

MÍ'KMAQ COMMUNITY ENGAGEMENT TOOLKIT ON SEXUAL VIOLENCE

a workbook to address sexual violence
for Mí'kmaq communities and community members

Introduction

This toolkit is a workbook to address sexual violence, created specifically for Mi'kmaq communities and community members to use in strengthening their response to and prevention of sexual violence, drawing from the many learnings of the **Responding to and Preventing Sexual Violence Project** in Paqtnkek Mi'kmaw Nation, a collaborative project between the Paqtnkek Health Centre and the Antigonish Women's Resource Centre & Sexual Assault Services Association from 2014 to 2016, funded by Status of Women Canada.

The funding for the creation of this toolkit is from Nova Scotia's Sexual Violence Strategy through the Department of Community Services.

This toolkit is made possible through the voices of many people. Special thanks to the Toolkit Working Group (a sub-group of the Advisory Committee for the **Responding to and Preventing Sexual Violence Project** in Paqtnkek Mi'kmaw Nation) - Juliana Julian, Karla Stevens, Molly Peters, Alicia Julian, Mike Taylor, Bernadette Poirier, Walter Denny, Jane McMillan, Lucille Harper, Heather Blackburn, and Denise Bowie. Thanks also to Peggy Mahon, External Evaluator and Corrie Melanson, Graphic Facilitator for their key contributions to the Paqtnkek Project and hence, this toolkit.

And, of course, many thanks to Paqtnkek Mi'kmaw Nation and its community members for sharing the work they have done and continue to do to support and nurture one another and address sexual violence in their community.

We'lalin,

Annie Chau
Toolkit Coordinator/Writer



How to use this toolkit

By community, for community, with community. This toolkit is about community-based and community-led solutions to address sexual violence, designed for community members who are ready and engaged to lead this work. Using this toolkit, we hope you continue to ask yourself: **How can I and members of my community, as families and friends, strengthen how we respond to and prevent sexual violence in our community?**

What to keep in mind

- Following the order of this toolkit is important, as the modules build on one another. Once some initial work is done on each of the modules, **in the order they are presented in this toolkit**, your work can be developed according to your own work plan.
- In focusing on your community, we encourage you to integrate **culturally-grounded, trauma-informed approaches and practices** into your work.
- Though the intention of this toolkit is more about community development than disclosures of experiences of sexual violence, your work will likely involve dealing with disclosures, so practice **self-care** when doing this important but hard work and reach out to your own supports and resources.
- Your work will call for **confidentiality within limits** to build trust in addressing sexual violence with your community members.
- Your work will call for **consistency** to show commitment in addressing sexual violence to your community members - work that we know does not start or end with this toolkit alone.
- In strengthening your community's capacity to respond to and prevent sexual violence, your work can also involve engaging non-community supports and resources to better meet the needs of your community in addressing these issues.
- While this toolkit has been specifically created for empowering Mi'kmaq communities and community members in addressing sexual violence, we know that it may be useful for other First Nations communities and for rural communities as well. You will make this toolkit your own.

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Background of the Responding to and Preventing Sexual Violence Project

Paqtnkek Mi'kmaw Nation is a community engaged in responding to and preventing sexual violence. Over the years, through its work on the Domestic Violence Project and the Community Health Impact Assessment Tool, and its long-standing partnership with the Antigonish Women's Resource Centre & Sexual Assault Services Association through offering Women's Support Services and the Inspire Program for Young Women in the community, Paqtnkek has been a leader in addressing sexual violence. These initiatives have provided a foundation for the **Responding to and Preventing Sexual Violence Project** and this toolkit itself, a resource created to share our learnings from this project.

The Paqtnkek Health Centre and the Antigonish Women's Resource Centre & Sexual Assault Services Association received funding from Status of Women Canada, for a collaborative, two-year project between 2014 and 2016, to strengthen how we address sexual violence against Indigenous women. The project focused on both the response to sexual violence and the prevention of it, based in a culturally relevant, revitalizing, and safe approach. A fundamental and guiding value of the project was the value of nurturing. The work of the project included: 1) partnership development, 2) needs assessment, 3) collaboration, 4) strategy development & pilot implementation, and 5) knowledge sharing. In this toolkit, you will see this project reflected.

With dedicated funding and limited timelines for this project, we were particularly motivated to structure our work accordingly. While we often felt bound and overwhelmed to meet our deadlines, these structures did encourage us to always move forward in our work. We know that you may not be able to structure your work in a similar way in your community.

We also know that each community coming to this toolkit will have different experiences and knowledges in addressing sexual violence, dependent on every community's unique strengths and challenges, and we remind you that you can only **start where your community is**. Starting is the most important step you can take. The **next step is simply to continue**.

For more information about the **Responding to and Preventing Sexual Violence Project**, visit: <http://awrcsasa.ca/community-development-social-advocacy/responding-preventing-sexual-violence-paqtnkek-project>.

Background of Sexual Violence and the Issues

“Sexual violence is any sexual act, attempt to obtain a sexual act, or other act directed against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting.” (World Health Organization: 2016)

“Sexual violence is entrenched and normalized in our society to the point that actions and even the harms associated with it have become tolerated and accepted. A person’s identity and social location—determined by their gender, socio-economic status, ethnicity, age, race, ability, sexual orientation, and employment status or income—can leave some people more vulnerable to experiencing sexual violence than others.” (Breaking the Silence Nova Scotia: 2016)

Sexual violence is an issue across all communities in Canada and Indigenous women are particularly vulnerable to and victimized by sexual violence. “Aboriginal women have faced historical violence and brutality that still continues today. This abuse affects Aboriginal women physically, socially, emotionally, and spiritually.” (British Columbia Aboriginal Women & Violence: 2005)

- Violent victimization among Aboriginal women is almost **3 times higher** than the rate of violent victimization among non-Aboriginal women (Brennan, 2011)
- Sexual assaults account for **one third** of the violent crimes committed against Aboriginal women. Aboriginal women are more likely to experience **multiple forms of violence**, i.e. sexual violence and the most severe forms of violence that result in physical injury and homicide (Brownridge, 2003; Brennan, 2011)
- Indigenous women and girls are **3 times more** likely to be sexually victimized than non-Indigenous women. (Breaking the Silence Nova Scotia: 2016)
- **~75%** of survivors of sexual assault in Aboriginal communities are young women **under 18 years of age**. ~50% of these girls are under the age of 14 and ~25% are under the age of 7. (Newfoundland Labrador Violence Against Aboriginal Women: 2008)
- Aboriginal women between the ages of 25 and 44 years are **5 times more** likely than all other women in the same age group to die as a result of violence. (Newfoundland Labrador Violence Against Aboriginal Women: 2008)
- **1,181** women and girls identified as Indigenous were murdered or disappeared between 1980 and 2012. (RCMP: 2015)
- “The scope and impact of sexual violence are difficult to measure,” as it is widely under-reported. Statistics are limited in providing “a complete picture of the crime and its effect” on individuals, families, and communities. (Rape, Abuse & Incest National Network: 2016)

ADDRESSING SEXUAL VIOLENCE REQUIRES
ONGOING EDUCATION ON THE ISSUES.

THERE IS ALWAYS A LOT TO LEARN.

EXPLORE THE RESOURCES FOR SEXUAL VIOLENCE
RESPONSE AND PREVENTION INCLUDED IN THIS
TOOLKIT AS A STARTING POINT.

SHARE YOUR LEARNINGS.

Modules for Toolkit

The seven modules of this toolkit are framed according to the Mi'kmaw Seven Sacred Teachings. Drawing from Mi'kmaq Elders Murdena Marshall and Helen Sylliboy, the modules are described as follows:

BRAVERY - establishing partners and advisory committee members

LOVE - engaging community members

HONESTY - understanding and promoting community values

WISDOM - asset mapping (identifying supports and resources)

TRUTH - carrying out a needs assessment (gathering feedback)

HUMILITY AND PATIENCE - creating an action plan

RESPECT - implementing response and prevention activities

TAKING THE FIRST STEP REQUIRES BRAVERY - WHERE YOU WILL START.

Each of the seven modules of this toolkit are organized as follows:

SUMMARY

PURPOSE

QUESTIONS TO ASK YOURSELF

ACTIONS TO TAKE

KEY POINTS

SUPPORTING MATERIALS (IF ANY)

LESSONS LEARNED FROM THE PAQTNKEK PROJECT

Throughout this toolkit are voices from the Toolkit Working Group, sharing what they have learned from being part of this work in Paqtnkek Mi'kmaw Nation to support the work you are taking on in your community. We hope that our voices challenge, encourage, and inspire you.

With guidance, we managed to start our healing journey.

Alicia Julian, Paqtnkek Social Development Director

For more information about the Mi'kmaw Seven Sacred Teachings, visit:

Mi'kmaq Elder Murdena Marshall

- <http://www.integrativescience.ca/uploads/activities/Murdena-Seven-Sacred-Gifts.pdf>

Mi'kmaq Elder Helen Sylliboy

- http://www.mikmaweydebert.ca/home/wp-content/uploads/2015/06/Pg_42_DOC_MikmawPrayer.pdf

MI'KMAQ COMMUNITY ENGAGEMENT TOOLKIT ON SEXUAL VIOLENCE

~ 7 ~



BRAVERY

(TAKING THE FIRST STEP)

establishing partners and
advisory committee members

BRAVERY

Establishing partners and advisory committee members is the first step in addressing sexual violence. This involves bravery, especially on the part of community members, to take a stand and lead on these issues.

SUMMARY

Balancing a team of community members/"insiders" with non-community members/"outsiders" who can guide this work is important in bringing together different knowledges and skills that will help inform and manage the work you take on to address sexual violence.

PURPOSE

For a collaborative, community-based and community-led approach to addressing sexual violence.

QUESTIONS TO ASK YOURSELF

1.a. Who is influential/respected in your community?

1.b. Who acts as a support/a resource in your community?

1.c. Who are those from other First Nations/Mi'kmaq communities who are influential/respected in your community?

1.d. Who is working in your community and in the broader community on issues of sexual violence?

1.e. Should your community's leadership be involved and to what extent?

What was valuable was working as a team to support our community members on responding to and preventing sexual violence in Paqtnkek.

Karla Stevens, Responding to and Preventing Sexual Violence
Paqtnkek Community Facilitator

ACTIONS TO TAKE

- From your answers, make a list of people to connect with to be involved as partners and advisory committee members, considering the different ways to reach out to them (e.g. in person, on the phone, through email, etc.)
- Set up an initial meeting with your partners and advisory committee members and make meetings consistent (i.e. once a month)
- Create a work plan that includes **self-care** and **confidentiality** and build accountability and responsibility in it to monitor the specific work done by your partners and advisory committee members
- Organize educational sessions for your partners and advisory committee members on **culturally-grounded, trauma-informed approaches and practices** and explore how to integrate these in addressing sexual violence in your community
- Communicate clearly and regularly with your partners and advisory committee members (e.g. through meeting agendas and minutes, via email updates, etc.)
- Continue to seek out and use your partners' and advisory committee members' knowledges and skills to develop together the work you take on
- Consider creating a terms of reference* for your partners and advisory committee members so that expectations are understood and shared
- Get on your leadership's meeting agenda, if you decide that leadership should be involved and you understand how leadership could be involved

KEY POINTS

- Involve community members (e.g. women, men, elders, especially residential school survivors, youth, leadership if appropriate, LGBTQ2, etc.)
- Involve health centre staff members (i.e. key staff members)
- Involve people who are “experts” with specific professional competence in sexual violence issues and in sexual violence disclosures and reporting (e.g. Sexual Assault Nurse Examiner Program, Mi'kmaq Family Healing Centres, Women's Centres, Sexual Assault Services, RCMP, etc.)
- Useful to involve the different services, programs, and agencies that your community members seek related to health, wellbeing, etc.
- Useful to involve schools to connect with youth
- Useful to have strategic engagement with First Nations' organizations and Women's organizations (e.g. Nova Scotia Native Women's Association, Nova Scotia Advisory Council on the Status of Women, etc.)
- Useful to have external resources to draw from (e.g. universities, community colleges, etc.)

THINK ABOUT THIS WORK AS A COLLABORATIVE EFFORT – ONE THAT MUST BE COMMUNITY-BASED AND COMMUNITY-LED.

SUPPORTING MATERIALS

- See *Supporting Materials* used for the **Responding to and Preventing Sexual Violence Project** in Paqtnekek Mi'kmaw Nation for the Advisory Committee Terms of Reference* (pp.75-76)

LESSONS LEARNED FROM THE PAQTNEKEK PROJECT

- We learned about the importance of leadership support. That said, while we had strong support from leadership, our work was led by the Paqtnekek Health Centre, along with the Antigonish Women's Resource Centre & Sexual Assault Services Association, allowing us to do this work on sexual violence and not be "caught up in community politics". For us, support from leadership with some distance from leadership was key.
- We learned about youth involvement and considerations specific to youth in a partnership/advisory capacity:
 - Think about what you mean by youth (e.g. 16 years and older [for reasons concerning duty to report], younger than 30 years, younger than 25 years, etc.)
 - Think about when the meeting times are with your partners and advisory committee members, as this may make it challenging for the youth in your community to participate in this way
 - Think about youth involvement in ways that are innovative and creative

What was valuable was creating safe spaces to share experiences respectfully among the members of the Advisory Committee.

Jane McMillan, St. Francis Xavier University
Canada Research Chair of Indigenous Peoples and Sustainable Communities

I learned about how important the work is and the impact it had on me as an Advisory Committee member. Self-care and the importance of having supports for the Advisory Committee and all involved is key.

Bernadette Poirier, Mi'kmaq Family Healing Centre (We'koma'q) Program Supervisor

An engaged Advisory Committee, guided by respected and trusted community leaders, is critical in making the work even possible, strengthening the community itself.

Annie Chau
Mi'kmaq Community Engagement Toolkit on Sexual Violence Coordinator/Writer

YOUR NOTES



LOVE

engaging
community members

LOVE

Engaging community members is the second step in addressing sexual violence. This involves supporting and nurturing the relationships in your community, helping families and friends support their loved ones on these issues.

SUMMARY

Involving community members is **necessary** in identifying the challenges experienced by your community and in building on the strengths and solutions of your community in the work you take on to address sexual violence.

PURPOSE

For sustainability and development that is **by community, for community, with community** to addressing sexual violence.

QUESTIONS TO ASK YOURSELF

2.a. Who can do this engagement work on sexual violence in your community?

- Who is trusted?
- Who is available?
- Who is willing?
- Who is dedicated to these issues?
- Who is able to practice self-care (as these issues are triggering)?
- Who is able to be a support/a resource “after hours” (as disclosures of experiences of sexual violence will likely be shared at all times with this person or these people)?

Self-care is crucial for community facilitators. There will be incidents that occur and are beyond their control. So, an avenue for community facilitators to debrief and practice some sort of self-care is important.

Juliana Julian, Paqtnkek Health Director

2.b. When engaging community members, who do they trust on issues of sexual violence?

- How do your community members respond to both community/"insider" supports/resources and non-community/"outsider" supports/resources?
- What makes a useful non-community/"outsider" support/resource?

