

A Train-the-Trainer Tool-Kit

for Delivering Self-Protection and Assertiveness Workshops to Women and Girls

Developed by Mary Whiteside-Lantz Fredericton Sexual Assault Crisis Centre



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The Empowerment Project

Through considerable work with women and girls, the Fredericton Sexual Assault Crisis Centre understands that women, of all ages, are in danger of becoming victims of violence. Many women live with some degree of fear, and many lose their identity or do not realize their potential because of violence. The Empowerment Project is committed to addressing this problem by increasing awareness, encouraging assertiveness, and helping women recognize they are worth the effort to defend.

In promoting this program, we are in no way stating that the prevention of sexual violence is the sole responsibility of individual women. No self-protection program can guarantee that a woman will be safe from sexual violence. Men who commit sexual assault choose to do so; for that reason the responsibility for stopping sexual violence lies with men and ultimately with society in general. Unfortunately, while waiting for men to embrace their responsibility and make changes, women are at risk for abuse and disempowerment. This program intends to empower women and encourage resistance until societal change occurs.

Violence against women and girls is a broad societal issue. Prevention, and ultimately, the elimination of sexual violence must be the long-term goal of not only women, but society in general. This program goes beyond women's self-defence to encourage the empowerment and education of women and girls.

Specifically, our aim is:

- To empower and help women feel in control of their lives.
- To include women in the fight against sexual violence.
- To help women feel safer.
- To educate women and girls about sexual violence and prevention.

This project will encourage women's empowerment by:

- Challenging rape myths.
- Educating women about sex roles and their dangerous effects.
- Encouraging support among women and women's organizations.
- Discussing risk factors.
- Promoting women's self-worth and self-esteem.
- Supporting a woman's right to be assertive.
- Encouraging women to trust their instincts.
- Teaching women self-defense techniques as a last resort.
- Telling women that sexual violence is not their fault.





Facílítator's Manual

Assertiveness and Self-Protection Training for Women and Girls

Developed by Mary Whiteside-Lantz Fredericton Sexual Assault Crisis Centre

Facilitator's Manual

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Sexual Assault and Prevention

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Sexual Violence and Prevention

According to Canada's Violence Against Women survey 39% of women are sexually assaulted after the age of sixteen; 24% of girls under 16 years have experienced rape or coercive sex (Russell et al., 1996); 41% of rape victims expect to be raped again; 30% contemplate suicide; and, 82% say they are permanently changed (Ms. Survey).

These statistics are startling and behind each one is a story of trauma and pain. The reality of sexual violence creates fear and affects the way women of all ages live their lives. Fear changes behaviour in many ways - where and when women go places, who they talk to and where they walk, study and live (Rozee + Koss, 2001). Many women lose their identity or do not realize their potential.

Gender is the most significant predictor of sexual violence. Women are more likely than men to be raped and men are more likely than women to be rapists. (Rozee and Koss, 2001). Eighty-two percent of rape victims are women or girls and 98% of rapists are men (Statistics Canada, 1999). Since the primary risk factor in rape victimization is gender, gender issues must be considered when planning rape prevention education.

From birth, women are encouraged to possess female qualities that make them ideal victims. Gender norms connect femininity with vulnerability, physical weakness and an obligation to please. Women are told that they are equal to men, yet women are paid less than men in the workforce, represent a fraction of the decision-making positions in society and are bombarded daily with degrading media images and messages about women. Gender roles impact the relationships between men and women. Unfortunately, sexual violence is a consequence.

The Empowerment Project is committed to ending sexual violence by increasing awareness; encouraging women's assertiveness and helping women recognize they are worth the effort to defend. This program goes beyond physical self-defence to encourage the empowerment of women and girls. Our goal is to help women and girls recognize the wisdom, power and abilities within themselves so that they may take control of their lives.

