

Ganohkwasra Family Assault  
Support Services



**Sexual Assault Prevention  
Training for Front-line Workers**

**ONLINE FACILITATOR'S GUIDE**

## **Sexual Assault Prevention Training for Front line Workers:**

This training was designed to break through the stigma of sexual violence in our community through the use of education and to start the conversation on sexual violence prevention. This training was not about how to be a counsellor but to provide participants with the resources to know how to respond to disclosures with respect and dignity and to be able to provide education for victim/survivors of sexual violence.

To accomplish this, we focused on creating a safe environment for learning (which will be discussed below) and by using a number of different mediums throughout the training. The mediums we used were participant guidebooks, power point presentations, activities, group discussions, role playing, creative projects, film/video and grounding techniques (which the facilitators did with the participants – discussed in the welcome section). This training is best done with two or more facilitators.

### Participant Guidebooks & Powerpoint Presentations:

During each step of the training there was a focus on even the smallest details including the images selected to be in the guidebooks and powerpoint. As you can see on the title page of this document we used an image of strawberries, which we used throughout the training as it is one of our traditional medicines. We also used other medicines such as cedar, white pine and tobacco images throughout and in particular during some of the heaviest slides. In addition to medicines, we used images we felt represented the topic in the most appropriate way.

### Activities, Group Discussions, Creative Projects and Role Play:

Activities were designed to be interactive and allow participants to work with different people as much as possible. This was done with the use of playing cards – each participant was given a card from Ace to 6 (depending on the group size you want) and tables were designated to each card. We tried to keep the groups to a maximum of six or seven. Activities allowed for group discussions and allowed each participant to learn from one another. After each activity and where time permitted we had group presentations. If in a large space, a wireless microphone works the best. One of the activities allowed for participants to be creative and create a slogan which is discussed in the section on Module 2. For the role play, participants were asked to work in a group of three and were provided with a situation. Before the role play started we asked the participants to physically step into their role and upon completion we asked them to step out of role and shake the role off (which we did as a group). This allowed for participants to focus only on the role and offered safety from triggers.

### Film/Video:

We purchased a five-year screening license on a short film by an Indigenous filmmaker which we felt fit well into the training. We were introduced to this film through the imagineNATIVE Film + Media Arts Festival.

## **Welcome – Opening Address**

Ganohkwasra Family Assault Support Services (GFASS) is located on the Six Nations of the Grand River Territory. As part of the Haudenosaunee culture, we begin trainings with our Thanksgiving Address (Ganohonyohk), the words that come before all else and brings our minds together as one. The Thanksgiving Address was the first form of ceremony given to the Haudenosaunee people in which we are to give thanks to everything on earth and beyond. Ganohkwasra accessed the services of a Traditional Knowledge Keeper for this opening and closing each day.

If practiced on your territory, this would be a good place to include your teaching of the opening address.

## **Welcome – Introductions, Housekeeping and Grounding**

We begin this section with facilitator introductions and housekeeping then move on to introductions of our support staff. In order to ensure a safe environment for participants we have support staff on site in the event of a participant feeling triggered. We also ask participants to signal with a thumbs up before leaving the room to let support staff and facilitators know they are not triggered.

Once we review signals for support staff, we introduce grounding and how it will be used throughout the training. This is another measure we put into place for a safe environment. As we go through the training we incorporate breathing and grounding which we do along with the participants.

## **Welcome – Activity**

It is beneficial to start with an opening activity to help identify differences and similarities in a group and to help to build trust. We use a continuum for this activity and have participants stand where they feel comfortable in regards to the questions we ask.

## **Welcome – Safety**

Safety is really important when doing this training and something to come back to over and over during the training. As a group, we ask the participants to let us know what they need to feel safe and write it down on flip chart paper. When we have a list, the participants are happy with, we post it in a place they can see for the duration of the training. We let them know at this time they can add to the list at any time during the training.

## **Welcome – Confidentiality**

Confidentiality is an important factor to discuss at the beginning of the training. Although this training is set as an educational learning experience there may still be times when participants make disclosures. We discuss the importance of respect and integrity of holding that disclosure with confidentiality and encourage the participants to share only the education material they are learning.

# Module 1: History and Statistics

## **The outline/framework was to...**

When learning about Indigenous Sexual Violence, we look to history to understand where this violence originated and the devastating effects sexual violence has on Indigenous people as a result of colonization, oppression stereotypes and intergenerational trauma.