2.c. What do your community members need to feel safe in addressing sexual violence in the community?

What was valuable was that I was able to speak and share in Mi'kmaq. Language is the key and our language breaks down barriers because we are able to share comfortably in our language.

Walter Denny Jr. Cst., RCMP Community, Aboriginal, and Diversity Policing Services
Domestic Violence Officer

2.d. Where do your community members get their information?

- How do your community members communicate and share with one another?

2.e. How do your community members envision a violence-free community?

- What is included and not included in a violence-free community?

Communicate with community members, share with one another, be approachable, reliable, and of course, relatable. Show compassion, support, and actively listen to all community members when they share their stories of violence. Do not dismiss anyone who wants to be a part of the solution, whether it is the survivor or the perpetrator.

Karla Stevens, Responding to and Preventing Sexual Violence
Paqtnkek Community Facilitator

ACTIONS TO TAKE

- From your answers, plan different ways to engage different community members to this work
- If there is no one in particular who can lead this work on sexual violence in your community (as guided by your partners and advisory committee members), use a collaborative approach and create a work plan for your team (i.e. your partners and advisory committee members) that includes **self-care**
- Develop and implement ways to promote **confidentiality** with community members
- Consider how to integrate **culturally-grounded, trauma-informed approaches and practices** to engage community members
- Put in the effort to talk to your community members about this work (i.e. go door-to-door)
- Introduce this work and those accountable and responsible for it in a community forum and in a community letter, with key community members (like leadership if appropriate) endorsing this work to the rest of the community (i.e. highlight quotes from key community members)
- Engage community members to support this work in various ways (e.g. providing food, helping with set-up and take-down, etc.)
- Piggy-back on the communications used currently by your community to get the word out (e.g. Health Centre flyers and newsletters, community Facebook page, etc.)
- Be creative with how you reach out to your community (e.g. designing magnets, creating videos, making t-shirts, etc.)
- Include incentives that attract your community (e.g. food, gift cards, a family trip, etc.)
- Work with specific, smaller sub-groups of your community, so that community members feel comfortable participating (e.g. women, men, elders, youth, leadership, LGBTQ2, etc.)
 - ~ Consider your band staff departments as groups as well (e.g. carpenters, fisherpeople, daycare/pre-school workers, etc.)

Have a 'champion' who can stay on task, meet deadlines, keep the momentum going. Someone who is consistent, dedicated, committed, and involved with the community.
Bernadette Poirier, Mi'kmaq Family Healing Centre (We'koma'q) Program Supervisor

The work needs to be community owned and community driven. The community knows what the issues are, what the needs are, and the best ways to move forward.
Lucille Harper
Antigonish Women's Resource Centre & Sexual Assault Services Executive Director

KEY POINTS

- ***Balance a non-judgmental approach towards individuals in your community, while having a no-tolerance stance on violence***
- Practice transparency with your community members and show them how their feedback will be sought and how their feedback will be used
- Very important to have a person who lives in your community, a community facilitator or a dedicated community member (like a health centre staff member), who can take the lead. If this not possible, think of your partners and advisory committee members as a team sharing this work via a collaborative work plan.
- Create diverse opportunities for your community members to come to learn, share, or just listen, providing a lot of “entry points” to this work with various levels of safety/anonymity/protection for community members
- Provide free and open spaces for your community members to offer their feedback and input to this work (e.g. community forums, “office hours”, etc.)

THINK ABOUT THIS WORK AS BUILDING ON YOUR COMMUNITY'S STRENGTHS AND SOLUTIONS – STRENGTHS AND SOLUTIONS THAT NEED TO BE VOICED AND HEARD FROM ALL COMMUNITY MEMBERS.

LESSONS LEARNED FROM THE PAQTNKEK PROJECT

- We learned about the importance of consistency in communicating to the community, demonstrating our commitment and follow through on this work
- We learned about working with community members' schedules (e.g. after work, after school, etc.) to better engage them. Further, with support from leadership, band staff members were given time off during their work hours to participate in our activities.
- We learned about framing some of our activities as being for all community members (i.e. healing circles were for any community member who has experienced any kind of violence, bringing diverse community members together to share and to better connect all forms of violence)

I really feel as though I gained more than I gave! I gained insight into the strength and vibrancy of the community, built and strengthened relationships with colleagues and community members, saw first hand how supportive the community is, and how they bravely immersed themselves into this challenging project.

Heather Blackburn, Sexual Assault Nurse Examiner Program Coordinator

YOUR NOTES



HONESTY

understanding
and promoting
community values

HONESTY

Understanding and promoting community values is the third step in addressing sexual violence. This involves acknowledging, realistically and honestly, your community's ideas about itself as a community and its current understanding of these issues.

SUMMARY

Knowing and building on community values is important to understanding where your community is and where your community wants to go in the work you take on to address sexual violence.

PURPOSE

For meeting the community where it is and working towards where it wants to go in addressing sexual violence.

QUESTIONS TO ASK YOURSELF

- 3.a. What are your community's mission statement, values, and principles?
- What is important to your community?

One piece of advice I would give is to believe in the community and lift up and empower them to guide the process, they won't lead you astray.
Molly Peters, Paqtnkek Mi'kmaw Nation Council Member

3.b. What are things that encourage your community to achieve its mission statement, values, and principles?

- What are things that community members feel pride in about their community?

3.c. What are things that encourage and discourage healing for your community members?

3.d. How do your community members understand sexual violence?

- What is included and not included in sexual violence?

One piece of advice I would give is to listen, listen, and listen.

Kisna jiksité'n, jiksité'n, aq jiksité'n.

Walter Denny Jr. Cst., RCMP Community, Aboriginal, and Diversity Policing Services
Domestic Violence Officer

ACTIONS TO TAKE

- From your answers, create a set or a statement of guiding values for this work in your community (i.e. we are a supportive and nurturing community) and refer to these guiding values regularly as you carry out your actions
- Make connections to **self-care** and **confidentiality** with your guiding values
- Consider how to integrate **culturally-grounded, trauma-informed approaches and practices** into your guiding values
- When seeing these values “in action” by community members, recognize their actions and demonstrate their actions to others, further strengthening the positive things that are happening from this work for all community members

KEY POINTS

- Know that every community has a mission statement, values, and principles to start with and to explore further
- Create diverse opportunities for healing for individual community members and for the community as a whole
- Gauge where your community is at on issues of sexual violence, knowing that there will be different experiences and knowledges of sexual violence in the community
- Be aware of when, where, and how to use the term “sexual violence”. This term may discourage some community members from participating, but using this term explicitly states what is going to be addressed. For each activity, think about what language would be most accessible and most appropriate (e.g. sexual violence, healthy relationships, community wellness, community healing from violence, etc.).
- Acknowledge that sexual violence is happening
- Interrupt the normalization of sexual violence in your community to promote healthier values
- Referring to LOVE - engaging community members:
 - ~ **Balance a non-judgmental approach towards individuals, while having a no-tolerance stance on violence**

THINK ABOUT THIS WORK AS SOMETHING FOR YOUR COMMUNITY TO BE PROUD OF – ENCOURAGING YOUR COMMUNITY’S PRIDE ON TAKING ACTION.

Have open eyes. This work will open your eyes and awaken what you know about your community and the issues.

Mike Taylor, Paqtnekek Addictions Worker

LESSONS LEARNED FROM THE PAQTNKEK PROJECT

- We learned about the importance of “positive calling out” when seeing or hearing that our guiding values were “in action”, reflecting back to the community their values and encouraging community pride in taking on this work to address sexual violence
- We learned about meeting the community where it is at, recognizing all of the different experiences and knowledges of sexual violence that the community has, to help us determine the challenges of where it wants to go

I learned so much from the community and about the community throughout the project. We truly are a beautiful, supportive, resilient, and strong people and community. My heart is this community, my heart is Paqtnkek.

Molly Peters, Paqtnkek Mi'kmaw Nation Council Member

YOUR NOTES



WISDOM

asset mapping
(identifying supports
and resources)

WISDOM

Asset mapping or identifying supports and resources is the fourth step in addressing sexual violence. This involves focusing on the diverse strengths - the various knowledges and skills - in your community and in the broader community. These strengths can be cultural, people-centred, organizational, educational, environmental, etc.

SUMMARY

Knowing the assets in your community and in the broader community is important in connecting the work you take on to address sexual violence with an informed and diverse network of supports and resources.

PURPOSE

For informing yourself of and being able to draw from assets in your community and in the broader community in addressing sexual violence.

QUESTIONS TO ASK YOURSELF

- 4.a. What assets - supports and resources in your community and in the broader community - are *available and used* by your community members?
- What makes these assets work?

4.b. What assets - supports and resources in your community and in the broader community - are *available but under-used* by your community members?

- What assets are not used by your community members?
- What makes these assets not work?

4.c. What assets - supports and resources in your community and in the broader community - are *not available* to your community members?

4.d. What assets - supports and resources in your community and in the broader community - would be helpful to draw from for this work on sexual violence?

4.e. What policies and procedures, related to sexual violence and justice, are available to your community members?

- What makes these policies and procedures *work* for survivors, for perpetrators?
- What makes these policies and procedures *not* work for survivors, for perpetrators?
- What policies and procedures are *not available*?

4.f. What other kinds of wisdom, related to culture and/or trauma, lie “inside” your community and “outside” your community?

- Who holds which kinds of knowledges and skills?
- How can you “tap into” these strengths as well?

ACTIONS TO TAKE

- From your answers, brainstorm your assets for this work with your partners, advisory committee members, and community
- Include assets that encourage **self-care** and **confidentiality**
- Include assets that integrate **culturally-grounded, trauma-informed approaches and practices**
- Make a list of people to connect with to be involved as supports and resources, considering the different ways to reach out to them (e.g. in person, on the phone, through email, etc.)
- Identify your community's "safe" places on a map to start conversations on safety with community members

KEY POINTS

- Map your assets early on in this work, so you know what supports and resources you can use
- Consider your community's challenges in accessing "available" but "under-used" assets and why those challenges exist

THINK ABOUT ASSETS NOT ONLY IN TERMS OF THOSE SPECIFICALLY ADDRESSING SEXUAL VIOLENCE, BUT ALSO RELATED SERVICES, PROGRAMS, AGENCIES, AND THE KINDS OF WISDOM THAT ARE IN YOUR COMMUNITY AND IN THE BROADER COMMUNITY.

LESSONS LEARNED FROM THE PAQTNKEK PROJECT

- We learned about the importance of thinking about assets broadly, in terms of "locations" both "inside" and "outside" the community, as well as in terms of those specific to sexual violence and those general to community health and wellbeing. All these assets can be useful for the work you take on.

Know your resources and your community.

Bernadette Poirier, Mi'kmaq Family Healing Centre (We'koma'q) Program Supervisor

YOUR NOTES



TRUTH

carrying out a
needs assessment
(gathering feedback)

TRUTH

Carrying out a needs assessment or gathering feedback is the fifth step in addressing sexual violence. This involves recognizing, truthfully, the community's experiences and knowledges of sexual violence, while focusing on the community's solutions.

SUMMARY

Understanding your community's experiences and knowledges of sexual violence - through concentrating on your community's solutions - is **necessary** in specifically identifying what your community needs in the work you take on to address sexual violence.

PURPOSE

For community-based and community-led solutions to address sexual violence.

QUESTIONS TO ASK YOURSELF

- 5.a. What are the goals for your needs assessment?
- What are the limits of your needs assessment?
~ i.e. the limits of confidentiality and duty to report

Build from your community's recommendations and needs. Be open to communicate with all members of the community - survivors and perpetrators.

Karla Stevens, Responding to and Preventing Sexual Violence
Paqtnkek Community Facilitator

Listen to your community. Each community member has useful, meaningful advice, as well as experience.

Alicia Julian, Paqtnkek Social Development Director

5.b. What is the most important feedback to gather from your community in addressing sexual violence?

- What questions need to be asked?
 - ~ i.e. How do you understand sexual violence? What is included and not included in sexual violence?
 - ~ i.e. What do you know is currently done to address sexual violence in our community? What does and does not work about these efforts?
 - ~ i.e. What do you recommend to 1) respond to sexual violence when it happens and 2) prevent sexual violence from happening in our community?

5.c. How will you gather feedback from your community?

- What methods will you use?
 - ~ e.g. focus groups, community forums, safety audits, surveys
- What terms and language will you use?

5.d. What needs to be in place for community members to speak and to be heard on these issues?

~ e.g. consent to participate, group agreement

Creating safe spaces for people to reflect upon and speak to their experiences, their ways of healing, and their hopes for the community grounds the work.

Lucille Harper

Antigonish Women's Resource Centre & Sexual Assault Services Executive Director

5.e. What kinds of diversity are included in your needs assessment?

- Who in your community do you need to hear from?
~ i.e. women, men, elders, youth, leadership, LGBTQ2
- What questions need to be asked specifically of these sub-groups?

The trust and honesty I felt talking with Mi'kmaq men about sexual violence in a focus group... I've never had a conversation like this in my lifetime as a police officer.

Walter Denny Jr. Cst., RCMP Community, Aboriginal, and Diversity Policing Services
Domestic Violence Officer

Acknowledging and valuing the voice of youth plays a significant role toward change and addressing intergenerational trauma.

Denise Bowie, Responding to and Preventing Sexual Violence
Paqtnkek & We'koqma'q Project Coordinator

5.f. Who can facilitate a needs assessment in your community?

- Who is trusted “inside” your community and/or “outside” your community?
~ e.g. community facilitator, sexual violence expert, researcher

5.g. Who can provide support during your needs assessment, as your needs assessment will likely involve dealing with disclosures that are brought up?

- Who is trusted “inside” your community and/or “outside” your community?
~ e.g. clinical therapist, support worker

What was inspiring to see throughout the focus groups was that community members instinctually supported one another throughout the process. It was nice to be able to reflect back to them that they did in fact know how to support one another.