It must be noted that in promoting this program we are in no way stating that the prevention of sexual assault is the sole responsibility of women and girls. We approach this program as only one piece of the prevention effort. Violence against women and girls is a broad societal issue. Prevention, and ultimately the elimination of sexual violence, must be the goal of not only women but society as a whole.



What is Stranger Rape?

Stranger Rape is the sexual assault of a person by someone who the victim does not know.

It is important that participants know that sexual assaults are usually committed by people known to the victim. In fact, 78% of sexual assaults are committed by men the victims knew prior to the assault. Strangers commit 22% of sexual assaults. Having said this, however, many women fear being attacked by a stranger. Facing "the man in the bushes" or "the stranger in a dark alley" are terrifying ideas for women. These fears must be addressed.

According to Gavin de Becker in "The Gift of Fear", (1997), stranger aggressors often make some sort of initial contact before they attack a victim. The attacker may offer to help carry groceries, walk the victim to her car, or ask for help finding a lost animal. Once she trusts him, he makes his move.

Research shows that the best defense against stranger rape is the existence of a pre-set plan. Generally, a woman is more likely to get away if she is prepared. The most effective tactics to include in a plan are the intention to flee, yell, scream, and/or physically harm the attacker. When a woman mentally prepares a defense before an attack happens, she is more likely to catch the attacker off-guard and successfully escape. More information on this topic can be found in the chapter on "Resistance."

Many self-protection programs ask women to assess the "type" of rapist they are dealing with before they resist. Examples of different "types" of rapists include "sadistic, power, anger..." The problem with this is that research shows that the type of rapist is irrelevant to the effectiveness of resistance strategies. Trying to escape, yelling and physically fighting back are effective regardless of the type of rapist that is encountered. Another problem with asking women to assess the "type" of rapist is that the time taken to assess delays the woman's reaction. This puts her in greater danger because it gives the rapist more time to take control (Rozee and Koss, 2001).

What is Acquaintance Rape?

Acquaintance Rape is the sexual assault of a person by someone known to the victim, but not a romantic interest. Acquaintance rape can be committed by anyone: a boss, friend, co-worker, teacher, neighbour, plumber... Acquaintance rapists often use verbal threats, coercion, and strength to overpower their victims. It is more difficult for a woman to recognize danger in a man she knows than in a stranger. Women feel safe with men they know; they are not on guard or prepared to fight back.



What is Date Rape?

Date Rape is the sexual assault of a person by someone known to the victim, and seen as a romantic interest. In this form of sexual assault, both parties initially chose to be together. There may be sexual expectations. However at some point during the "date," there is coercion (usually by the man) in response to the woman's resistance or refusal to engage in sexual activity. He may pressure, threaten, or physically force her into sexual activity.

Date rape is common because men are taught to think of sex as a game of conquest. Points are given for the more times they "score." Men may believe that when a woman says "no" she is playing a game; she really means, "yes" but wants to be convinced. Date rape may also occur because the aggressor believe in "justifiable rape," that is, that if a woman acts, dresses, or says particular things the man is justified in raping her. But no one deserves to be raped. Regardless of how turned on, frustrated or angry the person is, he is responsible for controlling his actions.

How do you avoid Date & Acquaintance Rape?

Studies show that date rape is the most common, and least reported type of sexual assault (Russell, 1984). It is therefore important for women to prepare themselves against it. Having a pre-set plan before the situation occurs is the best defense for both date and acquaintance rape. A plan may include knowing your boundaries, assertively stating your limits, fleeing the situation, and using physical force if needed. More information on these defenses will be covered throughout this chapter and the rest of the manual.

Remember that a woman is never responsible for date or acquaintance rape. When a woman refuses, the man must choose how to handle her refusal. He is guilty of assault if he uses direct or indirect threats, verbally coerces her, or physically forces her into sexual activity.

What is Relationship Rape?

