reluctant to work with police because of the ways they have harmed and continue to harm 2SLGBTQIA+ people.

If your organization decides that there are situations in which you would call the police, you should have a plan in place to protect staff, board members, and volunteers from police violence and/or discrimination. Your plan should take into account that the following people are most likely to be harmed by police, and that you may not know if someone from your organization is a member of one or more of these groups:

- Black, Indigenous, and racialized people
- Transgender and gender non-conforming people. Trans femme folks are more likely to be targeted by police, particularly BIPOC trans femme folks
- Sex workers
- People who use drugs

- People whose mental health could make police see them as a threat
- People who are unhoused or living in poverty

For more information on the limitations of the legal options available to those being targeted by online hate in Canada, we recommend the webinar Rosel Kim from the Women's Legal Education and Action Fund did with ODLAN ([click here](#)).

## Conclusion

This project allowed us to develop six training modules that help service providers, staff, and members of community organizations to think critically about the impacts of anti-2SLGBTQIA+ online hate and develop strategies to mitigate online hate. As such, this information was beneficial not only for our organization to respond to the increase of anti-2SLGBTQIA+ online hate, but it also helps other queer- and trans-serving organisations across Canada respond to this problem. Specifically, with these targeted training modules, we have equipped our organization and others with the necessary skills and knowledge to anticipate anti-2SLGBTQIA+ online hate, which can cause massive disruptions and violence against queer and trans organizations.

The feedback received from those who completed the modules offer us valuable insights into the effectiveness of the content as well as areas for improvement. Having this feedback ensures that these modules—and other educational interventions that we develop—remain relevant and adaptive to the emerging threats of anti-2SLGBTQIA+ online hate. Consequently, ODLAN and other organizations can better withstand disruptions, violence, and harm by having better-prepared staff, responding more quickly and effectively when experiencing online hate, and recovering more quickly from incidents.

Overall, the iterative process of development and improvement that we have gone through with these modules has helped us at ODLAN develop resilience, engage in capacity building, and be better prepared to address anti-2SLGBTQIA+ online hate. We hope that the information and reflections we provided in this report can similarly help others dedicated to this cause.

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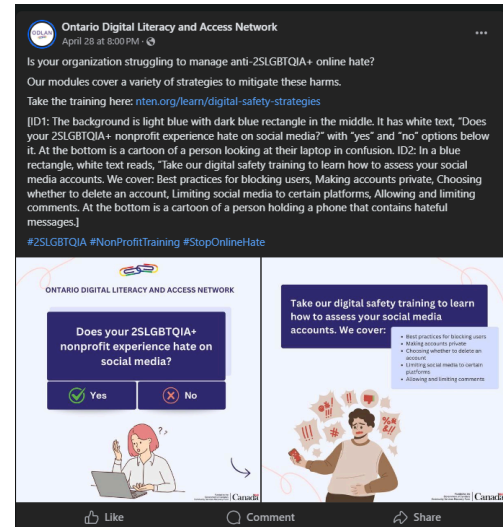
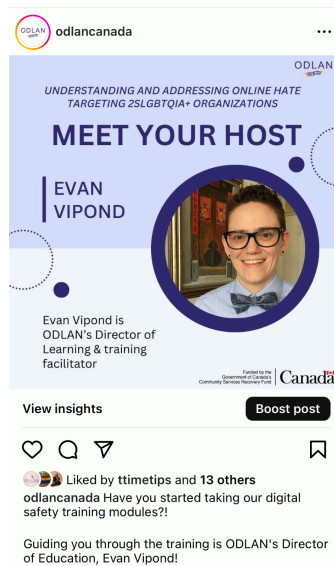
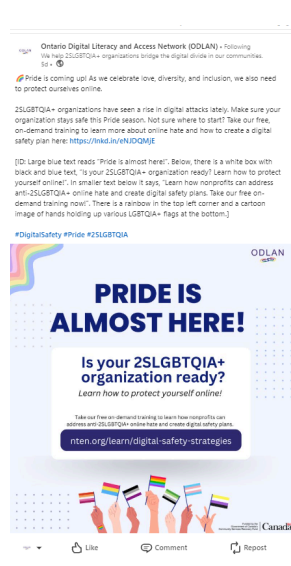
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# Appendices