Molly Peters, Paqtnkek Mi'kmaw Nation Council Member

ACTIONS TO TAKE

- From your answers, make a plan for your needs assessment
- If there is no one in particular who can facilitate and/or provide support for your needs assessment, use a collaborative approach and create a work plan for your team (i.e. your partners and advisory committee members) that includes **self-care**
- Develop and implement ways to promote **confidentiality** in your needs assessment (e.g. consent to participate, group agreement, etc.)
- Consider how to integrate **culturally-grounded, trauma-informed approaches and practices** to engage community members in your needs assessment (e.g. smudging, opening and closing prayers by elders, etc.)
- When assessing the needs of specific, smaller sub-groups of your community (e.g. women, men, elders, youth, leadership, LGBTQ2, etc.), have your facilitators be from those sub-groups
 - ~ Consider your band staff departments as groups as well (e.g. carpenters, fisherpeople, daycare/pre-school workers, etc.)
- Be prepared for disclosures, in terms of having supports available, managing emotions and group dynamics, and redirecting the feedback to solutions
- Consider creating a facilitator guide* for your needs assessment that includes an outline of how to conduct your needs assessment and the questions that need to be asked, along with guidelines on dealing with disclosures*
- Consider creating a participant package* for your needs assessment that includes an invitation letter and the consent to participate, along with guidelines on a group agreement (particularly useful for needs assessments that involve focus groups)
- Consider beginning your needs assessment with information (i.e. a definition of sexual violence for encouraging both participation and education on these issues: "Sexual violence is any sexual act, attempt to obtain a sexual act, or other act directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting." [World Health Organization: 2016])

ACTIONS TO TAKE

- Referring to *LOVE - engaging community members*:
 - ~ Put in the effort to talk to your community members about your needs assessment (i.e. go door-to-door)
 - ~ Engage community members to support this work in various ways (e.g. providing food, helping with set-up and take-down, etc.)
 - ~ Piggy-back on the communications used currently by your community to get the word out (e.g. Health Centre flyers and newsletters, community Facebook page, etc.)
 - ~ Include incentives that attract your community (e.g. food, gift cards, a family trip, etc.)
- Take detailed notes of your community's feedback to capture your community's solutions (e.g. transcribe audio recordings, write down ideas, etc.) and be clear with what will and will not be made "public" with your notes
- Summarize your community's feedback to help create an action plan

KEY POINTS

- Set guidelines on dealing with disclosures* for facilitators
- Set guidelines on a group agreement* for participants and facilitators (particularly useful for needs assessments that involve focus groups)
- Practice your own **self-care**, as you will likely be involved in dealing with disclosures that are brought up
- Encourage **confidentiality**, while being explicit about the limits of confidentiality and duty to report
- Integrate **culturally-grounded, trauma-informed approaches and practices**
- Offer support to participants during and after
- Focus on community-based and community-led solutions
- Think about your needs assessment as an opportunity for both community participation and community education on these issues

THINK ABOUT RESEARCH ETHICS AND YOUR RESPONSIBILITY TO YOUR COMMUNITY'S FEEDBACK - YOUR DUTY TO ACT ON YOUR COMMUNITY'S SOLUTIONS AND TO IMPLEMENT WHAT YOUR COMMUNITY MEMBERS HAVE SAID THEY NEED.

SUPPORTING MATERIALS

- See *Supporting Materials* used for the **Responding to and Preventing Sexual Violence Project** in Paqtnkek Mi'kmaw Nation for:
 - ~ Needs Assessment Facilitator Guide* (pp.77-79)
 - ~ Needs Assessment Dealing with Disclosures* (p.80)
 - ~ Needs Assessment Participant Package* (pp.81-84)
 - ~ Needs Assessment Group Agreement* (p.85)

LESSONS LEARNED FROM THE PAQTNKEK PROJECT

- We learned about the importance of having a community member/"insider" and a non-community member/"outsider" - both with experience - co-facilitating our needs assessment to make more community members feel comfortable with participating, creating more neutral spaces for sharing
- We learned about pacing our needs assessment to avoid "burn out" and to take the time with our community members and their important feedback

It was important for us to have someone not from community sit in on the focus groups to help create safety for community members.

Mike Taylor, Paqtnkek Addictions Worker

YOUR NOTES

AT THIS POINT, YOU HAVE HEARD A LOT FROM YOUR COMMUNITY MEMBERS ABOUT WHAT IS WORKING AND WHAT IS NOT WORKING, IN TERMS OF SEXUAL VIOLENCE RESPONSE AND PREVENTION. YOU HAVE LIKELY HEARD SOME DISCLOSURES AS WELL.

THIS IS A TIME TO REFLECT ON THE IMPORTANT WORK ALREADY DONE THROUGH ENCOURAGING THOSE CONVERSATIONS IN YOUR COMMUNITY - CONVERSATIONS THAT ARE VITAL TO THE COMMUNITY'S SOLUTIONS THEMSELVES - AND TO PRACTICE YOUR OWN SELF-CARE!



HUMILITY AND PATIENCE

creating an action plan

HUMILITY and PATIENCE

Creating an action plan is the sixth step in addressing sexual violence, taking place **after** carrying out a needs assessment. This involves accepting and taking time with the community's feedback and putting actions that are community-based and community-led to the community's solutions.

SUMMARY

Accepting and taking time with your community's feedback - through concentrating on your community's solutions - is important to strategize the actions to what your community recommends and prioritizes in the work **you and your community** take on to address sexual violence. This work will be supported by assets in your community and in the broader community.

PURPOSE

For collaborative, community-based and community-led solutions to address sexual violence.

QUESTIONS TO ASK YOURSELF

- 6.a. What are the goals for your action plan?
- What are the limits of your action plan?

6.b. What does your community recommend to 1) respond to sexual violence when it happens and 2) prevent sexual violence from happening?

6.c. What do your community members prioritize in terms of their recommendations?

- What are the most important actions you can take, according to your community members?

6.d. What actions will you put to their prioritized recommendations?

- What kinds of diversity are included in your actions?
- What kinds of community engagement and leadership are included in your actions?
- What kinds of assets in your community and in the broader community can be used in your actions?

6.e. How will you know if your actions are meeting your community's prioritized recommendations?

- How will you evaluate your actions?

ACTIONS TO TAKE

- From your answers, create your action plan
- With your summary of your community's feedback from *TRUTH - carrying out a needs assessment (gathering feedback)*, organize how you will engage your community to prioritize and further detail their recommendations (e.g. graphic/visual presentation of the feedback, community forum on the feedback, etc.) for your action plan
- If there is no one in particular who can lead your action plan, use a collaborative approach and create a work plan for your team (i.e. your partners and advisory committee members) that includes **self-care**
- Develop and implement ways to promote **confidentiality** in your action plan
- Consider how to integrate **culturally-grounded, trauma-informed approaches and practices** to engage community members in your action plan
- Include actions for both 1) responding to sexual violence when it happens and 2) preventing sexual violence from happening
- When planning actions to meet the diversity of your community members, work with specific, smaller sub-groups of your community (e.g. women, men, elders, youth, leadership, LGBTQ2, etc.)
 - ~ Consider your band staff departments as groups as well (e.g. carpenters, fisherpeople, daycare/pre-school workers, etc.)
- Include actions to encourage community engagement and leadership on these issues
- Referring to *LOVE - engaging community members*:
 - ~ Put in the effort to talk to your community members about your action plan (i.e. go door-to-door)
 - ~ Engage community members to support this work in various ways (e.g. providing food, helping with set-up and take-down, etc.)
 - ~ Piggy-back on the communications used currently by your community to get the word out (e.g. Health Centre flyers and newsletters, community Facebook page, etc.)
 - ~ Include incentives that attract your community (e.g. food, gift cards, a family trip, etc.)
- Consider how you will evaluate your actions and whether they are meeting your community's prioritized recommendations

Community spirit can be healing when we work together and for each other.

Jane McMillan, St. Francis Xavier University

Canada Research Chair of Indigenous Peoples and Sustainable Communities

The community has the answers.

Juliana Julian, Paqtnkek Health Director

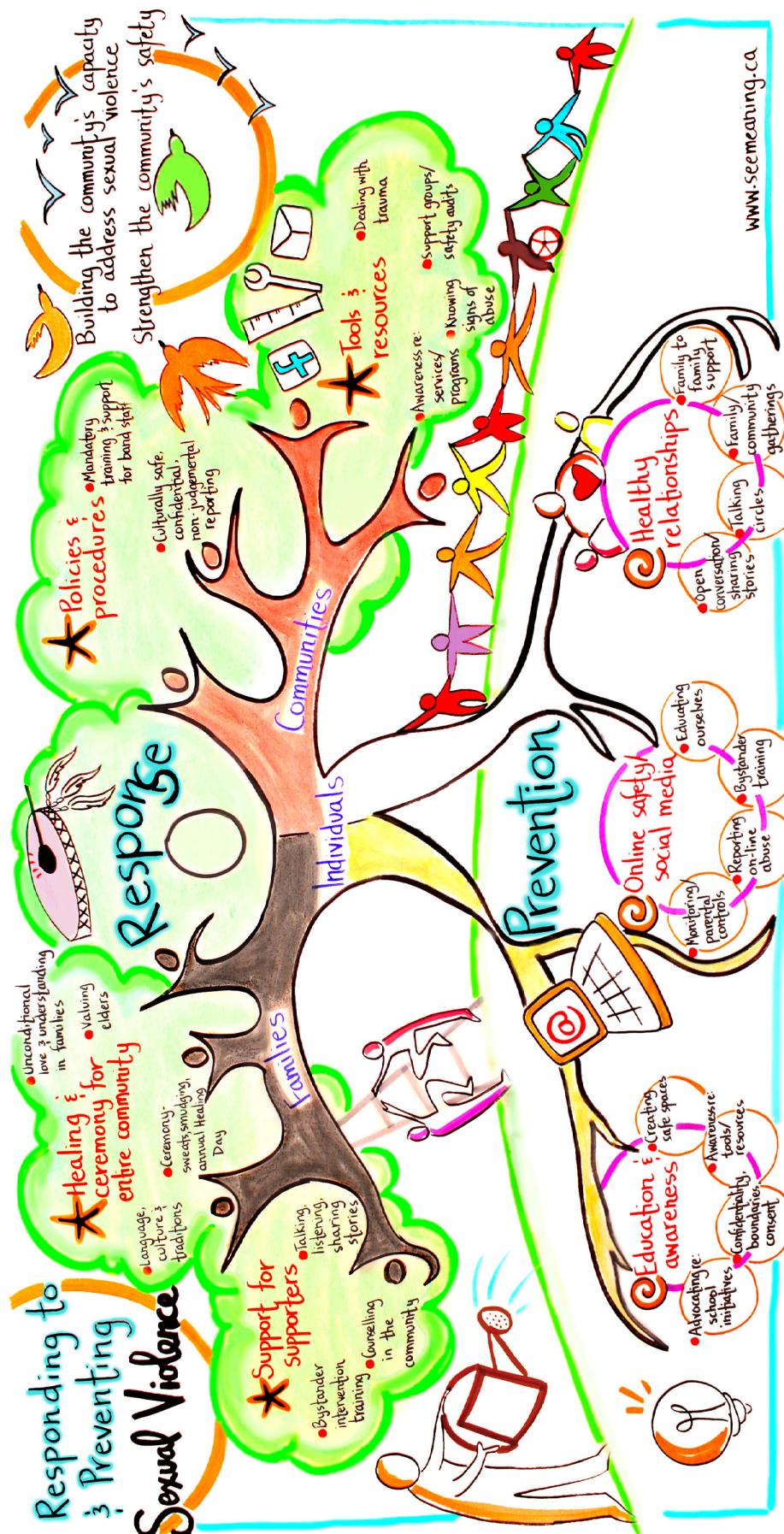
KEY POINTS

- Creating an action plan ***happens only after*** carrying out a needs assessment (gathering feedback) because it must be first informed by the needs identified by your community
- Know that every community will create an action plan that is unique, as action plans are community-based and community-led
- Integrate ***culturally-grounded, trauma-informed approaches and practices***
- Focus on community-based and community-led solutions
- Referring to LOVE - *engaging community members*:
 - ~ Create diverse opportunities for your community members to come to learn, share, or just listen, providing a lot of “entry points” to this work with various levels of safety/anonymity/protection for community members
 - ~ Provide free and open spaces for your community members to offer their feedback and input to this work (e.g. community forums, “office hours”, etc.)

THINK ABOUT YOUR ACTION PLAN AS AN OPPORTUNITY FOR COMMUNITY ENGAGEMENT AND LEADERSHIP ON THESE ISSUES.

LESSONS LEARNED FROM THE PAQTNKEK PROJECT

- We learned about the importance of using images. Having a graphic/visual representation of our community’s feedback helped to communicate back to the community their solutions and to prioritize and further detail what their solutions could look like “in real life” as activities. It served as our “road map”. Think about the kinds of images that make sense to your community, like a strong tree with healthy roots being nourished by diverse community members.



YOUR NOTES



RESPECT

implementing response
and prevention activities

RESPECT

Implementing response and prevention activities is the seventh step in addressing sexual violence, taking place **after** carrying out a needs assessment and **after** creating an action plan. Fostering respect in all activities and relations is the ultimate goal in sexual violence response and prevention work.

SUMMARY

Implementing response and prevention activities that are also opportunities for community engagement and leadership - through strengthening respectful relations in your community and in the broader community - is important in collaborative, community-based and community-led solutions to address sexual violence.

PURPOSE

For sustainability and development that is **by community, for community, with community** to addressing sexual violence.

QUESTIONS TO ASK YOURSELF

- 7.a. What specific activities will strengthen community healing?
- What kinds of diversity are included in these activities?
 - What kinds of community engagement and leadership are included in these activities?
 - What kinds of assets in your community and in the broader community can be used in these activities?

7.b. What specific activities will strengthen how your community and the broader community responds to sexual violence when it happens?

- What kinds of diversity are included in these activities?
- What kinds of community engagement and leadership are included in these activities?
- What kinds of assets in your community and in the broader community can be used in these activities?

7.c. What specific activities will strengthen how your community and the broader community prevents sexual violence from happening?

- What kinds of diversity are included in these activities?
- What kinds of community engagement and leadership are included in these activities?
- What kinds of assets in your community and in the broader community can be used in these activities?

7.d. How will you know if your activities are continuing to develop your community's efforts to address sexual violence?

- How will you evaluate your activities?

ACTIONS TO TAKE

- From your answers and with your action plan from *HUMILITY and PATIENCE* - *creating an action plan*, plan the specific activities to meet your general actions
- If there is no one in particular who can lead your activities, use a collaborative approach and create a work plan for your team (i.e. your partners and advisory committee members) that includes **self-care**
- Develop and implement ways to promote **confidentiality** in your activities
- Consider how to integrate **culturally-grounded, trauma-informed approaches and practices** to engage community members in your activities
- Include activities that are about healing for individual community members and for the community as a whole
- Include activities for both 1) responding to sexual violence when it happens and 2) preventing sexual violence from happening
- When planning activities to meet the diversity of your community members, work with specific, smaller sub-groups of your community (e.g. women, men, elders, youth, leadership, LGBTQ2, etc.)
 - ~ Consider your band staff departments as groups as well (e.g. carpenters, fisherpeople, daycare/pre-school workers, etc.)
- Include activities to encourage community engagement and leadership on these issues
- Referring to *LOVE* - *engaging community members*:
 - ~ Put in the effort to talk to your community members about your activities (i.e. go door-to-door)
 - ~ Engage community members to support this work in various ways (e.g. providing food, helping with set-up and take-down, etc.)
 - ~ Piggy-back on the communications used currently by your community to get the word out (e.g. Health Centre flyers and newsletters, community Facebook page, etc.)
 - ~ Include incentives that attract your community (e.g. food, gift cards, a family trip, etc.)
- Consider how you will evaluate your activities and whether they are continuing to develop your community's efforts to address sexual violence

KEY POINTS

- Implementing response and prevention activities ***happens only after*** carrying out a needs assessment (gathering feedback) and creating an action plan
- Integrate ***culturally-grounded, trauma-informed approaches and practices***
- Focus on community-based and community-led solutions
- Think about your activities as opportunities for community engagement and leadership on these issues
- Think about assets in your community and in the broader community that can be used for your activities
- Think about the sustainability and development of activities
- Referring to *LOVE - engaging community members*:
 - ~ Create diverse opportunities for your community members to come to learn, share, or just listen, providing a lot of “entry points” to this work with various levels of safety/anonymity/protection for community members
 - ~ Provide free and open spaces for your community members to offer their feedback and input to this work (e.g. community forums, “office hours”, etc.)