Relationship Rape is the sexual assault of a person by **a partner in a long-term romantic relationship**. This form of sexual assault is often connected with other forms of abuse. Physical, emotional, and sexual abuse may also be present in the relationship. For more information on relationship abuse please see the chapter titled "Relationships".



After effects of Acquaintance Rape

Women who have been sexually assaulted by an acquaintance are often more traumatized for a longer period of time than women who have been assaulted by a stranger. There are several reasons for this.

- 1. Women often do not immediately identify the experience as rape. Thus they do not obtain support or help, but rather carry the burden alone.
- 2. Women, especially teens, often see the offender on a daily basis after the assault. This results in further victimization that may be intensified by teasing or further pressure to date. As a result, the woman may quit school or work. A woman may also withdraw socially, and isolate herself from support.
- 3. Survivors of acquaintance rape have learned that people they trust can hurt them. Consequently, **their trust and confidence in the world is shattered**. In any rape, a woman feels invaded, violated and unsafe; if the perpetrator was a stranger, the woman may still have a protective zone of friends and family, but if the perpetrator is a man she knows, this protective zone is shattered.
- 4. **People may not believe acquaintance rape survivors.** If a survivor of acquaintance rape tells someone she was sexually assaulted, the person may not offer support. The person is likely to blame her because of the prevalence of rape myths. She may therefore be reluctant to reach out for help from friends, family or professionals. Teens may not tell for fear of parental disapproval of drinking, dating without permission etc. It's easier for people to believe rape and violence occurred at the hands of a stranger. They find it hard to believe that someone they know could rape another person (i.e. "but he is such a nice guy" "she must have led him on").
- 5. A survivor may feel extremely guilty and may **blame herself** for the assault because she trusted this person, or because she made a bad decision (such as getting drunk).
- 6. Teens who have been raped are often virgins; the experience may distort perceptions about sexual intercourse and affect future relationships with men.



Drugs, Alcohol and Sexual Assault

Date Rape Drugs

One of the most frequently questions asked about date rape drugs is, how often does it happen? The truth is, we don't know. Drug-induced sexual assaults are hard to define: survivors remember very little. It is estimated that it doesn't happen very often, but precautions should still be taken. For more information give participants the handout "Date Rape Drugs."

Most of the recent press around date rape drugs focused primarily on Rohypnol ("Roofies") and GHB (liquid ecstasy). Although it is important to provide participants with information about these specific drugs, it is also vital to inform participants that medications like Valium, and even alcohol can also be used as a date rape drug.

The effects of Rohypnol (a pill) or GHB (a white powder or liquid) are usually felt about 20-30 minutes after it is taken. The drugs stay in the system up to 24 hours. Consequently, it is important to have a urine sample as soon as possible if a person wants to report the assault.

It is extremely important to seek medical attention if a person suspects a drug has been used. Drugs that cause sedation, especially when mixed with alcohol can have serious health effects, including a slowed heartbeat, difficulty breathing, seizures or comas. White Knight Syndrome: If someone is slipped a drug, the person who did it can sometimes look like a hero, by saying, "She seems really drunk, I'll take her home." Experts suggest that women watch out for each other in drinking situations.

Alcohol

A large number of sexual assaults involve alcohol; often either the victim and/or the attacker are drinking. This does not mean that alcohol causes sexual assault, but rather that there is a relationship between sexual assault and alcohol.

Alcohol is like any other drug; it changes behaviour. When people drink they are less selfconscious and are more likely to make choices they would not normally make. These choices may put women in vulnerable positions. For example, a woman may choose to go to a secluded bedroom with a man or she may accept a drive home from someone she just met. Although women should be safe in these situations, statistics show that they have potential to be dangerous.

The law states that an intoxicated person cannot agree to have sex; she cannot consent because she is incapable of making a rational choice. Also, an attacker cannot use alcohol as a defense against a charge of sexual assault. Being drunk does not excuse a man who forced someone to have sex.



Why Don't Women Tell?