There are many texts created by the Canadian Government throughout history that work to assimilate and colonize Indigenous people. We focused on this history as a way to explore the impacts through dialogue. As an example, if you look at the 1920 Amendment to the Indian Act you will find the following:

“A10. (1) Every child between the ages of seven and fifteen years who is physically able shall attend such day, industrial or boarding schools as may be designated by the Superintendent General for the full periods during which such school is open each year.” Many of the children in these schools experienced sexual violence during an important time in their development and in some cases this sexual violence became normalized.

## **Statistics:**

In the “Connecting them to their true self: Sexual Violence Prevention Training for Front line Workers,” we start the training off with the most current statistics we can find using both overall stats and stats which focus on men, Intimate Partner Sexual Violence and specifically Indigenous people. We have also included statistics from our own community as well.

**Grounding:** This is a great place for a grounding

## **History:**

History is an important part of this training as it allows the participants to explore the impacts of intergenerational trauma, colonization and oppression on Indigenous sexual violence. We broke this section down into two parts: Haudenosaunee History and The Impacts of History.

## **Haudenosaunee History:**

In this section we focus on our history and the teachings we received on how we were to treat all living beings. We do not shy away from how the Haudenosaunee were behaving at the time when the messages of peace; love and kindness were needed the most.

## **The Impacts of History:**

When the settlers arrived, they brought with them a different worldview which they used to create laws and legislations as a way to assimilate Indigenous people. Through this process, Indigenous people had many things stolen from them; their languages, their culture, their spirituality, their governance, their traditional homelands, their children and for some their lives.

In this section we focus on a snapshot of how certain events and laws/legislations impacted Indigenous people. We look at how the western settlers established power over Indigenous people and how their patriarchal views made an impact on the matrilineal society of the

Haudenosaunee. We focused on a snapshot of history or a timeline of sorts which we felt made many changes. This section is completely dependent on how you would like the training to run.

We focused on the following: The Fur Trade, the Real Story of Pocahontas, the 1857 Gradual Civilization Act, the 1869 Gradual Enfranchisement of Indian, the 1876 Indian Act and an overview on the impacts of the Indian Act, (We placed a grounding exercise following the Indian Act), Residential school creation and brief history, the 1924 Removal of the Haudenosaunee Confederacy, the 1951 Amendment to the Indian Act, the Sixties Scoop and the Millennial Scoop. (We placed a grounding at the end of this section)

We provided participants with a guidebook which included activities we created to compliment the learning as well as a place to make notes on each topic. One of the activities created for the history section was the exploration of stereotypes created by colonization. As we went through each section, we wrote down the stereotypes and posted them on traditional photos of a male and female as a visual to demonstrate the impacts of colonization and led us to a discussion around barriers to reporting sexual violence for Indigenous people.

## Module 2: Recognition

### **The outline/framework was to...**

With recognition comes understanding of the many different ways a survivor may be impacted by sexual violence. We cover both the short-term and long-term impacts for both adults and children; the benefits and challenges of the social and helping services and the justice system; and high-risk situations such as the connection between sexual and domestic violence.

### **Traditional Perspective on Sexuality:**

In this section we started off by covering the traditional Haudenosaunee perspective on sexuality as this is a learning on having respect for ourselves and honouring and respecting each other. Traditionally all of the teachings we received throughout our childhood teach us about our sexuality because we are taught who we are as men and women. For example, traditional wooden lacrosse sticks teach boys how to care for their wives as caring for a lacrosse stick requires commitment and attention.

### **Sexual Violence Social Myths:**

In this section we explored rape culture and rape myths through an exercise on examples found in tv/media, music, work, home, school and community. We used the examples from this exercise to create another layer on the male and female photos. We then left the two images up for the remainder of the training and referenced them throughout the training. From here we moved on to the Hypersexualization of Indigenous women with roots as far back as the arrival of the settlers.

### **Consent:**

We reviewed the definition of consent here and viewed the short film "Tea and Consent". For the activity we asked groups to come up with a slogan or campaign on consent they could take back to their workplace or office to help incite conversation.

### **Sexual Violence, Sexual Coercion and Sexism:**

In this section, we reviewed the definitions and asked participants to work as a group to discuss how each act could create hurdles for Indigenous sexual violence survivors.

### **Human Trafficking and Exploitation:**

We focused on the definitions, legislation and warning signs. We also had groups explore the different ways a pimp may present themselves to demonstrate that it could be anyone vs. the stereotypes of a “pimp”.

### **Grounding and Wellness Strategies:**

We encouraged participants to practice wellness strategies (self-care) over the course of the training. In the participant guide books, we asked the participants to write down their wellness strategies for after each day of the training.