THE FOLLOWING ACTIVITIES ARE ONES WE IMPLEMENTED AS PART OF THE PAQTNKEK PROJECT. WHILE WE KNOW THAT EVERY COMMUNITY WILL IMPLEMENT ACTIVITIES THAT ARE UNIQUE, AS ACTIVITIES ARE COMMUNITY-BASED AND COMMUNITY-LED, WE OFFER THESE AS IDEAS FOR YOU AND YOUR COMMUNITY. WE ENCOURAGE YOU TO SHARE YOUR IDEAS WITH OTHER COMMUNITIES AS WELL.

HEALING ACTIVITIES

~ COMMUNITY HEALING CIRCLES

- Actions to Take
 - ~ Have experienced healing circle facilitators who are non-community members lead the healing circle, so all community members can participate
 - ~ Create a confidentiality agreement*, being explicit about the limits of confidentiality and duty to report, and have *all* participants sign it before the healing circle starts
 - ~ Be prepared for disclosures
 - ~ Once the healing circle starts, “close” the circle to others, maintaining a “safe” space for participants
 - ~ Provide smudging opportunities before, during, and after
 - ~ Have your healing circle facilitators establish a group agreement for the healing circle
 - ~ Introduce those providing support in the healing circle before, so participants know who they can connect with for support during and after
 - ~ While “evaluating” the healing circle is not suggested, ask participants for their feedback and be mindful of the conversations that may happen in the community after
 - ~ Practice your own self-care, as you will likely be involved in dealing with disclosures that are brought up
- Key Points
 - ~ Ensure enough support is available during and after the healing circle and that those providing support are trusted by the diversity of individuals in the community
 - ~ Be mindful of the space you are holding the healing circle, as it should be a quiet, confidential, secure space with separate spaces for those providing support to meet with participants
 - ~ Remind yourself and others that community members can participate as much or as little as they want to in the healing circle and that that is ok
 - ~ Consider who the healing circle is for (i.e. is this for all community members who have experienced violence, instead of singling out sexual violence survivors in particular?)
 - ~ Think about the ages of those who can participate (i.e. with duty to report, 16 years and older?)

~ HEALING THROUGH SESSIONS

- Actions to Take
 - ~ Connect with assets in your community and in the broader community for diverse and creative workshops on healing (e.g. healing through art, music, storytelling, nature, etc.)
- Key Points
 - ~ Meet the healing “needs” of community members who do not want to or cannot participate in community healing circles, like youth

Healing that is led by experienced and strong facilitators will help create an environment that is safe. They are able to move the discussions forward and to keep the discussions going.

Juliana Julian, Paqtnkek Health Director

Our community is in much need of healing, all types of healing. Having a community healing circle was a great way to release their pain in a healthy, positive way.

Karla Stevens, Responding to and Preventing Sexual Violence
Paqtnkek Community Facilitator

~ SHARING ON HEALING VIDEO

- Actions to Take
 - ~ Create opportunities for community members to share how they heal with other community members via media (i.e. create a video)
 - ~ Consider asking community members to share their answers to the following questions with others in the community:

What does healing mean to you?

What are the ways you heal?

What is one word that describes healing for you?

Paqtnkek Health Centre Shares on Healing: <http://youtu.be/Jw7pafZ3USg>

- Key Points
 - ~ Role model healing for individual community members and for the community as a whole
 - ~ Demonstrate that **healing is for everyone**

RESPONSE ACTIVITIES

~ COMMUNITY SUPPORTERS TEAM

- Actions to Take
 - ~ Identify who the “informal” supporters are in the community (i.e. who “informally” acts as a support/a resource in your community?) and approach them to be part of a community supporters team
 - ~ Seek community supporters who are trusted by the diversity of individuals in the community
 - ~ Organize sessions for the team to strengthen their knowledges and skills on providing support (topics e.g. trauma-informed approach and practice, self-care, coping, consent, confidentiality and duty to report, medicine wheel and balance, etc.) and to debrief as a team and find support with one another (i.e. support for supporters)
 - Visit the **Responding to and Preventing Sexual Violence Project** page for materials on our Community Supporters Team sessions: <http://awrcsasa.ca/community-development-social-advocacy/responding-preventing-sexual-violence-paqtnkek-project>
 - ~ Create resource binders for the team and collect materials for the ongoing development of the team
 - ~ Continue to seek the team’s feedback on knowledges and skills they would like to develop
- Key Points
 - ~ Remind community members that being part of the team is about helping themselves to be able to help their loved ones through support
 - ~ Have “formal”/professional supporters who are trusted/have connections in the community facilitate sessions
 - ~ Know that practicing self-care is very important, as community members can feel overwhelmed when other community members, especially their families and friends, disclose experiences of sexual violence to them
 - ~ Incorporate cultural teachings (i.e. medicine wheel)

~ POLICIES AND PROCEDURES

- Actions to Take
 - ~ Involve decision-making individuals and groups (e.g. leadership, health centre, schools, etc.) to review policies and procedures that are related to how sexual violence is dealt with in the community (i.e. forms of justice)
- Key Points
 - ~ Understanding governance (i.e. policies and procedures) is important in addressing sexual violence in the community

~ SUPPORTIVE AND NURTURING COMMUNITY MAGNETS

- Actions to Take
 - ~ Share the supportive learnings beyond the community supporters team to the rest of the community via materials (i.e. design and distribute magnets)
 - ~ Consider including a message like this:

Paqtnkek is a supportive and nurturing community.

*Sexual violence is never the fault of the victim/survivor.
All victims/survivors have the right to be treated with dignity and respect
and to decide the path they want to take.*

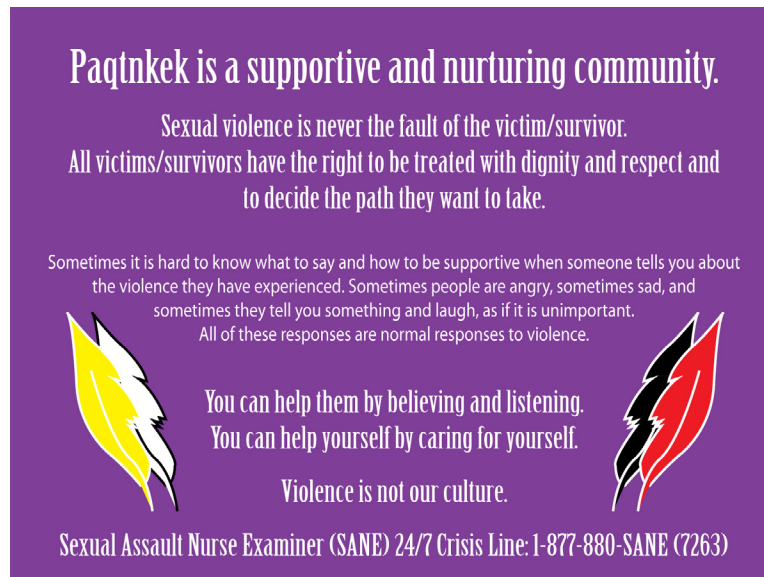
Sometimes it is hard to know what to say and how to be supportive when someone tells you about the violence they have experienced. Sometimes people are angry, sometimes sad, and sometimes they tell you something and laugh, as if it is unimportant. All of these responses are normal responses to violence.

*You can help them by believing and listening.
You can help yourself by caring for yourself.*

Violence is not our culture.

*Sexual Assault Nurse Examiner (SANE) 24/7 Crisis Line:
1-877-880-SANE (7263)*

~ SUPPORTIVE AND NURTURING COMMUNITY MAGNETS CONTINUED



- Key Points
 - ~ Encourage victim/survivor-positive messaging in the community

~ SERVICE PROVIDER SESSIONS

- Actions to Take
 - ~ Connect with service providers (particularly non-community members/"outsiders" and assets in the broader community) for sharing sessions on the community's values, culturally safe and wholistic service provision, residential schools, and colonization, offering 1) service providers an understanding of the historical and current context of trauma in the community and 2) community members an awareness of external services, programs, and agencies
 - ~ Encourage free and open dialogue in these sessions
- Key Points
 - ~ Think about this as opportunity for community members to learn how to access external services, programs, and agencies and for service providers to learn how to approach and outreach to the community

Any service provider from outside the community participating in this work should just be a participant. Provide support, information, collaboration when needed or asked, but trust that community members have enough insight, resilience, and resources to take leadership and ownership of this work.

Heather Blackburn, Sexual Assault Nurse Examiner Program Coordinator

PREVENTION ACTIVITIES

~ COMMUNITY EDUCATORS TEAM

- Actions to Take
 - ~ Identify who the “informal” educators are in the community (i.e. who “informally” acts as a support/a resource in your community?) and approach them to be part of a community educators team
 - ~ Seek community educators who are trusted by the diversity of individuals in the community
 - ~ Organize training presentations for the team to strengthen their knowledges and skills on providing education on these issues (topics e.g. what is sexual violence, rape culture, coercion & consent?; what is sexual violence against Indigenous women & communities?; facilitating on sexual violence; scenarios & self-care, etc.) and to debrief as a team and find support with one another
 - Visit the **Responding to and Preventing Sexual Violence Project** page for materials on our Community Educators Team training presentation: <http://awrcsasa.ca/community-development-social-advocacy/responding-preventing-sexual-violence-paqtnkek-project>
 - ~ Create resource binders for the team and collect materials for the ongoing development of the team
 - ~ Continue to seek the team’s feedback on knowledges and skills they would like to develop
 - ~ Create sessions and handouts* with the team to present and share with the community, thinking about the key groups of your community, like parents, guardians, and caregivers and youth (with separate workshops for grade 5, grades 6-8, grades 9-12) and the information they are seeking, i.e. online safety and social media

~ COMMUNITY EDUCATORS TEAM CONTINUED

- Key Points
 - ~ Remind community members that being part of the team is about helping themselves to be able to help their loved ones through education
 - ~ Have “formal”/professional educators who are trusted/have connections in the community facilitate training presentations
 - ~ Know that practicing self-care is very important, as community members can feel overwhelmed when other community members, especially their families and friends, disclose experiences of sexual violence to them
 - ~ Have community educators co-facilitate to help build their confidence
 - ~ Plan sessions for parents, guardians, and caregivers *before* the sessions for youth, so the adults in the community are informed ahead of the youth
 - ~ Involve people who are “experts” with specific professional competence in sexual violence issues and in sexual violence disclosures and reporting in the sessions (e.g. Sexual Assault Nurse Examiner Program, RCMP, etc.)
 - ~ Incorporate cultural teachings (i.e. Mi’kmaw Seven Sacred Teachings)
- Lessons Learned from the Paqtnkek Project
 - ~ We learned about how challenging it can be for community members to take a stand and lead on these issues. Facilitating is intimidating in of itself and the issues of sexual violence make this even more intimidating for community members to take on, even with training and honouraria provided. Recruitment for the team may be better achieved by engaging the community in educational sessions first and then recruiting community members to facilitate them and/or by highlighting the knowledges and skills that community members will develop being part of this team.

All community members are responsible for creating healthy change. Change occurs overtime, by voices being heard and holding one another accountable.

Denise Bowie, Responding to and Preventing Sexual Violence
Paqtnkek & We’koqma’q Project Coordinator

~ AWARENESS CAMPAIGNS

- Actions to Take
 - ~ Use important events and dates to organize awareness campaigns around (e.g. Take Back The Night, Sisters In Spirit, Mi'kmaq History Month, 16 Days of Activism against Gender-Based Violence, National Day of Remembrance and Action on Violence against Women, International Women's Day, your community's events [i.e. Pow Wows], cross-community events [i.e. Mi'kmaw Summer Games], etc.).
 - ~ See *Key Dates* for ideas (p.72)
 - ~ Research what is going on in terms of sexual violence issue-related events and dates in the broader community and find out how your community can be involved and/or how your community can create your own versions
 - ~ Think about your awareness campaigns as opportunities for engagement and education on these issues
 - ~ Consider including an awareness campaign on respect (i.e. *think RESPECT, I RESPECT*) using an image like this:



- Key Points
 - ~ Demonstrate that sexual violence is not only an issue that is in the community, but also one that is prevalent in the broader community and in society
 - ~ Share ideas, supports, and resources to encourage opportunities for collaboration across all communities addressing sexual violence

SUPPORTING MATERIALS

- See *Supporting Materials* used for the **Responding to and Preventing Sexual Violence Project** in Paqtnkek Mi'kmaw Nation for:
 - ~ Community Healing Circle Confidentiality Agreement* (p.86)
 - ~ Community Education Sessions:
 - Parents, Guardians, and Caregivers* (pp.87-94)
 - Youth: Grade 5; Grades 6-8; Grades 9-12* (pp.95-102)

LESSONS LEARNED FROM THE PAQTNKEK PROJECT

- We learned about the importance of sustainability and development through community engagement and leadership. We know that ultimately, the success of any community's efforts to address sexual violence lies within the strengths and the solutions of the community and its members.

YOUR NOTES

Considerations for Evaluation

As stated earlier, we hope you continue to ask yourself:

How can I and members of my community, as families and friends, strengthen how we respond to and prevent sexual violence in our community?

Continuing to ask yourself this question supports the ongoing evaluation and development of your community's efforts to address sexual violence.

What to keep in mind for evaluation

- Continue to seek feedback from your community and make it known that continuous feedback is important to this work on addressing sexual violence from a community-based and community-led approach
- Create goals for your actions and activities and ways to “measure” how close you have met your goals
- Keep evaluations simple and consider asking for one-word evaluations to the following questions, particularly for sessions and events you organize:

What did I learn?

What did I like?

What did I not like?

What more do I want to learn about now? What will I do now?

- Consider the specific, smaller sub-groups of your community (e.g. women, men, elders, youth, leadership, LGBTQ2, etc.) and the kinds of evaluations that would be most appropriate for these groups
- Consider referring to the American Indian Higher Education Consortium (AIHEC)'s Indigenous Evaluation Framework, used in the Paqtnekek Project, centering evaluation in traditional ways of knowing, embedding evaluation within cultural values (<http://indigeval.aihec.org/Pages/Documents.aspx>)

REFLECTION IS NECESSARY IN THIS WORK ON ADDRESSING SEXUAL VIOLENCE FOR THE COMMUNITY AND FOR YOURSELF, REGARDING YOUR OWN SELF-CARE.

Considerations for Sustainability

As stated earlier, the focus of this toolkit is **by community, for community, with community**. It is about community-based and community-led solutions to address sexual violence.

Considerations for sustainability are **necessarily** considerations about long-term community engagement and leadership - building the community's capacity.

What to keep in mind for sustainability

- Continue to seek community members to be involved as you implement your actions and activities:

Who is trusted?

Who is dedicated to these issues?

Who is able to practice self-care?

Who acts as a support/a resource in the community?