## Appendix A: Examples Social Media Posts



## Appendix B: Outreach Metrics

<b>Table 1: Social media - Facebook, Instagram, LinkedIn</b>						
Key Message	Post Date	Platform & Post Link	FB & IG Reach  LinkedIn Impressions (#)	Clicks (#)	FB Engagement (#)  IG Interactions (#)	Engagement rate (%)
Save the date! 🎉 We are hosting a virtual launch event for our FREE on-demand training modules.	April 2, 2024	<a href="#">Facebook</a>	18	0	1	
		<a href="#">Instagram</a>	117		23 likes 7 saves	
		<a href="#">LinkedIn</a>	450	28		8.22
In response to growing anti-2SLGBTQIA+ online hate across Canada, we are pleased to report that we are launching our free, on-demand training modules!	April 3, 2024	<a href="#">Facebook</a>	44		2	
		<a href="#">Instagram</a>	71		11 Likes 4 Saves	
		<a href="#">LinkedIn</a>	180	3		5.56
Did you know?! We recently launched our free, on-demand training modules!	April 4, 2024	<a href="#">Facebook</a>	20	1	4	
		<a href="#">Instagram</a>	95		8 Likes 1 Save	
		<a href="#">LinkedIn</a>	283	2		6.01
Guiding you through the training is ODLAN's Director of	April 5, 2024	<a href="#">Facebook</a>	44	2	5	

Education, Evan Vipond!		<a href="#">Instagram</a>	83		14 Likes 1 Save	
		<a href="#">LinkedIn</a>	194	9		11.34
Module 1 of our new training modules will teach you all the key terms you need to know to understand and address anti-2SLGBTQIA+ online hate!	April 8, 2024	<a href="#">Facebook</a>	21	1	1	
		<a href="#">Instagram</a>	68		6 Likes 3 Saves	
		<a href="#">LinkedIn</a>	98	9		7.14%
Swipe to learn the definitions of key terms related to 2SLGBTQIA+ online hate.	April 9, 2024	<a href="#">Facebook</a>	16	0	1	
		<a href="#">Instagram</a>	50		6 Likes 2 Saves	
		<a href="#">LinkedIn</a>	446	68		17.49
In module 2 of our free on-demand training modules, you'll dive into research on anti-2SLGBTQIA+ online hate, including its effects and statistics about its prevalence in Canada.	April 11, 2024	<a href="#">Facebook</a>	14	0	0	
		<a href="#">Instagram</a>	46		4 Likes 1 Save	
		<a href="#">LinkedIn</a>	117	10		10.26
In 2017, a review of studies from Canada, the US, Europe, and Australia revealed that up to 75% of 2SLGBTQIA+ youth have experienced cyberbullying. To learn more about the rise of anti-2SLGBTQIA+ online hate and the devastating effects	April 12, 2024	<a href="#">Facebook</a>	18	0	0	
		<a href="#">Instagram</a>	47		3 Likes 0 Saves	
		<a href="#">LinkedIn</a>	110			3.64