### **Effects of Sexual Violence:**

We went through the short and long-term psychological, emotional, and physical effects.

### **Multiple Victimization:**

In this section, we covered the definition of multiple victimization and the impacts.

### **Effects of Childhood Sexual Violence:**

We looked at the long-term effects and how the sexual assault may impact the way that children survivors trust and view adults.

### **Warning Signs of Child Sexual Abuse:**

In this section, we covered the most serious warning signs, indicating behaviours, indicating physical signs and other warning signs.

### **Grounding:**

This would be a great place to do a grounding.

### **The Effects of Living with Sexism and Sexual Violence:**

There was this great visual piece called #dearcatcallers, a month-long photo series created by Noa Jansma in which she posted selfies with her cat callers. We included this as an example and a way to talk about the impacts of sexual harassment.

### **The Health Costs of Sexual Violence:**

We begin this section by stating this discussion is not to discourage people from disclosing or doing their healing. The costs exist and impact many areas and as front line workers it is important to understand them so we know how to best support the victim/survivor. The information used in this section was taken from “An Estimation of the Economic Impact of Violent Victimization in Canada, 2009”, Research and Statistics Division, Department of Justice, Government of Canada.

In this section we also spoke about the Employment Standards Act Ontario – Domestic or Sexual Violence Leave.

### **Impacts on Personal Relationships, Other Relationships and Secondary Victims of Sexual Violence:**

We started this section with a group activity in which we designated each group a category which represented a relationship a survivor may have eg. Survivor relationship with Spouse, Survivor relationship with children, Survivor relationship with community, etc. In the group, the participants would discuss how a relationship can change or be impacted as a result of historical sexual assault or following an incident of sexual assault. We asked the groups to present their findings and we filled in additional impacts when necessary.

*\*\*This upcoming section is meant to discuss gaps in services along with the benefits of the services in a safe environment. This is a good place to refer back to the safety list created at the beginning of the training.*

### **The Challenges of Social and Helping Services:**

We went through some of the challenges a victim/survivor may experience when seeking help from social and helping services. We then asked participants to work in a group to further discuss some of the hurdles that occur for Indigenous victims/survivors.

### **The Benefits of Social and Helping Services:**

In this section we went through the benefits such as the safety and safety planning, validation, education and referrals available to victims/survivors of sexual assault.

### **Challenges of Engaging with the Criminal Justice System:**

In this section, we referred participants back to the section on Stereotypes and discussed how Intergenerational Trauma can have an impact on accessing the Criminal Justice System. We again asked participants to work in a group to discuss some of the hurdles including those that exist below the surfaces. Once the discussion was completed we filled in additional hurdles we have seen in the gaps of services based on our prior research.

### **Benefits of Engaging with the Criminal Justice System:**

We discussed examples of the different reasons a survivor may choose to access the Criminal Justice System. Groups discussed important supports for survivors in the following categories: Self, Family, Clan/Nation, Professional Services, Legal Services and Healing Modalities.

### **High Risk Situations: Understanding the Link Between Sexual and Domestic Violence:**

We reviewed the Intimate Partner Sexual Violence Control Wheel created by the Centre for Research and Education on Violence Against Women & Children, Western University, and available on the VAW Learning Network. We also reviewed statistics on Intimate Partner Sexual Violence.

### **High Risk Situations: Understanding the Link Between Sexual Violence and Residential Schools/Colonization:**

We felt we had touched on this topic throughout the training however use this time to expand on how residential schools and colonization have had an impact on sexual violence including trafficking and exploitation.

### **Grounding:**

This would be a great place to have a grounding

## **Module 3: Response**

### **Creating a Safe Environment for Disclosures:**

In this section, we ask participants to work in groups to discuss what they do both personally and professionally to create a safe place for disclosures. We then come back together as a group to discuss. One of the things we focus on is the importance of relationship building, safe touch agreements and offering breaks as needed.

### **Disclosure Response to Avoid:**

There may be a danger of revictimization when the person the victim/survivor discloses to has a response that may be perceived as hurtful or victim blaming.

### **Respectful Disclosure Responses:**

This section is about giving participants an opportunity to practice what they have learned through role play. As mentioned in the introduction, we asked the participants to work in a group of three with the following three roles to select from: Helper, Client/Survivor, or Observer. We provided the participants with a situation (which was not too heavy with the hope of lessening triggers) and asked them to step in and out of their roles. The Client/Survivor would disclose to the helper and the helper would respond while the observer took notes about what worked, what could have been done differently, etc. It was good for facilitators and support people to walk around to observe the groups at this time. It was helpful for facilitators and support people to observe each group and offer feedback when applicable. One of the things we want to make sure the helper is staying away from is anything that can be perceived as victim blaming.