- Continue to create teams of community members working on addressing sexual violence **together**, building informed networks in your community
- Consider incorporating your work into the existing work plans of health centre staff members and leadership (if appropriate) to ensure that the work continues and to connect this work on sexual violence with other work happening in the community
- Consider using assets in the broader community to support sustainability in your community
- Document and share your work, so that it can be further developed, adapted, and strengthened

Documenting, in some form, the work you do allows you to be transparent to the community about what has been done and not done, provides you with a self-check, and helps to build the sustainability of the work and the capacity of the community in the long run.

Annie Chau

Mi'kmaq Community Engagement Toolkit on Sexual Violence Coordinator/Writer

KNOW THAT WHATEVER MAY HAPPEN WITH YOUR
SPECIFIC WORK ON SEXUAL VIOLENCE IN YOUR
COMMUNITY, IT HAS MADE A DIFFERENCE AND ITS
IMPACT WILL CONTINUE BEYOND WHAT YOU MAY
KNOW, PARTICULARLY IF YOU HAVE WORKED TO
ENGAGE YOUR COMMUNITY TO BE INVOLVED.

Considerations for Media

What to keep in mind for media

- Continue to piggy-back on the communications used currently by your community to get the word out (e.g. Health Centre flyers and newsletters, community Facebook page, etc.)
- Connect with the local media of the broader community (e.g. newspapers, radio stations, etc.)
- Connect with Indigenous media (i.e. Mi'kmaq Maliseet Nations News)
- Create your own media (e.g. Facebook pages, YouTube videos, flyers and newsletters, etc.)

WORKING WITH MEDIA CAN HELP TO PROMOTE AND SHARE YOUR ACTIONS AND ACTIVITIES IN YOUR COMMUNITY AND IN THE BROADER COMMUNITY, ENCOURAGING YOUR COMMUNITY'S PRIDE ON ADDRESSING SEXUAL VIOLENCE.

Key dates

Take Back The Night (international demonstration against violence against women)
September (local dates change)

Orange Shirt Day (national commemoration of residential schools)
September 30

Mi'kmaq History Month
October

Treaty Day
October 1

Sisters In Spirit (national commemoration of missing and murdered Indigenous women)
October 4

16 Days of Activism against Gender-Based Violence
from November 25 to December 10

National Day of Remembrance and Action on Violence against Women
December 6

Human Rights Day
December 10

Family Violence Prevention Week (Nova Scotia)
February (local dates change)

Women's Memorial March (commemoration of missing and murdered women, specifically Indigenous women, originally held in Vancouver's Downtown Eastside, but expanding)
February 14

International Women's Day
March 8

International Day for the Elimination of Racial Discrimination
March 21

Sexual Assault Awareness Month (Nova Scotia)
April

International Day against Homophobia, Biphobia, and Transphobia
May 17

National Victims and Survivors of Crime Week
May-June (local dates change)

National Aboriginal Day
June 21

Final Thoughts

We hope that this toolkit has been useful to you.

Above all, we hope that you will continue to work on addressing sexual violence in your community.

It is important but hard work.

We encourage you to share your learnings (your ideas, supports, and resources) with others in your community and in the broader community to support **all** the efforts to address sexual violence. **Addressing sexual violence requires us all.**

We'lalin,

Annie Chau

Toolkit Coordinator/Writer

Mi'kmaq Community Engagement Toolkit on Sexual Violence: A Workbook to Address Sexual Violence for Mi'kmaq Communities and Community Members

Some days are more difficult than others. But every step is meaningful and important on the road to CHANGE.

Jane McMillan, St. Francis Xavier University
Canada Research Chair of Indigenous Peoples and Sustainable Communities

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YOUR NOTES

ADVISORY COMMITTEE TERMS OF REFERENCE

Responding to and Preventing Sexual Violence Paqtnkek Project Advisory Committee Terms of Reference

The Advisory Committee for the Responding to and Preventing Sexual Violence Project will be established to guide the Project, Project Staff Team (Community Facilitator and Project Coordinator), and Project Management Team (the Paqtnkek Health Centre and the Antigonish Women's Resource Centre & Sexual Assault Services Association).

1. Background

The Paqtnkek Health Centre and the Antigonish Women's Resource Centre & Sexual Assault Services Association received funding from Status of Women Canada, for a collaborative, two-year project between 2014 and 2016, to strengthen how we address sexual violence against Indigenous women. The project focuses on both the response to sexual violence and the prevention of it, based in a culturally relevant, revitalizing, and safe approach. The main activities of the project are: 1) partnership development, 2) needs assessment, 3) collaboration, 4) strategy development & pilot implementation, and 5) knowledge sharing.

2. Purpose of the Advisory Committee

The overall purpose of the Advisory Committee is to ensure that stakeholders in sexual violence response and prevention have their interests represented throughout the duration of the Project, and that by playing a key role in the creation of the work plan, the community will have a strong sense of ownership and support of the outcomes of the Project. In this way, Advisory Committee members will help to ensure that future actions on the issues of sexual violence against Indigenous women will be relevant and revitalizing to the community involved.

3. Role of the Advisory Committee

The Advisory Committee will be designed to provide community stakeholders, elders, and youth opportunities to have their interests represented in the Project in a focused and multi-interest group structure, based on consensus decision-making.

The Committee will share opinions and perspectives and offer collective advice to the Project Staff Team (Community Facilitator and Project Coordinator). The Committee's input, along with broad public consultation and specialist consultation, will enable a planning process that is open, transparent, and meaningful to the communities. Input will flow from the Advisory Committee to the Project Staff Team (Community Facilitator and Project Coordinator) throughout the planning process in the form of information, feedback, and recommendations that will be used by the Project Staff Team (Community Facilitator and Project Coordinator) in developing the work plan.

Additionally, the Advisory Committee will be instrumental in advising the Project Staff Team on the best avenues for broad community engagement and communication of critical information.

ADVISORY COMMITTEE TERMS OF REFERENCE CONTINUED

Final decision-making authority in all project-related matters will lie with the Project Management Team (the Paqtnkek Health Centre and the Antigonish Women's Resource Centre & Sexual Assault Services Association) with key input from the Advisory Committee.

4. Duties of the Advisory Committee

- Meet on a monthly basis (or a bi-monthly basis as required) with the Project Staff Team (Community Facilitator and Project Coordinator) acting as organizers and facilitators;
- Aid the Project Staff Team (Community Facilitator and Project Coordinator) in recording meeting minutes (outlining the highlights of the meeting, areas of agreement, disagreement or decision, and recommendations or options) and/or in preparing project materials to be shared with the Advisory Committee and other interested partners as needed;
- Advise and provide recommendations for the Project Staff Team (Community Facilitator and Project Coordinator) and for the work plan;
- Consult regularly with community members on the work plan;
- Share knowledges to help build local and connected capacities to the issues;
- Share relevant resources to the Project Staff Team (Community Facilitator and Project Coordinator);
- Be open to learning from each other, the Project Staff Team (Community Facilitator and Project Coordinator), and the Project Management Team (the Paqtnkek Health Centre and the Antigonish Women's Resource Centre & Sexual Assault Services Association).

5. Committee Membership

Representation will be from interested individuals/groups working in response to and/or prevention of sexual violence in Paqtnkek Mi'kmaw Nation.

NEEDS ASSESSMENT FACILITATOR GUIDE

Responding to and Preventing Sexual Violence Paqtnekek Project
Needs Assessment Facilitator Guide

Part 1: Introduction

- 1) Ensure participants have read the **Invitation Letter**, signed the **Consent to Participate**, and comply with the **Group Agreement** before beginning the focus group. Collect signed Consent to Participate forms from all participants. Take the time with participants to make sure they understand these materials.
- 2) Emphasize the values of a supportive and nurturing community.
 - Briefly discuss standards of the Group Agreement with participants. Create new ones, if participants need/want.
- 3) Reiterate the goal.
 - Ultimately, the goal is to come to a common place of understanding sexual violence where everyone's voice is heard in strengthening response and prevention efforts. In a follow-up community meeting at the end of the needs assessment, findings from the focus groups will be presented and the recommendations will be prioritized into an action plan by the community.
 - Emphasize that these focus groups are not meant for people to disclose individual experiences of violence, but to strengthen response and prevention for the entire community.
 - Indicate that while the focus is sexual violence, we will be talking about violence generally, as all violence is connected.
- 4) State that these issues can trigger and introduce the supports available. Indicate that scheduled breaks will be included. Let participants know that as practice, if they leave the room, someone will follow up to check in with them. Participants can choose whether or not to engage with the supports available.
- 5) Briefly talk about confidentiality and anonymity.
 - When sharing stories, ask participants to help maintain confidentiality and anonymity and use pronouns or fake names.
 - In making findings "public" to the community, no identifiers will be attached to specific comments, recommendations, or people.
 - A digital voice recorder will be used to record the conversations for transcription. Notes will be taken as well.
 - Confidentiality will be breached and there is a duty to report if there are "reasonable grounds to suspect" that a child may be in need of protection; this includes harm or risk of harm from physical, sexual or emotional abuse, or neglect.

NEEDS ASSESSMENT FACILITATOR GUIDE CONTINUED

6) Briefly discuss the agenda for the focus group – that you will ask questions about violence and also questions about strategies to address violence, hoping to facilitate conversations.

Part 2: Focus Group

1) Start digital voice recorder.

2) Consider using an informative prompt (i.e. a definition of sexual violence).

3) Questions for participants could include:

- What is violence? What does it look like? What contributes to it?
- Why is it difficult to talk about? What are the challenges and barriers in talking about it?
- How can it be easier to talk about it?

Break

- How has violence been responded to in the past? What are the fears to reporting? What are the barriers or gaps? What is the follow-up like?

Break

- What has worked? What could be strengthened? Who needs to be involved and what do they need to do?
- How do you see yourself contributing to the solutions? How can it be easier for you to contribute to the solutions?

Break

- Is there anything that we did not ask or talk about that we should have?

Questions for specific, smaller sub-groups of your community (e.g. women, men, elders, youth, leadership, LGBTQ2, etc.) could include:

- General: What do women need to know/need to have? What about men? Elders (especially residential school survivors)? Youth (young women and young men)? Leadership? LGBTQ2? Parents, Guardians, and Caregivers?
- Residential School Survivors: How does the specific experience of residential schools impact the experience of sexual violence and vice versa? What are the differences in need for those who have experienced sexual violence historically, as compared to recently/currently?

NEEDS ASSESSMENT FACILITATOR GUIDE CONTINUED

- Youth: What is a healthy relationship? What is consent? Where and what information are you getting about these issues currently? What more do you need to know?
- Leadership: What are the roles and responsibilities of leadership in addressing sexual violence? What is needed to strengthen those roles and responsibilities?

Part 3: Conclusion

- 1) Consider having participants complete evaluations.
- 2) Share the follow up opportunities for participants to give feedback.
- 3) Remind participants of the supports available and resources.

NEEDS ASSESSMENT DEALING WITH DISCLOSURES

It can be difficult to hear that someone has been physically or sexually assaulted or has experienced childhood sexual abuse and/or sexual harassment. The violence of residential school experiences has also had an impact on both individuals and communities as a whole. The reaction of the people a survivor tells can significantly impact her/his decision to seek out help and additional supports and resources.

Sometimes it is hard to know what to say and how to be supportive when someone tells you about the violence they have experienced. Sometimes people are angry, sometimes sad, and sometimes they tell you something and laugh, as if it is unimportant. All of these responses are normal responses to violence.

Listed are some things that may be helpful and you have probably said things like this already to people.

“I’m sorry this happened.” Acknowledge their experience and how it affected their life. You can use words to show you empathize using phrases like “This must be really tough for you” and “I’m so glad you are sharing this with me.”

“It’s not your fault.” Survivors may blame themselves, especially if they know the perpetrator personally. Remind the person – maybe even more than once – that they are not to blame.

“I believe you.” It can be extremely difficult for people to come forward and share their stories. They may feel ashamed or they may fear being blamed for the violence. So, when someone shares her/his experience with you, the best thing you can do is to believe them.

“I’m here to listen.” Remind the person that you are there to listen and try to understand. If a survivor opens up to you, it means they trust you. Reassure them that you won’t judge them and respect them by respecting their privacy.

“Are you open to getting other supports?” The survivor might need other supports, even if the violent experience happened a while ago. You can offer to connect them with formal supports in community.

Should survivors need additional resources to support them in their healing journey from violence, you can offer them the contacts for the supports available in your community.

Supporters need support themselves sometimes, so please feel free to contact these supports yourself, if you notice that you can’t stop thinking about what someone has told you or if you are experiencing overwhelming feelings yourself. It is very common for the “helper” to debrief with other helpers following a disclosure. Take care of yourself too!

Adapted from Rape, Abuse & Incest National Network (RAINN). For more information, visit: <https://rainn.org/get-information/sexual-assault-recovery/respond-to-a-survivor>

NEEDS ASSESSMENT PARTICIPANT PACKAGE

Responding to and Preventing Sexual Violence Paqtnkek Project Needs Assessment Participant Package:

- Invitation Letter
- Consent to Participate

Invitation Letter

What is the project about?

The Paqtnkek Health Centre and the Antigonish Women's Resource Centre & Sexual Assault Services Association received funding from Status of Women Canada, for a collaborative, two-year project between 2014 and 2016, to strengthen how we address sexual violence against Indigenous women. The project focuses on both the response to sexual violence and the prevention of it, based in a culturally relevant, revitalizing, and safe approach. The main activities of the project are: 1) partnership development, 2) needs assessment, 3) collaboration, 4) strategy development & pilot implementation, and 5) knowledge sharing.

What is the study about?

To strengthen how we address sexual violence against Mi'kmaq women, we invite community members and stakeholders to participate in focus groups. The intention of these focus groups is to provide us with recommendations from the community on how to better respond to and prevent sexual violence.

Examples of questions that may be asked in the focus groups include: What is violence? What does the community do and others do to respond and prevent? What works? What are the barriers or gaps? What could be strengthened?

Ultimately, the goal is to come to a common place of understanding sexual violence where everyone's voice is heard in strengthening our response and prevention efforts. In a follow-up community meeting at the end of the needs assessment, findings from the focus groups will be presented and the recommendations will be prioritized into an action plan by the community.

Who are we looking for to participate?

We are looking to hear from all Paqtnkek community members who are 16 years of age and older – women, men, elders, youth, parents, and so on. We will be holding a series of focus groups for specific groups of people. A schedule of the focus groups will be distributed. The more focus groups that a participant attends (dependent on the specific groups themselves), the more chances she/he will have in a draw for incentive prizes; these prizes will be drawn at the follow-up community meeting.

NEEDS ASSESSMENT PARTICIPANT PACKAGE CONTINUED

Responding to and Preventing Sexual Violence Paqtnkek Project Needs Assessment Participant Package:

- Invitation Letter
- Consent to Participate

Invitation Letter Continued

What will I be expected to do?

We emphasize that participants practice self-awareness and self-care in identifying for themselves if they are able to speak about these issues. We ask that participants say only what they are comfortable saying and participate as much or as little as they feel comfortable.