Module 3 of our new training series will help you get more familiar with the features of anti-2SLGBTQIA+ online hate, the rationales used by people who inflict this hate, and factors that contribute to hate against 2SLGBTQIA+ nonprofits.	April 15, 2024	<a href="#">Facebook</a>	0	0	0	
		<a href="#">Instagram</a>	33		5 Likes 0 Saves	
		<a href="#">LinkedIn</a>	489	11		4.7
Far right ideologies are spreading and are incredibly harmful to 2SLGBTQIA+ organizations and the communities they serve.	April 16, 2024	<a href="#">Facebook</a>	15	0	2	
		<a href="#">Instagram</a>	80		14 Likes 2 Saves	
		<a href="#">LinkedIn</a>	734	21		4.77
This module covers actions that fuel online hate against 2SLGBTQIA+ nonprofits, identifies online spaces of hate, and provides tech strategies for safer online engagement.	April 17, 2024	<a href="#">Facebook</a>	13	0	1	
		<a href="#">Instagram</a>	36		4 Likes 1 Save	
		<a href="#">LinkedIn</a>	153	4		5.88
The rise of anti-2SLGBTQIA+ online hate is harming our communities and non-profit organizations! [Video]	April 19, 2024	<a href="#">Facebook</a>	14	0	0	
		<a href="#">Instagram</a>	65		10 Likes 1 Save	
Looking for real-life example of a 2SLGBTQIA+ organization addressing online hate? Check out module 5 of our digital safety training!	April 22, 2024	<a href="#">Facebook</a>	17	0	0	
		<a href="#">Instagram</a>	36		6 Likes 1 Save	
		<a href="#">LinkedIn</a>	86	1		3.49
Unlock a wealth of resources with each training module!	April 25,	<a href="#">Facebook</a>	19	0	0	

	2024	<a href="#">Instagram</a>	29		3 Likes 1 Save	
		<a href="#">LinkedIn</a>	67	1		4.48
Module 6 of our digital safety training will help you take the next step in safeguarding your nonprofit's digital presence.	April 26, 2024	<a href="#">Facebook</a>	19	0	0	
		<a href="#">Instagram</a>	28		3 Likes 1 Save	
		<a href="#">LinkedIn</a>	64	0		3.13
Swatting and other forms of online hate can have devastating consequences on 2SLGBTQIA+ organizations and communities. [Video]	April 27, 2024	<a href="#">Facebook</a>	9	0	0	
		<a href="#">Instagram</a>	87		11 Likes 0 Saves	
Is your organization struggling to manage anti-2SLGBTQIA+ online hate?  Our modules cover a variety of strategies to mitigate these harms.	April 28, 2024	<a href="#">Facebook</a>	18	0	0	
		<a href="#">Instagram</a>	35		8 Likes 1 Save	
		<a href="#">LinkedIn</a>	76	1		2.63
A recent study from penamerica found that 89% of LGBTQ+ respondents faced multiple instances of hate speech or harassment, compared to 69% of heterosexual participants.	April 29, 2024	<a href="#">Facebook</a>	14	0	0	
		<a href="#">Instagram</a>	68		6 Likes 1 Save	
		<a href="#">LinkedIn</a>	107	5		9.35
Our digital safety training launch is only two days away! Have you registered?	April 30, 2024	<a href="#">Facebook</a>	186	2	13	
		<a href="#">Instagram</a>	28		1 Like	

		<a href="#">LinkedIn</a>	108	7		12.96
In this video, Director of Learning, Evan Vipond walks us through how to start a digital assessment. [Video]	May 1, 2024	<a href="#">Facebook</a>	10	0	0	
		<a href="#">Instagram</a>	63		5 Likes	
Pride is coming up! As we celebrate love, diversity, and inclusion, we also need to protect ourselves online.	May 22, 2024	<a href="#">Facebook</a>	16	0	1	
		<a href="#">Instagram</a>	73		6 Likes	
		<a href="#">LinkedIn</a>	67	0		0
Organizations supporting 2SLGBTQIA+ and racialized communities are reporting an increase in digital attacks.	May 23, 2024	<a href="#">Facebook</a>	20	4	5	
		<a href="#">Instagram</a>	73		7 Likes	
		<a href="#">LinkedIn</a>	327	7		4.28
Learn how to tackle anti-2SLGBTQIA+ online hate with a tailored safety plan.	May 28, 2024	<a href="#">Facebook</a>	82	6	12	
		<a href="#">Instagram</a>	50		3 Likes 1 Save	
		<a href="#">LinkedIn</a> (boosted for 10 days)	34,945	370		1.08
Has your 2SLGBTQIA+ organization seen an uptick in online hate?	June 7, 2024	<a href="#">Facebook</a>	9	0	0	
		<a href="#">Instagram</a>	61		5 Likes	
		<a href="#">LinkedIn</a> (boosted for 7 days)	43,955	468		1.08