1. Fear of Not Being Believed

Women grow up hearing rape victims blamed, not believed and treated poorly. Women hear others say that rape victims "ask for it" or "deserve it because they led a man on." It is no wonder then that, after a sexual assault, women doubt whether their own experience will be believed. One researcher observed that a woman will report her assault only if she is "confident that others - parents, friends, and especially police, will perceive her as a victim."

Women's fear of being blamed is justified. People are more likely to believe a victim if the attacker was a stranger. If a victim knew the rapist before the assault, she is less likely to be believed. The fact that 78% of sexual assaults are committed by a person the victim knew prior to the assault means that most women are not believed.

2. Avoiding Anxiety

Retelling the details of an assault can be traumatic for a victim. When a victim talks about the rape, images of the rape return and bring submerged anxiety and fear to the surface. A victim may then experience anxiety in the presence of those with whom she discussed or thought about the rape. Victims will therefore avoid talking about the assault because they anticipate that they will feel anxiety.

3. Not Identifying the Assault as Criminal

Victims usually know the men who sexually assault them. Unfortunately, victims often do not label an unwanted sexual encounter as sexual assault. If the victim does not see the sexual assault as stereotypical (unexpected, violent, forceful attack by a stranger) then she may not recognize the incident as rape and will not report it. Therefore, if the victim knows the rapist (and most do), the victim is unlikely to recognize it as rape and will not report.

4. Self-Blame

As assumptions about a just world are shaken, victims seek to answer the question "Why did this happen to me?" Unfortunately, victims often turn the blame on themselves. Victims may delay or decide not to report an assault because they blame themselves.

Self-blame may be more common for victims who consumed alcohol before an assault. And, if the victim knew the attacker, she may believe she led him on. Regrettably, if a victim blames herself, others are likely to adopt a similar viewpoint and hold the victim responsible. Adapted from Kennedy, Whiteside-Lantz and Yuile 2000



5. Protection of Secondary Victims

Victims are part of a social network of significant others who may be uncomfortable with the disclosure of sexual assault. Married women, for example, may not tell to protect their families.

6. Facing the Offender Socially

Embarrassment, doubt and fear increase when the attacker is part of the victim's social network. Consequently, victims, assaulted by people they know, are less likely to disclose the assault, seek crisis services, and report to the police.

7. Being Traumatized

Sexual assault victims often experience immediate trauma characterized by severe anxiety, depression, and fearfulness. Long-term traumatization is also common. Victims may see the rape as life threatening, experience emotional numbing and be disinterested in the external world. These emotions may lead to a decreased ability or desire to deal with the criminal justice system and/or the inability to disclose to loved ones.

8. Stigma of Being A Victim

Victims may delay disclosure of an assault to avoid the stigma of being labeled a sexual assault victim. Our society exhibits continued cultural support for rape myths and judgmental assumptions about victims of sexual assault. Beliefs like "women secretly want it" or that "woman are to blame" predisposes a victim to social stigma and negative reactions. Victims may worry about these reactions and avoid sharing information.

9. Fear of Retaliation

Victims of sexual assaults often report a fear of retaliation by the rapist. One researcher found that more than 1 in 10 victims avoided telling anyone because they feared a revenge attack by the aggressor.

10. Age

The majority of rape victims are under the age of thirty. Many are under seventeen and do not recognize that they have been sexually assaulted. Women assaulted at a young age appear to be more traumatized and a high percentage of them delay disclosure. If young victims do disclose they are more likely to talk to a peer rather than an adult. Unfortunately researchers have found that, once told, only half of the adults made any effort to intervene.

Adapted from Kennedy, Whiteside-Lantz and Yuile 2000



11. History of Victimization

Women who have been sexually abused as children or who have experienced a past sexual assault are more likely to delay telling anyone. Women who have suffered multiple victimizations are more likely to feel responsible (e.g. It's something about her that makes this keep happening to her) and believe that their situation will not change. So, they believe, telling anyone is pointless because nothing will change.