We ask that participants read this **Invitation Letter**, sign the **Consent to Participate**, and comply with the **Group Agreement** to prepare for the focus groups, as well as, if possible, arrive 10 minutes ahead of time.

While we will not ask for people to register, we will try to limit the numbers for each focus group to 15.

All participants will be given the opportunity to share their thoughts in confidence with the Project Coordinator and/or the Community Facilitator, if they feel they should need after the focus group.

A digital voice recorder will be used to record the conversations for transcription. Notes will be taken as well.

How much time will it take?

The focus groups will run no longer than 2 hours with breaks and nutrition provided.

Will anyone know what I said?

Confidentiality will be respected as much as possible. All participants will be asked to comply with the Group Agreement. Anonymity will be maintained; no identifiers will be attached to specific comments, recommendations, or people. Confidential and non-judgmental support will be available for all focus groups and resources will be provided.

NEEDS ASSESSMENT PARTICIPANT PACKAGE CONTINUED

**Responding to and Preventing Sexual Violence Paqtnkek Project
Needs Assessment Participant Package:**

- Invitation Letter
- Consent to Participate

Invitation Letter Continued**What happens if I change my mind and wish to withdraw?**

Participation is entirely voluntary. All participants will sign the Consent to Participate. At any given time, participants have the option to withdraw from the study, even after having given informed consent. Upon choosing to withdraw from the study, a participant may leave at any time. Breaks will be included in the focus groups. In the case of withdrawal from the study, we will not use the uncompleted data. During the focus groups, all participants have the option to opt in and out of the conversations, as they see fit or as they would like, if they do not wish to withdraw completely from the study.

What are the potential benefits and harms associated with participation in the study?

A possible benefit associated with participation in this study is that participants may get an understanding of the issues of sexual violence and the ways to strengthen response and prevention. Because these are triggering issues, we will provide support and resources. We also ask participants to read this Invitation Letter, sign the Consent to Participate, and comply with the Group Agreement to mitigate the risks of talking about these issues.

Upon consultation with a Sexual Violence Consultant, an External Evaluator, and a diverse Advisory Committee, questions have been adapted to reflect a culturally relevant, revitalizing, and safe approach to the issues of violence in general and sexual violence in particular to Paqtnkek Mi'kmaw Nation.

Where do I get questions answered?

Should participants want questions answered about the study, you can offer them the contact(s) for the person(s) facilitating the needs assessment in your community.

NEEDS ASSESSMENT PARTICIPANT PACKAGE CONTINUED

**Responding to and Preventing Sexual Violence Paqtnekek Project
Needs Assessment Participant Package:**

- **Invitation Letter**
- **Consent to Participate**

Consent to Participate

By reading the **Invitation Letter**, signing this **Consent to Participate**, and complying with the **Group Agreement**, you agree with the following statement:

"I have had an opportunity to read the information provided or it has been explained to me, and any questions that I may have had have been answered. I consent to participate in this study, understanding that I am doing so voluntarily, that confidentiality will be encouraged and anonymity will be maintained, and that I have the right to withdraw from the study at any point using the means outlined in the above materials."

Name:

Phone Number:

Email:

Signature:

Date:

NEEDS ASSESSMENT GROUP AGREEMENT

Responding to and Preventing Sexual Violence Paqtnekek Project Needs Assessment Group Agreement

These standards were created by the Project Staff Team (Community Facilitator and Project Coordinator), as guided by the Advisory Committee and the Focus Group Facilitation and Support Team.

These were created initially to foster a safer space for the focus group conversations, but consequently were used throughout the actions and activities of the Paqtnekek Project.

Agreeing to participate in the focus groups, participants promise to:

- Keep phones on silent or vibrate.
- Maintain confidentiality and anonymity and use pronouns or fake names.
- Establish a safe and open space. A space that is:
 - ~ Free from drugs and alcohol. (Prescription medication is permitted.)
 - ~ Free from verbal and physical violence, abuse, harassment, or bullying of any kind (emotional, psychological, physical, and sexual).
- Take responsibility to create a positive sharing and learning environment for all.
- Show care and concern for all.
- Respect the personal space and privacy of all.
- Share what we know. Acknowledge the different kinds of knowledge and experiences we all have that are valid, but not universal. Further, respect our own expertise about our own lives.
- Share the air.
- Use language appropriately to explain, but not to demean or “shut down”.
- Listen to each person and respond appropriately.
- Participate when and where we feel comfortable.
- Know that we can participate in aspects we feel comfortable to and can opt out of others or withdraw completely and that that's ok!
- Take care of our own needs.
- Apply what we have learned about the issue in strengthening response and prevention after.

Confidentiality will be breached and there is a duty to report if there are “reasonable grounds to suspect” that a child may be in need of protection; this includes harm or risk of harm from physical, sexual or emotional abuse, or neglect.

If any of these standards are broken, the infraction will be dealt with by the Focus Group Facilitation and Support Team and may result in one warning and/or in the participant being asked to leave the focus group.

COMMUNITY HEALING CIRCLE CONFIDENTIALITY AGREEMENT

Responding to and Preventing Sexual Violence Paqtnekek Project Community Healing Circle Confidentiality Agreement

This Community Healing Circle is open to all community members, **16 years of age and older**, healing from **any** experience of violence.

This will be a **confidential** and **respectful** space. We ask that you help us foster **safety** and **care** for one another in this sacred space.

This is a space that is:

- Free from drugs and alcohol. (Prescription medication is permitted.)
- Free from verbal and physical violence, abuse, harassment, or bullying of any kind (emotional, psychological, physical, and sexual).

Being in this space, you agree to:

- Leave your phone by the door.
- Avoid using identifying information (i.e. names).
- Take responsibility to create a positive sharing and healing environment for all.
- Show care and concern for all.
- Respect the personal space and privacy of all.
- Share what you know. Acknowledge the different kinds of knowledge and experiences as true, but not universal. Respect your own expertise about your own life.
- Share the air.
- Use language appropriately to explain, but never to demean or “shut down”.
- Listen to all.
- Participate as much or as little as you want and know that that is ok
- Take care of your own needs.
- Apply what you have learned to move you positively through your own healing journey
- Let what is said in the healing circle, stay in the healing circle.

Please note: Confidentiality will be breached and there is a duty to report if there are “reasonable grounds to suspect” that a child (under 16 years of age) may be in need of protection; this includes harm or risk of harm from physical, sexual or emotional abuse, or neglect.

If any of these standards are broken, the infraction will be dealt with by the Healing Circle Facilitation and Support Team and may result in one warning and/or in you being asked to leave the healing circle.

Name:

Signature:

Date:

COMMUNITY EDUCATION SESSIONS - PARENTS, GUARDIANS, AND CAREGIVERS

Responding to and Preventing Sexual Violence Paqtnekek Project Relationships, Consent, and Violence for Parents, Guardians, and Caregivers

Time needed:

- ~ 2 hours total

Guests invited:

- Sexual Assault Nurse Examiner (SANE) Program Coordinator
- RCMP Community Policing Officer

Venue/Materials needed:

- boardroom
- markers, flipchart paper, poster board, post-it notes, painters' tape
- laptop, speakers, projector, screen
- food
- talking stick/item
- "Take Home Messages" Handout (attached)
- door prizes, if appropriate
- evaluations, if appropriate

Objectives:

- Parents, guardians, and caregivers will learn:
 - ~ what a healthy relationship means for themselves and their youth based on Mi'kmaw Seven Sacred Teachings and traditional values
 - ~ what consent means and **some of** the laws around consent
 - ~ about forms of violence - sexual violence and cyberviolence
 - ~ about resources and choices re: disclosing and/or reporting violence
 - ~ how to talk with their youth about relationships, consent, and violence

Session breakdown:

Part 1 – Your Relationships and Your Youth

1) Introductions and Group Agreement (10 minutes)

- ASK: To help build healthy relationships in this session, how will we treat each other? What will we, as a group, agree to?
 - ~ ideas: confidentiality? privacy? caring? good/appropriate language? listening? sharing the air?
- REMIND: Questions are welcomed at any time in these sessions.
- REMIND: Duty to report for under 16 years of age.

COMMUNITY EDUCATION SESSIONS - PARENTS, GUARDIANS, AND CAREGIVERS CONTINUED

2) Your Relationship Values and Behaviours (15 minutes)

- ASK: What are your values and behaviours around relationships?
~ ideas: safety, respect, trust, communication, enjoyment, fairness, boundaries
- REMIND: Relationships are about connections.
- ASK: What are some things that make it challenging for you to have healthy relationships?
~ ideas: expectations? pressures? unequal power? colonization? residential schools? intergenerational trauma? racism? sexism? poverty? suppression of traditional teachings and matriarchal ways/value of women? heterosexism?
- REMIND: All relationships are different. A person's biological sex, gender, and sexual orientation are all different as well.
- REMIND: No relationship is perfect and all require communication, work, and sharing from everyone in the relationship! But violence should not be tolerated!
- ASK: What are warning signs of unhealthy relationships?
~ ideas: avoiding friends, family, and school activities; making excuses for partner's behaviour; losing interest in favourite activities; bad grades; unexplained injuries, like bruises or scratches
- REFLECT:
 - ~ Does your partner get angry when you have other plans or won't drop everything for him/her?
 - ~ Does your partner criticize the way you look or dress or make you feel bad about yourself?
 - ~ Does your partner ask you to stop doing something you like or ask you to stop talking to other girls/boys/women/men?
 - ~ Does one of you make all the decisions or set all the rules for your relationship?
 - ~ Do you hide things because you're worried they may upset your partner?
 - ~ Are you afraid to say 'no' to sexual activities or sex?
 - ~ Do you know that your partner was abusive in a previous relationship?
 - ~ Has your partner ever threatened, grabbed, pushed, or hit you?

COMMUNITY EDUCATION SESSIONS - PARENTS, GUARDIANS, AND CAREGIVERS CONTINUED

3) Relationship Values and Behaviours and Your Youth (15 minutes)

- ASK: How do you share the positive values and behaviours around relationships with your youth and not the negative ones? What are the ways you teach your youth?
~ ideas: frame the conversation for yourself as a way of loving your child; begin talking to them as young as 2 years old; teach them the actual names of body parts; share the only instances when their private parts can be seen and touched; teach them that private parts are special; teach them and respect their right to control their bodies; explain that no one should physically hurt them, especially in their private parts; encourage them to trust their gut around their safety; explain that a secret is still secret when shared with the parents; tell them that you will believe them if someone is hurting them and they won't be in trouble.
- REMIND: We all learn about relationships from various people and places – family, friends, music, magazines and books, observing other relationships, school, Internet, and TV – you and your youth!
- EXPLAIN: Four Point Plan - Facts, Values, Responsibilities, and Self-Esteem
~ Facts: give truthful information; find out the facts together if you need more information
~ Values: share what you believe in and what is important to you; practice what you believe in and be a positive role model
~ Responsibilities: let children know what you expect of them; allow your child to think and talk about how they feel; help your child understand and accept the consequences of their decisions and actions
~ Self-Esteem: help your child feel good about themselves; treat your child with respect and they will learn to respect themselves and others; encourage your child to follow through with their own decisions even when their friends disagree; keep the lines of communication open
- ASK: How do the teaching ways you shared earlier fit with this Four Point Plan - Facts, Values, Responsibilities, and Self-Esteem?

4) Talking with Your Youth (10 minutes)

- ASK: How do you start the conversations with your youth?
~ ideas: try using teachable moments to start a conversation; try taking advantage of quiet times together (i.e. driving in your car); be cautious not to make fun or light of the topic; ask them how they want to be treated; ask them how they feel about themselves when they are with a certain person
- ASK: What could you talk about together?
~ ideas: dealing with pressure; relationship values and behaviours (healthy and unhealthy); Mi'kmaw Seven Sacred Teachings and traditional values (bravery, love, honesty, wisdom, truth, humility, patience, respect); sexuality (development and orientation); sexual decision making; abusive relationships; types of abuse - emotional or psychological, physical, social, and financial

COMMUNITY EDUCATION SESSIONS - PARENTS, GUARDIANS, AND CAREGIVERS CONTINUED

- ~ Respect: Speak and solve problems in a respectful manner. This will teach your child how to treat people with respect and recognize when they are being disrespected.
- ~ Anger Management: How to deal with anger in positive, healthy, non-violent ways
- ~ Problem Solving: Break problems down, find possible solutions, and consider possible outcomes for each solutions.
- ~ Negotiation, Compromise, and Agree to Differ: Try turning problems into win win situations where each person gets some of what he or she wants. However, it is valuable to know when to agree to disagree. People are free to their views. It is learning to understand and respect others that is important.
- ~ Assertiveness and Not Aggression: Assertiveness is asking for what one wants clearly and respectfully, without threats or physical force. Assertive communication means respecting the rights of others, as well as your own rights.

Part 2 – Consent 101 and Violence 101

* For this part, invite SANE and RCMP to talk about Resources and Choices re: Disclosing Violence (i.e. telling someone) and Reporting Violence (i.e. telling authorities)

5) Consent According to Us (15 minutes)

- ASK: What is consent? How would we describe what consent is?
 - ~ ideas: Free, Prior, and Informed Consent (http://www.amnesty.ca/sites/amnesty/files/fpic_factsheet_nov_2013.pdf)
- REMIND: Consent is voluntary agreement.
- ASK: What do we need to do to make sure we have consent? What are our responsibilities when we seek and receive consent?
- ASK: What is coercion? What can coercion look like?

6) Consent According to Laws (20 minutes)

- REFER TO: <http://www.justice.gc.ca/eng/cj-jp/victims-victimes/def.html>
- SHOW: Would You Like a Cup of Tea video illuminating aspects of consent
 - ~ <https://youtu.be/fGoWLWS4-kU>
- EXPLAIN: Consent according to the Criminal Code of Canada
 - ~ Subsection 273.1(1) of defines consent as the voluntary agreement of the complainant to engage in the sexual activity in question. Conduct short of a voluntary agreement to engage in sexual activity does not constitute consent as a matter of law.
 - ~ Only yes means yes!

COMMUNITY EDUCATION SESSIONS - PARENTS, GUARDIANS, AND CAREGIVERS CONTINUED

~ For greater certainty, subsection 273.1(2) sets out specific situations where there is no consent in law; no consent is obtained:

- where the agreement is expressed by the words or conduct of a person other than the complainant;
- where the complainant is incapable of consenting to the activity... drugs/alcohol/age!;
- where the accused induces the complainant to engage in the activity by abusing a position of trust, power or authority;
- where the complainant expresses, by words or conduct, a lack of agreement to engage in the activity, or where the complainant, having consented to engage in sexual activity, expresses, by words or conduct, a lack of agreement to continue to engage in the activity.