Looking for strategies to mitigate online hate for your 2SLGBTQIA+ organization? Ready to empower your team and create safer digital spaces?	June 20, 2024	<u>LinkedIn</u> (Boosted for 5 days)	26,124	248		0.96
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**Table 2: Email Campaigns**

Key Message	Date	Audience & Number	Opens (Total)	Opens (Unique)	Clicks - direct to training modules (Total)	Clicks - direct to training modules (Unique)
ODLAN's Free 2SLGBTQIA+ Online Hate Modules Are Live! Consider providing us feedback.	Mar 4, 2024	Canadian 2SLGBTQIA+ organizational leaders  49 Recipients	84	28	20	6
<i>Follow-up to previous email</i>	Mar 15, 2024	Canadian 2SLGBTQIA+ organizational leaders 50 Recipients	104	27	3	2
ODLAN's Free 2SLGBTQIA+ Online Hate Modules Are Live!	Mar 18, 2024	General Newsletter List (does not include any of the prior recipients)  87 Recipients	599	48	40	6

ODLAN's Digital Safety Training Launch Event	Apr 5, 2024	General Newsletter List + Canadian 2SLGBTQIA+ organizational leaders  136 Recipients	862	77	N/A	N/A
ODLAN's Launch Event: The 3-Day Countdown Begins!	Apr 29, 2024	General Newsletter List  86 Recipients	509	45	19	3

## Appendix C: Survey Questions

Here are the questions that participants were asked in our online survey, which asked for their feedback on our training suite of six modules.

### Introduction

Thank you for completing the training, titled “Understanding and Addressing Online Hate Targeting 2SLGBTQIA+ Organizations,” which was developed by the Ontario Digital Literacy and Access Network (ODLAN) in partnership with NTEN. We would appreciate your feedback to help us better understand your digital needs as we develop future education materials.

This questionnaire includes 10 questions and should take less than 5 minutes to complete. All questions are voluntary and anonymous.

In addition to this questionnaire, we are conducting interviews with 2SLGBTQIA+ nonprofit workers who’ve completed the modules to gain a more in-depth understanding about the effectiveness of the modules and how we can develop future trainings and educational materials to better meet your needs. If you are interested in participating in an interview, more information is provided at the end of this questionnaire.

Thank you for taking the time to provide your feedback.

### General Feedback

1. The information presented in the modules was clearly explained.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

2. The modules were well organized and easy to follow.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

3. I learned things about anti-2SLGBTQIA+ online hate that I did not know before.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

4. The digital safety strategies covered in the modules will help me address anti-2SLGBTQIA+ online hate.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

5. The examples of anti-2SLGBTQIA+ online hate presented in the modules reflected a range of identities and experiences.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

6. The modules were sensitive to how anti-2SLGBTQIA+ online hate impacts diverse individuals and organizations.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

7. The modules took an intersectional approach to anti-2SLGBTQIA+ online hate.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

8. The modules were accessible (e.g., visual components, audio components).

Strongly agree	Agree	Neither agree nor disagree	Disagree	Disagree

9. How could the modules have better reflected the diversity of the 2SLGBTQIA+ communities you work with and belong to?

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## Final Feedback

10. How could the modules have been created differently to better meet your needs?

11. ODLAN would like to develop more trainings and educational materials. What are some other topics that would you like to learn about?

12. Do you have any other feedback about the modules?

13. Follow-up interviews will be conducted with diverse individuals to gain more in-depth feedback about the modules. Those who complete an interview will receive \$100 as a thank you for their contributions. The interview would be one-on-one, held online, and last 30–45 minutes. It would be scheduled at your convenience.

Would you be interested in participating in a follow-up interview?

- Yes
- No

### Follow-Up Interview

Thank you for your interest in doing a follow-up interview. The purpose of this interview is to gain more detailed information about how the modules can be improved and become more effective.

The interview would be one-on-one, held online, and last 30–45 minutes. Those who complete an interview will receive \$100 as a thank you for their contributions.

Please note that we are seeking a range of voices from people with different identities and experiences. To ensure that diversity is met, we kindly ask that you provide some information about yourself.