Following this activity, we went back to the pictures of the male and female with layers of stereotypes and rape myths/culture and began to remove some of the layers. When we have the knowledge of the impacts of colonization and the impacts of rape culture and have learned to create a safe place and respond with respect we can break through some of the layers to move towards healing.

### **Medical and Forensic Evidence Intervention:**

We interviewed the Sexual Assault/Domestic Violence Care Team (SA/DV Care Team) at the Brantford General Hospital in a previous research project to learn of their process when a victim/survivor accesses their services. As the research was a bit dated by the time of the training, we were fortunate to have time to review the information with the SA/DV Care Team Coordinator and have her present with us at the first training. We highly recommend meeting with your local Sexual Assault/Domestic Violence Care Team Coordinator to learn the process

and the services they offer. This would also be a good place to invite the SA/DV Care Team Coordinator to present information on their services.

In this section, we covered who the care team see, the services they offer, how a victim/survivor can access services, the forensic evidence kit along with timelines on when the evidence can be collected, timeline of the kit is the victim/survivor is undecided on police involvement, and preventative medications. We also covered how each step of the process is the choice of the victim/survivor.

### **Grounding Techniques:**

In the participant guidebook, we included a colouring page with space to fill in any of the grounding techniques they have learned throughout the training.

### **Engaging in the Criminal Justice System:**

Like the information gathered on the SA/DV Care Team we also had a chance to interview the Six Nations Police Services to learn of their process when someone reports an incident of sexual violence. In addition, we met with Victim Services, the Victim/Witness Assistance Program, the Crown Attorney's Office and the Sexual Assault Centre of Brant to learn about how they support victims/survivors.

We included this information as it brings awareness to the front-line workers which they then can take forward as a way to educate and empower the victims/survivors.

### **Safety Plans**

We included information on physical, mental, emotional and spiritual safety planning. As well as information on immediate physical safety, technology safety, school and workplace safety and community safety. For the activity, we asked groups to create a wholistic safety plan.

### **Supports Available When Intervening & Resource Materials:**

In this section, we provided the participants with a resource handout which included links to the following in the history section: statistics, the original Indian Act and Amendments, Canadian Legislation targeted at Indigenous people and the Truth and Reconciliation Commission Final Report. In the Recognition section we included links to educational website on rape culture, rape myths, consent, human trafficking, impacts of sexual assault for both adults and children, and a link to the Learning Network, Western Education site. In the Response section we included links to the programs and services on Six Nations and Brant that may offer support to a victim/survivor of sexual violence.

### **Self-Reflection: Privilege**

We started this discussion by defining privilege and providing some basic examples. We then asked participants to get into groups and discuss how their privilege (because everyone has privilege) can affect their relationships with clients and how they can dismantle the negative impacts of privilege in their workplace.

### **Personal Values, Attitudes and Beliefs:**

We asked participants to reflect on their current values, attitudes and belief systems.

### **Considerations When Advocating for Survivors of Sexual Violence:**

In this section, we discussed the impacts a front-line worker may experience such as personal triggers and signs of personal triggers, intergenerational trauma impacts, transferences/counter-transferences/projections, and vicarious trauma. We also spoke about the supports available for personal triggers.

### **Compassion Fatigue:**

We looked at the symptoms of compassion fatigue (vicarious trauma) and had the participants sit quietly while we read an affirmation to them which spoke to the importance of taking care of yourself before taking care of others.

### **Engagement and Self Care:**

In this section, we discussed the importance of introducing self-care or wellness strategies into your everyday and not to treat it as a reward. We also discussed the benefits of practicing wellness strategies.

### **Commitment to Continuous Learning:**

This was a brief section in which we encouraged participants to keep abreast of new information, to be aware of the changes to legislation and to help reduce gaps by collaborating with other organizations.

### **Evaluations:**

We asked participants to complete evaluation as part of our requirements to our funders. However, we feel that evaluations are very helpful with this training. Our evaluations asked participants to rate their knowledge on each topic before and after, if the knowledge will assist in their organizations, if the training increased their understanding of the impacts of sexual violence on Indigenous people, if the training increased their ability to support Indigenous sexual assault survivors, and if their organizations has policies and procedures on sexual violence disclosures.

This concluded the training. As mentioned in the Welcome – Opening Address section, we did the Thanksgiving Address at the beginning and end of the day for each day of the training. We again encouraged participants to continue to practice wellness strategies when they left the training.