- SHOW: Can I Wear Your Hat video illuminating negotiation of consent in a relationship
~ <https://youtu.be/xAgD1yfgUuk>
- REMIND: Consent in relationships can be even more challenging... But a lot of violence that does occur, occurs in relationships.
- REFER TO: <http://www.justice.gc.ca/eng/rp-pr/other-autre/clp/faq.html>
- EXPLAIN: Ages of consent according to the Criminal Code of Canada
 - ~ UNDER 12 – It is illegal to have sexual activity with anyone, even if you “consent” to it.
 - ~ AGE 12 – If you are 12, you can consent to sexual activity with someone who is less than two years older than you.
 - ~ AGE 13 – If you are 13, you can consent to sexual activity with someone who is less than two years older than you.
 - ~ AGE 14 – If you are 14, you can consent to sexual activity with someone who is less than five years older than you.
 - ~ AGE 15 – If you are 15, you can consent to sexual activity with someone who is less than five years older than you.
 - ~ AGE 16 – You have reached the age of consent, except...
 - ~ UNDER 18 – It is for someone over 18 to engage in sexual activity with someone under 18 where there is a relationship of authority, trust, or dependency (like a coach, teacher, or family member), even if the younger person “consents”.
- REMIND: These are only some of the laws around consent and sexual violence.

7) Violence 101 (25 minutes)

- ASK: What are some behaviours of abuse or violence? How much would these behaviours be recognized as “inappropriate” in our society?
- REMIND: A culture of violence is violence that is normalized and encouraged in culture. (We’re talking about the broader culture here, i.e. society.) It creates an environment where survivors/victims of violence feel even more vulnerable and where many others feel unsafe.

COMMUNITY EDUCATION SESSIONS - PARENTS, GUARDIANS, AND CAREGIVERS CONTINUED

- ASK: What is sexual violence?
- EXPLAIN: "Sexual violence is any sexual act, attempt to obtain a sexual act, or other act directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting." (World Health Organization: 2016)
- ASK: What is cyberviolence?
- REFER TO: <http://www.justice.gc.ca/eng/rp-pr/other-autre/cndii-cdncii/p4.html>
~ ideas: cyberbullying, digital harassment, sexting, online revenge porn, cyberstalking, sexual exploitation of youth via Internet, online hate speech, criminal harassment, uttering threats and intimidation, extortion
- ASK: What are things we do currently or could do to resist violence (in real life and online)?

8) Door Prizes and Evaluations (if appropriate), "Take Home Messages" Handout, and Conclusion (10 minutes)

- DISTRIBUTE: "Take Home Messages" Handout for Parents, Guardians, and Caregivers

COMMUNITY EDUCATION SESSIONS - PARENTS, GUARDIANS, AND CAREGIVERS CONTINUED

Relationships, Consent, and Violence for Parents, Guardians, and Caregivers

“Take Home Messages” Handout

- Relationships are about connections.
- There are values and behaviours that are positive and negative in all relationships. These can be shared from various people and places.
- When teaching our youth, we can think about the Four Point Plan - Facts, Values, Responsibilities, and Self-Esteem:
 - ~ Facts: give truthful information; find out the facts together if you need more information
 - ~ Values: share what you believe in and what is important to you; practice what you believe in and be a positive role model
 - ~ Responsibilities: let children know what you expect of them; allow your child to think and talk about how they feel; help your child understand and accept the consequences of their decisions and actions
 - ~ Self-Esteem: help your child feel good about themselves; treat your child with respect and they will learn to respect themselves and others; encourage your child to follow through with their own decisions even when their friends disagree; keep the lines of communication open
- How we talk with our youth and what we talk about are important.
- Consent is voluntary agreement. It should also be free, prior, and informed (http://www.amnesty.ca/sites/amnesty/files/fpic_factsheet_nov_2013.pdf).
- When you are seeking and receiving someone's consent, you have certain responsibilities in making sure that you have voluntary agreement.
- Coercion can be used to manipulate someone's consent.
- Only yes means yes (Criminal Code of Canada)!
- You cannot consent if:
 - ~ someone consents for you;
 - ~ you are incapable of consenting... maybe because of drugs/alcohol/age;
 - ~ the person trying to get your consent is abusing their position of trust/power/authority over you;
 - ~ and you express a lack of agreement at any point.

COMMUNITY EDUCATION SESSIONS - PARENTS, GUARDIANS, AND CAREGIVERS CONTINUED

Relationships, Consent, and Violence for Parents, Guardians, and Caregivers

“Take Home Messages” Handout Continued

- Ages of consent:
 - ~ UNDER 12 – It is illegal to have sexual activity with anyone, even if you “consent” to it.
 - ~ AGE 12 – If you are 12, you can consent to sexual activity with someone who is less than two years older than you.
 - ~ AGE 13 – If you are 13, you can consent to sexual activity with someone who is less than two years older than you.
 - ~ AGE 14 – If you are 14, you can consent to sexual activity with someone who is less than five years older than you.
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 - ~ AGE 16 – You have reached the age of consent, except...
 - ~ UNDER 18 – It is for someone over 18 to engage in sexual activity with someone under 18 where there is a relationship of authority, trust, or dependency (like a coach, teacher, or family member), even if the younger person “consents”.
- These are only some of the laws around consent and sexual violence. For more, explore: <http://www.justice.gc.ca/eng/>
- “Sexual violence is any sexual act, attempt to obtain a sexual act, or other act directed against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting.” (World Health Organization: 2016)
- Violence can be normalized or even encouraged in our broader society. We can resist those messages.
- There are some resources when it comes to choosing to tell someone and/or authorities (disclosing and/or reporting), e.g. SANE and RCMP.

Should participants need additional information, you can offer them the contacts for the supports and resources available in your community.

COMMUNITY EDUCATION SESSIONS - YOUTH

Responding to and Preventing Sexual Violence Paqtnekek Project Relationships, Consent, and Violence for Youth

Time needed:

- ~ 2 hours total

Guests invited:

- Sexual Assault Nurse Examiner (SANE) Program Coordinator
- RCMP Community Policing Officer

Venue/Materials needed:

- boardroom
- markers, flipchart paper, poster board, post-it notes, painters' tape
- laptop, speakers, projector, screen
- food
- talking stick/item
- Pop Quiz on Rape Myth cards (make these ahead of time; quiz questions are attached)
- "Take Home Messages" Handout (attached)
- door prizes, if appropriate
- evaluations, if appropriate

Objectives:

- Youth will learn:
 - ~ what a healthy relationship means for themselves based on Mi'kmaw Seven Sacred Teachings and traditional values
 - ~ what consent means and **some of** the laws around consent
 - ~ about forms of violence - sexual violence and cyberviolence
 - ~ about resources and choices re: disclosing and/or reporting violence

Session breakdown:

Part 1 – Relationships and Being Mi'kmaw

1) Introductions and Group Agreement (10 minutes)

- ASK: To help build healthy relationships in this session, how will we treat each other? What will we, as a group, agree to?
 - ~ ideas: confidentiality? privacy? caring? good/appropriate language? listening? sharing the air?
- REMIND: Questions are welcomed at any time in these sessions.
- REMIND: Duty to report for under 16 years of age.

COMMUNITY EDUCATION SESSIONS - YOUTH CONTINUED

2) FOR GRADE 5: Relationship Talking Circle (15 minutes)

- **ASK:** What are different kinds of relationships we can have?
- **ASK:** What are some common things about relationships in general?
- **REMIND:** Relationships are about connections.

- **ASK:** What are the ingredients for a healthy relationship?
- **ASK:** What are the ingredients for an unhealthy relationship?
- **REMIND:** We all learn about relationships from various people and places – family, friends, music, magazines and books, observing other relationships, school, Internet, and TV.
- **REMIND:** All relationships are different. A person's biological sex, gender, and sexual orientation are all different as well.
- **REMIND:** No relationship is perfect and all require communication, work, and sharing from everyone in the relationship! But violence should not be tolerated!

2) FOR GRADES 6-8: Relationship Talking Circle (15 minutes)

- **ASK:** What is a relationship? How would you describe what a relationship is?
- **REMIND:** Relationships are about connections.

- **ASK:** What are some things you expect in a relationship?
~ ideas: safety, respect, trust, communication, enjoyment, fairness, boundaries
- **REMIND:** Relationships are about connections.

- **ASK:** What are some things that make it challenging to make healthy relationships?
~ ideas: expectations? pressures? unequal power? colonization? residential schools? intergenerational trauma? racism? sexism? poverty? suppression of traditional teachings and matriarchal ways/value of women? heterosexism?
- **REMIND:** We all learn about relationships from various people and places – family, friends, music, magazines and books, observing other relationships, school, Internet, and TV.
- **REMIND:** All relationships are different. A person's biological sex, gender, and sexual orientation are all different as well.
- **REMIND:** No relationship is perfect and all require communication, work, and sharing from everyone in the relationship! But violence should not be tolerated!

COMMUNITY EDUCATION SESSIONS - YOUTH CONTINUED

2) FOR GRADES 9-12: Relationship Expectations and Challenges (15 minutes)

- **ASK: What are some things you expect in a relationship?**
~ ideas: safety, respect, trust, communication, enjoyment, fairness, boundaries
- **REMIND: Relationships are about connections.**
- **ASK: What are some things that make it challenging to make healthy relationships?**
~ ideas: expectations? pressures? unequal power? colonization? residential schools? intergenerational trauma? racism? sexism? poverty? suppression of traditional teachings and matriarchal ways/value of women? heterosexism?
- **REMIND: We all learn about relationships from various people and places – family, friends, music, magazines and books, observing other relationships, school, Internet, and TV.**
- **REMIND: All relationships are different. A person's biological sex, gender, and sexual orientation are all different as well.**
- **REMIND: No relationship is perfect and all require communication, work, and sharing from everyone in the relationship! But violence should not be tolerated!**

3) Mi'kmaw Seven Sacred Teachings (15 minutes)

- **ASK: What are the Mi'kmaw Seven Sacred Teachings in relationships?**
~ BRAVERY in a relationship means...
~ LOVE in a relationship means...
~ HONESTY in a relationship means...
~ WISDOM in a relationship means...
~ TRUTH in a relationship means...
~ HUMILITY in a relationship means...
~ PATIENCE in a relationship means...
~ RESPECT in a relationship means...

Part 2 – Consent 101

* For this part, invite SANE and RCMP to talk about Resources and Choices re: Disclosing Violence (i.e. telling someone) and Reporting Violence (i.e. telling authorities)

4) Consent According to Us (15 minutes)

- **ASK: What is consent? How would we describe what consent is?**
~ ideas: Free, Prior, and Informed Consent (http://www.amnesty.ca/sites/amnesty/files/fpic_factsheet_nov_2013.pdf)
- **REMIND: Consent is voluntary agreement.**

COMMUNITY EDUCATION SESSIONS - YOUTH CONTINUED

- ASK: What do we need to do to make sure we have consent? What are our responsibilities when we seek and receive consent?
- ASK: What is coercion? What can coercion look like?

5) Consent According to Laws (20 minutes)

- REFER TO: <http://www.justice.gc.ca/eng/cj-jp/victims-victimes/def.html>
- SHOW: Would You Like a Cup of Tea video illuminating aspects of consent
~ <https://youtu.be/fGoWLWS4-kU>
- EXPLAIN: Consent according to the Criminal Code of Canada
~ Subsection 273.1 (1) of defines consent as the voluntary agreement of the complainant to engage in the sexual activity in question. Conduct short of a voluntary agreement to engage in sexual activity does not constitute consent as a matter of law.
~ Only yes means yes!

~ For greater certainty, subsection 273.1 (2) sets out specific situations where there is no consent in law; no consent is obtained:
 - where the agreement is expressed by the words or conduct of a person other than the complainant;
 - where the complainant is incapable of consenting to the activity... drugs/alcohol/ age!;
 - where the accused induces the complainant to engage in the activity by abusing a position of trust, power or authority;
 - where the complainant expresses, by words or conduct, a lack of agreement to engage in the activity, or where the complainant, having consented to engage in sexual activity, expresses, by words or conduct, a lack of agreement to continue to engage in the activity.
- SHOW: Can I Wear Your Hat video illuminating negotiation of consent in a relationship
~ <https://youtu.be/xAgD1yfgUuk>
- REMIND: Consent in relationships can be even more challenging... But a lot of violence that does occur, occurs in relationships.

COMMUNITY EDUCATION SESSIONS - YOUTH CONTINUED

- REFER TO: <http://www.justice.gc.ca/eng/rp-pr/other-autre/clp/faq.html>
- EXPLAIN: Ages of consent according to the Criminal Code of Canada
 - ~ UNDER 12 – It is illegal to have sexual activity with anyone, even if you “consent” to it.
 - ~ AGE 12 – If you are 12, you can consent to sexual activity with someone who is less than two years older than you.
 - ~ AGE 13 – If you are 13, you can consent to sexual activity with someone who is less than two years older than you.
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 - ~ AGE 15 – If you are 15, you can consent to sexual activity with someone who is less than five years older than you.
 - ~ AGE 16 – You have reached the age of consent, except...
 - ~ UNDER 18 – It is for someone over 18 to engage in sexual activity with someone under 18 where there is a relationship of authority, trust, or dependency (like a coach, teacher, or family member), even if the younger person “consents”.
- REMIND: These are only some of the laws around consent and sexual violence.

Part 3 – Violence 101

* For this session, invite SANE and RCMP to talk about Resources and Choices re: Disclosing Violence (i.e. telling someone) and Reporting Violence (i.e. telling authorities)

6) Violence 101 (25 minutes)

- ASK: What are some behaviours of abuse or violence? How much would these behaviours be recognized as “inappropriate” in our society?
- REMIND: A culture of violence is violence that is normalized and encouraged in culture. (We’re talking about the broader culture here, i.e. society.) It creates an environment where survivors/victims of violence feel even more vulnerable and where many others feel unsafe.
- ASK: What is sexual violence?
- EXPLAIN: “Sexual violence is any sexual act, attempt to obtain a sexual act, or other act directed against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting.” (World Health Organization: 2016)
- ASK: What is cyberviolence?
- REFER TO: <http://www.justice.gc.ca/eng/rp-pr/other-autre/cndii-cdncii/p4.html>
 - ~ ideas: cyberbullying, digital harassment, sexting, online revenge porn, cyberstalking, sexual exploitation of youth via Internet, online hate speech, criminal harassment, uttering threats and intimidation, extortion
- ASK: What are things we do currently or could do to resist violence (in real life and online)?