14. What is your age?

15. What is your gender?

16. What pronouns do you use?



17. What is your sexual orientation?

18. What is your race/ethnicity?

19. Do you identify as having a physical or cognitive disability?

- Yes
- No
- Unsure
- Prefer not to say

20. Please provide your email address.

21. Please re-type your email address.

## Appendix D: Interview Questions

Here are the questions that participants were asked in an interview, which asked for their feedback on our training suite of six modules.

### Introduction

Hello. My name is [NAME] and my pronouns are [PRONOUNS].

I am the [JOB TITLE] at the Ontario Digital Literacy and Access Network (ODLAN). Our mission is to remove digital literacy and access barriers, particularly for members of 2SLGBTQIA+ communities. We work with service providers to develop digital strategies that will address the challenges marginalized communities face when accessing online services.

You recently completed a training about anti-2SLGBTQIA+ online hate, titled “Understanding and Addressing Online Hate Targeting 2SLGBTQIA+ Organizations.” The training included six modules about anti-2SLGBTQIA+ online hate.

Thank you for agreeing to participate in a follow-up interview. The purpose of this interview is to gain a more in-depth understanding about the effectiveness of the modules and how they can be improved.

We have allotted 30 minutes to complete this interview, but it might not take that long. You will receive \$100 as a thank you for your contributions. I will explain more about this at the end.

In this interview, I will ask questions about the content of the modules and the format of the modules. I will also ask about equity, diversity, inclusion, and accessibility. After that, we will discuss any other questions, comments, concerns, or suggestions you have related to the modules.

You are not required to answer any question. If you want to pass, simply say “Pass” and we will move to the next question.

With your permission, I will audio record our conversation and take notes to ensure that the information you share is accurately captured. The audio recording will be transcribed, and after that, the recording will be deleted. Personal information, such as your name and workplace, will be removed from the transcript. ODLAN will use the transcript and my notes to: (1) provide data to our funder, the Government of Canada, about the effectiveness of the modules; and (2) inform how ODLAN develops future trainings and educational resources.

Do you consent to me audio recording this interview?

With your permission, we may include quotes from your interview in our funding report. We will not include any identifying information with your quotes. None of the data we collect in the interviews will be shared publicly.

You can make that decision now, if you feel so comfortable. Otherwise, I can ask again at the end. Do you consent to ODLAN using quotes from the interview in our funding report?

Do you have any questions before we begin?

## Part 1: Content

These first questions are about the content of the modules.

1. What did you learn about anti-2SLGBTQIA+ online hate?
2. Was there some information about anti-2SLGBTQIA+ online hate presented in the modules that you already knew?
  - a. If yes, do you still think it was still useful to present that information?
  - b. If not, are there some topics that you would like to learn more about?
3. Do you think that the modules provided accurate information about anti-2SLGBTQIA+ online hate?
4. What did you think about the examples of anti-2SLGBTQIA+ online hate presented in the modules?
  - a. Was there anything missing?
  - b. Was there any repetition that we should address?
5. The modules talked about the impacts of anti-2SLGBTQIA+ online hate.
  - a. What did you think about that information?
  - b. Was it presented in a sensitive, trauma-informed way?
  - c. Do you have suggestions for how we can improve the discussion about impacts of anti-2SLGBTQIA+ online hate?
6. The last module presented digital safety strategies meant to help non-profit organizations address anti-2SLGBTQIA+ online hate.
  - a. What did you think about these strategies?
  - b. Do you think these strategies are effective for your organization?
  - c. Do you have any suggestions for how these strategies can be improved?
  - d. Do you know of other strategies that individuals or organizations use to address anti-2SLGBTQIA+ online hate?

7. Was there additional information you would have liked to have been included in the modules? Were you left with any questions about anti-2SLGBTQIA+ online hate that you would like answered?

## **Part 2: Format**

These next questions are about the format of the modules.

1. Do you think the modules were well organized?
2. Do you think the information was easy to understand?
  - a. Was the language (e.g., words, concepts) easy to understand?
  - b. Did you understand the technical references?
3. Were the modules interesting and engaging?
4. Did you experience any technological issues?
5. Do you have any suggestions for how to improve the format of the modules?

## **Part 3: Equity, Diversity, Inclusion, and Accessibility**

These next questions are related to equity, diversity, inclusion, and accessibility.

1. Intersectionality is a concept that is used to describe how different forms of oppression—like racism, sexism, classism, queerphobia, and transphobia—are connected and impact one another. We aimed to take an intersectional approach to anti-2SLGBTQIA+ online hate.
  - a. Do you think that the modules were intersectional?
  - b. Do you think that intersectionality can be improved?
2. Are there emerging problems related to anti-2SLGBTQIA+ online hate in Canada that we need to be aware of, particularly as it concerns equity, diversity, inclusion, and accessibility?
3. For disabled people: Do you know of any digital needs disabled 2SLGBTQIA+ people and/or organizations have that are not currently being met? Do you have suggestions about programming, resources, or trainings that could help meet these needs?
4. For Black and racialized 2SLGBTQIA+ people: Do you know of any digital needs Black, Indigenous, and/or racialized 2SLGBTQIA+ people and/or organizations have that are

not currently being met? Do you have suggestions about programming, resources, or trainings that could help meet these needs?

5. For Indigenous people: Do you know of any digital needs Two Spirit and Indigenous LGBTQIA+ people and/or organizations have that are not currently being met? Do you have suggestions about programming, resources, or trainings that could help meet these needs?
6. For trans and nonbinary people: Do you know of any digital needs trans and non-binary people and/or organizations have that are not currently being met? Do you have suggestions about programming, resources, or trainings that could help meet these needs?

#### **Part 4: Cyber Security**

1. Has your organization engaged in a cyber security audit or assessment?
2. What challenges have you experienced when accessing cyber security services or resources?

#### **Part 5: Final Feedback**

There are a few final questions that I have and then we are done.

1. The purpose of the modules was to teach people about anti-2SLGBTQIA+ online hate that individuals and organizations in Canada experience. To what extent do you think that the modules achieved this goal?
2. What would have made the modules more effective and better able to attain this goal?
3. Do you have any other feedback that you would like to share related to ODLAN's modules about anti-2SLGBTQIA+ online hate?
4. Do you have any other questions, comments, concerns, or suggestions?

#### **Part 6: Closing**

Thank you for sharing your feedback about the modules.

As mentioned before, the audio recording of this interview will be transcribed and then deleted. The transcript will be de-identified and anonymized. ODLAN will use the transcript and my notes

to report to our funder and develop future trainings to better meet the needs of 2SLGBTQIA+ organizations.

Do you agree for ODLAN to use quotes from your transcript in content, resources, and materials related to the modules?

Thank you.

Again, I would like to express my gratitude for you taking the time to complete this interview. As a thank you for your contributions, ODLAN is giving you \$100. We will email you a link to a form to fill out so we can process your honorarium payment.

Is there anything else you would like to say before we finish?

Thanks again, and have a nice day.

## Appendix E: Resources

The following list of resources accompany ODLAN's Digital Safety Training Modules. It includes a list of mental health resources, as well as additional resources for the training modules.

### Mental Health Resources

**TransLifeline** | Trans Lifeline provides trans peer support | (877) 330-6366 (operates 24/7)

**Réseau ACCESS Network** | Sudbury, Ontario | Provides: Case Management, Counseling, Psychiatric Services and more for ALL age groups | 705.688.0500 or 1.800.465.2437

**CAYR Community Connections** | Newmarket, Ontario | Provides: Crisis support services, Harm Reduction and more | 1-800-243-7717 | Off Business Hours Support Line - 1-855-310-COPE (2673); or 905-953-5412

**Sexual Health Infoline Ontario (SHILO)** | free and anonymous counseling services for ALL Canadians | 1-800-668-2437 (Mon-Fri 10 a.m. – 10:30 p.m.; Weekends 11 a.m. – 3 p.m.)

**Toronto PFlag** | Provides: Confidential Support Line for ALL ages | open 9AM-9PM 7 days a week | 416-406-637

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