COMMUNITY EDUCATION SESSIONS - YOUTH CONTINUED

7) Pop Quiz on Rape Myths - True or False (10 minutes)

- ASK Pop Quiz on Rape Myths Questions:
 - a. When someone says no to sex, it is okay to try again in a few minutes. F
 - b. If you dress like that, flirt like that, and get that drunk, you are partly to blame if you get sexually assaulted. F
 - c. If they don't scream, struggle, fight back, or say no, you can assume there's consent. F
 - d. Stranger rape is the most common kind. F
 - e. We've slept before... That means yes every time. F
 - f. If someone is passed out and incapable of giving consent, that's not sex, it's rape. T
 - g. You bought dinner, so you can expect sex. F
 - h. Regardless of whether it's been 20 years or 20 minutes, consent for one activity isn't consent for another. You have to communicate every step. T
 - i. Alcohol is the most commonly used drug in sexual assault and rape. T
 - j. Women often falsely cry sexual assault because they are feeling guilty about having sex or they want to get back at the man. F
 - k. If a perpetrator doesn't have a weapon or doesn't use physical force, you really can't call it sexual assault. F
 - l. Anyone who properly resists can prevent having sex with someone they do not want to have sex with. F
 - m. When people are sexually assaulted, it's often because the way they said no was ambiguous. F
 - n. A woman who dresses in skimpy clothes should not be surprised if a man tries to force her to have sex. F
 - o. Although most women wouldn't admit it, they generally find being physically forced into sex a real "turn-on". F
 - p. If a woman is willing to "make out" with a guy, then it's no big deal if he goes a little further and has sex with her. F
 - q. Women tend to exaggerate how much sexual assault affects them. F
 - r. Women who lead men on by dressing up, dancing close, and kissing him deserve less sympathy if they are sexually assaulted. F
 - s. Men don't usually intend to force sex on a woman, but sometimes they get too sexually carried away. F
 - t. Sexual assault happens when a man's sex drive gets out of control. F
 - u. It is an unspoken rule that if a woman willingly goes with a man to some private or secluded place (such as a man's room), that she intends to have sex with him. F
 - v. Women who drink at parties are giving off a signal that they are more sexually willing, and more sexually available, than women who do not drink at parties. F

8) Door Prizes and Evaluations (if appropriate), "Take Home Messages" Handout, and Conclusion (10 minutes)

- DISTRIBUTE: "Take Home Messages" Handout for Youth

COMMUNITY EDUCATION SESSIONS - YOUTH CONTINUED

Relationships, Consent, and Violence for Youth**“Take Home Messages” Handout**

- Relationships are about connections.
- Everyone has expectations when it comes to relationships. There are challenges in making healthy relationships.
- Mi'kmaw Seven Sacred Teachings and traditional values (bravery, love, honesty, wisdom, truth, humility, patience, respect) can help us make healthy relationships in our lives.
- Consent is voluntary agreement. It should also be free, prior, and informed (http://www.amnesty.ca/sites/amnesty/files/fpic_factsheet_nov_2013.pdf).
- When you are seeking and receiving someone's consent, you have certain responsibilities in making sure that you have voluntary agreement.
- Coercion can be used to manipulate someone's consent.
- Only yes means yes (Criminal Code of Canada)!
- You cannot consent if:
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 - ~ and you express a lack of agreement at any point.
- Ages of consent:
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- These are only some of the laws around consent and sexual violence. For more, explore: <http://www.justice.gc.ca/eng/>

COMMUNITY EDUCATION SESSIONS - YOUTH CONTINUED

Relationships, Consent, and Violence for Youth

“Take Home Messages” Handout Continued

- “Sexual violence is any sexual act, attempt to obtain a sexual act, or other act directed against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting.” (World Health Organization: 2016)
- Violence can be normalized or even encouraged in our broader society. We can resist those messages.
- There are some resources when it comes to choosing to tell someone and/or authorities (disclosing and/or reporting), e.g. SANE and RCMP.

Should participants need additional information, you can offer them the contacts for the supports and resources available in your community.

Supports and Services

911

Emergency services - medical, police, fire

211 (Nova Scotia)

Information and referral service to community and social services

811 (Nova Scotia)

Non-emergency health information and service

Mental Health Crisis Line (Nova Scotia) / 1-888-429-8167

Mental health service for Nova Scotians

Kids Help Phone / 1-800-668-6868

Counselling and information service for young people

Mi'kmaq Crisis and Referral Centre / 1-855-379-2099

Mi'kmaq support service for people experiencing problems such as bullying, peer pressure, etc.

* The supports and services listed are **not necessarily** endorsed by the Toolkit Working Group, but noted here as options.

RESOURCES FOR SEXUAL VIOLENCE RESPONSE AND PREVENTION

GOVERNMENT OF NOVA SCOTIA'S SEXUAL VIOLENCE STRATEGY

<http://breakthesilencens.ca/>

~ Resources from the Government of Nova Scotia's Sexual Violence Strategy.

GENDER-BASED ANALYSIS PLUS

http://www.swc-cfc.gc.ca/gba-acsc/course-cours/eng/mod00/mod00_01_01.php

~ Status of Women Canada's Gender-Based Analysis+ online course. Gender-Based Analysis+ is an analytical process used to assess the potential impacts of policies, programs, services, and other initiatives on diverse groups of women and men.

SEXUAL VIOLENCE

<http://www.cdc.gov/violenceprevention/pdf/svprevention-a.pdf>

~ Centers for Disease Control & Prevention's report on a public health approach to sexual violence prevention - what it means to move "upstream" and prevent tragedies from occurring "downstream".

http://girlsactionfoundation.ca/files/from_the_ground-up_final.small_.pdf

~ Girls Action Foundation's workshop guide developed for young women and program facilitators to hold discussions about how to respond to violence and to increase knowledge of rights, services, and community resources. The activities in the guide are intended for facilitators with expertise in violence prevention programs, designed to be adaptable to different groups' specific needs and contexts.

<http://www.metrac.org/>

~ Metropolitan Action Committee on Violence Against Women and Children (METRAC) works with individuals, communities, and institutions to change ideas, actions, and policies with the goal of ending violence against women and youth. METRAC focuses on education and prevention and uses innovative tools to build safety, justice, and equity.

CONSENT

<https://youtu.be/fGoWLWS4-kU>

~ Would You Like a Cup of Tea video illuminating aspects of consent.

<https://youtu.be/xAgD1yfgUuk>

~ Can I Wear Your Hat video illuminating negotiation of consent in a relationship.

http://www.amnesty.ca/sites/amnesty/files/fpic_factsheet_nov_2013.pdf

~ Amnesty International's factsheet on Indigenous Peoples and Free, Prior, Informed Consent

<https://yesmeansyesblog.wordpress.com/2011/03/21/mythcommunication-its-not-that-they-dont-understand-they-just-dont-like-the-answer/>

~ An article challenging the myth of miscommunication in sexual assault.

CONSENT (DEPARTMENT OF JUSTICE: 2016)

~ <http://www.justice.gc.ca/eng/cj-jp/victims-victimes/def.html>

"Subsection 273.1(1) defines consent as the voluntary agreement of the complainant to engage in the sexual activity in question. Conduct short of a voluntary agreement to engage in sexual activity does not constitute consent as a matter of law. For greater certainty, subsection 273.1(2) sets out specific situations where there is no consent in law; no consent is obtained:

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- Where the complainant expresses, by words or conduct, a lack of agreement to engage in the activity, or;
- Where the complainant, having consented to engage in sexual activity, expresses, by words or conduct, a lack of agreement to continue to engage in the activity."

~ <http://www.justice.gc.ca/eng/rp-pr/other-autre/clp/faq.html> (ages)

~ <http://www.justice.gc.ca/eng/rp-pr/other-autre/cndii-cdncii/p4.html> (cyberviolence)

~ <http://www.justice.gc.ca/eng/> (Department of Justice)

COERCION (WORLD HEALTH ORGANIZATION: 2016)

"Coercion can cover a whole spectrum of degrees of force. Apart from physical force, it may involve psychological intimidation, blackmail or other threats – for instance, the threat of physical harm, of being dismissed from a job or of not obtaining a job that is sought. It may also occur when the person aggressed is unable to give consent – for instance, while drunk, drugged, asleep or mentally incapable of understanding the situation."

DUTY TO REPORT (VICTIMS OF VIOLENCE: 2016)

<http://www.victimsofviolence.on.ca/research-library/duty-to-report-abuse/>

~ Legislation that deals with the reporting of child or adult abuse for provinces and territories.

INDIGENOUS FEMINISM

<https://354indigenouswomen.wordpress.com/category/indigenous-feminism/>

~ A blog on Indigenous women and decolonization.

<https://unsettlingamerica.wordpress.com/2011/09/08/indigenous-feminism-without-apology/>

~ An article on reclaiming Indigenous feminism.

VIOLENCE AGAINST INDIGENOUS WOMEN

http://www.oaith.ca/assets/files/Publications/Strategic_Framework_Aboriginal_Women.pdf

~ Ontario Native Women's Association's and the Federation of Indian Friendship Centres' strategic framework to end violence against Aboriginal women.

<http://www.onwa.ca/upload/documents/consultation-on-sexual-violence-report.pdf>

~ Sexual Violence and Aboriginal Community consultation report by Ontario Federation of Indian Friendship Centres, Ontario Native Women's Association, Métis Nation of Ontario, Independent First Nations, and the Chiefs of Ontario.

<http://ofifc.org/sites/default/files/docs/USAI%20Research%20Framework%20Booklet%202012.pdf>

~ Ontario Federation of Indian Friendship Centres' Utility, Self-Voicing, Access, and Inter-Relationality research framework.

<http://www.nwac.ca/>

~ Sisters In Spirit, Native Women's Association of Canada (addressing violence against First Nations, Inuit, and Metis women, particularly racialized and sexualized violence)

MISSING AND MURDERED INDIGENOUS WOMEN

<http://www.rcmp-grc.gc.ca/en/missing-and-murdered-aboriginal-women-2015-update-national-operational-overview>

~ RCMP's study of reported incidents of missing and murdered Aboriginal women across police jurisdictions in Canada.

<https://www.amnesty.ca/sites/amnesty/files/amr200032004enstolensisters.pdf>

~ Amnesty International's report, Stolen Sisters, a human rights response to discrimination and violence against Indigenous women in Canada.

FAMILY VIOLENCE AGAINST INDIGENOUS WOMEN

<http://www.thehealingjourney.ca/>

~ The Healing Journey offers a number of publications for those working in the area of family violence prevention for Aboriginal communities, particularly Mi'kmaq and Maliseet – both on- and off-reserve, creating responses to family violence in terms of crisis intervention, public education, and prevention.

<http://nacafv.ca/>

~ The National Aboriginal Circle Against Family Violence (NACAFV) is an Indigenous organization dedicated to supporting front-line workers in shelters and transition houses across Canada.

HUMAN TRAFFICKING

<http://helpingtraffickedpersons.org/>

~ Multilingual Community Interpreter Services' online training program, which includes resources, tools, and tips to assist service providers working with survivors of human trafficking.

PARENTS, GUARDIANS, AND CAREGIVERS

http://nsvrc.org/sites/default/files/saam_2013_resource-for-parents-and-caregivers.pdf

~ A resources sheet for parents, guardians, and caregivers.

YOUTH

<http://novascotia.leaveoutviolence.org/>

~ Leave Out Violence (LOVE) Nova Scotia has a narrow focus – broad impact approach to violence prevention and intervention for youth.

MEN

<http://www.iamakindman.ca/>

~ I Am a Kind Man offers information for Indigenous men and boys on violence prevention.

BRINGING IN THE BYSTANDER PROGRAM

<http://awrcsasa.ca/working-with-youth/bringing-in-the-bystander/>

~ A pro-social bystander intervention program based on a model of community responsibility.

CYBER

<http://www.westcoastleaf.org/wp-content/uploads/2014/09/2014-CYBER-MISOGYNY-Legal-Guide.pdf>

~ An easy-to-read legal guide on cybermisogyny.

<http://www.sexualhealthlunenburg.com/resources/pamphlets/>

~ Youth-friendly handouts on explicit images, sexting, and more.

HEALTH

<http://nativeyouthsexualhealth.com/>

~ The Native Youth Sexual Health Network (NYSHN) is an organization by and for Indigenous youth that works across issues of sexual and reproductive health, rights, and justice throughout the United States and Canada.

<http://www.hon93.ca/>

~ Healing Our Nations reaches and supports people in the prevention of HIV/AIDS and related issues such as healthy sexuality, sexually transmitted infections, Hepatitis ABC, and co-infections, in a manner that is respectful to Aboriginal ways of life.

<http://www.za-geh-do-win.com/>

~ Za-geh-do-win Information Clearinghouse on health, healing, and family violence for Aboriginal communities.

TRAUMA

<http://www.blackgirldangerous.org/2015/07/6-steps-you-can-take-to-start-healing-from-trauma-right-now/>

~ A practical article on healing from trauma.

<http://awrcsasa.ca/wp-content/uploads/2014/11/Community-Supporters-Team-Trauma-Informed-Practice-Presentation.pptx>

~ A presentation on trauma-informed practice and supporting survivors of sexualized violence.

CULTURAL SAFETY & TRAUMA

<http://awrcsasa.ca/wp-content/uploads/2014/11/ExternalNonCommunity-Service-Providers-Resources-Guide.pdf>

~ A list of resources on Residential Schools & Intergenerational Trauma and Wholistic & Culturally Safe Trauma-Informed Service Delivery.

DEALING WITH DISCLOSURES

<https://rainn.org/get-information/sexual-assault-recovery/respond-to-a-survivor>

~ A practical article on dealing with disclosures.

HEALING

http://www.metrac.org/wp-content/uploads/woocommerce_uploads/2014/07/many_paths_to_healing.booklet.1.pdf

~ Youth Surviving and Thriving: Many Paths to Healing booklet.

HEALING & RECONCILIATION

http://speakingmytruth.ca/downloads/AHFvol1/23_Castellano.pdf

~ Aboriginal Healing Foundation's report on healing for reconciliation.

SELF-CARE & MEDICINE WHEEL

<http://rschools.nan.on.ca/upload/documents/section-5/self-care-plan.pdf>

~ A guide to a self-care plan that integrates medicine wheel teachings, by Nishnawbe Aski Nation.

SACRED SEVEN HEALTHY RELATIONSHIP PROGRAM

<http://www.canadianwomen.org/sites/canadianwomen.org/files//SACRED%20SEVEN%20-%207%20TEACHINGS.pdf>

~ The Sacred Seven Healthy Relationship program is a youth program between the Wii Chiiwaakanak Learning Centre and the University of Winnipeg.

TEACHINGS OF THE SEVEN SACRED/SEVEN GRANDFATHERS STUDENT MANUAL

<http://onlc.ca/wp-content/uploads/2014/06/7-Grandfathers-Student-Manual1.pdf>

~ Ontario Native Literacy Coalition's student manual on the Seven Sacred/Seven Grandfathers.

ABORIGINAL WAYS TRIED AND TRUE

<http://cbpp-pcpe.phac-aspc.gc.ca/aboriginalwtt/>

~ Interventions based on best available evidence of successful public health interventions occurring in First Nations, Inuit, and Métis communities (urban and rural). All interventions have been assessed using a culturally-relevant, inclusive, and validated framework.

MI'KMAW ETHICS WATCH

<http://www.cbu.ca/indigenous-affairs/unamaki-college/mikmaq-ethics-watch/>

~ Mi'kmaw Ethics Committee's principles and protocols, protecting the integrity and cultural knowledge of the Mi'kmaw people, to guide research and studies in a manner that will guarantee that the right of ownership rests with the various Mi'kmaw communities.

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM'S INDIGENOUS EVALUATION FRAMEWORK

<http://indigeval.aihec.org/Pages/Documents.aspx>

~ American Indian Higher Education Consortium (AIHEC)'s Indigenous Evaluation Framework centres evaluation in traditional ways of knowing, embedding evaluation within cultural values.

BRAVERY

LOVE

HONESTY

WISDOM

TRUTH

HUMILITY

AND PATIENCE

RESPECT