12. Negative Response at First Disclosure

If victims receive negative reactions when they first tell someone, they are unlikely to report the incident to the police.

13. Distrust in the Criminal Justice System.

The criminal justice system can be unpleasant for victims. Victims may receive negative reactions from police, social workers, lawyers, and physicians. Encouraging victims to talk to these groups may increase the chance of secondary victimization.

The procedures a victim must undergo are often described as a "second assault". Implicit in the trial process is the attempt to prove that the victim is lying about consent (e.g. she changed her mind after the event). It is natural then, for a victim to want to avoid this process.

Adapted from Kennedy, Whiteside-Lantz and Yuile 2000



Child Sexual Abuse

Child Sexual Abuse

is the exploitation of a child for the offender's sexual gratification. In most cases the offender is male and the victim is female. When young boys are sexually abused they are also more likely to be abused by men.

Statistics

- 24% of Canadian girls under age 16 have experienced rape or coercive sex and 54% of girls under age 16 have experienced some form of unwanted sexual attention (Russell & the Canadian Federation of University Women, 1996).
- Girls are 2 to 3 times more likely (than boys) to experience childhood sexual abuse (Johnston & Saenz, 1997).
- Girls with disabilities are four times more likely (than the national average) to be sexually abused (Razack, 1994).

Forms of sexual abuse:

1. CONTACT

The child is:

- Touched in sexual areas
- Forced to touch another person's sexual areas
- Kissed or held in a sexual manner
- Forced to perform or submit to:
 - oral sex
 - vaginal or anal penetration with an object or finger
 - vaginal or anal intercourse

2. NON-CONTACT

The child is:

• Forced to watch sexual acts in person or with pornography, videos, or the Internet.

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- Forced to pose for seductive or sexual photographs
- Forced to listen to sexual talk
- Forced to self-masturbate

Characteristics of Many Offenders:

- Male
- High morals and religious beliefs
- Quiet, withdrawn
- Believe in traditional gender roles
- Abused as children
- Need to be in control
- Sexual offenders are found at all income levels and in all cultures.

Adult Survívors of Childhood Sexual Abuse

24% of Canadian girls under age 16 have experienced rape or coercive sex (Russell et al., 1996).

This statistic demonstrates that a high number (one in four) of female children are abused. In any group of women, there is likely to be at least one adult survivor of child sexual abuse. This is important to keep in mind when presenting sensitive information in the workshops.

If someone discloses abuse to you during a workshop, it is VERY important to acknowledge her disclosure. Telling someone about abuse is very difficult. Your reaction can impact her healing, positively or negatively. Refer to the chapter on "Disclosure and Counselling" for further guidance on disclosure.

When working with adult survivors of childhood sexual abuse:

- Believe the survivor and tell her you believe her.
- Validate her needs.
- Examine your own attitudes about child sexual abuse.
- **Do not touch** a survivor without asking for permission.
- Never say or imply that a woman should for give her abuser, this is not a necessary part of healing.
- Prepare yourself. Read books written by survivors.
- Always consider the comfort and safety of a survivor, ensure that all participants know that activities are voluntary.
- Take care of yourself. Hearing about child abuse is difficult.
- Know your limits. Be prepared to pass on the phone number of an experienced counsellor. Have counselling referrals from your community on hand.



Sexual Assault: The Law

Sexual Assault: Level 1 (Common Sexual Assault)

It is a crime if someone forces any form of sexual activity on someone else (e.g., kissing, fondling, touching, sexual intercourse, etc.) without that person's consent.

Sexual Assault: Level 2 (Causing Bodily Harm)

It is a level 2 crime if, during a sexual assault:

- The attacker uses a weapon or threatens to use a weapon (imitation or real),
- The attacker threatens to harm a person other than the victim,
- More than one person assaults the victim in the same incident.

Sexual Assault: Level 3 (Aggravated Sexual Assault)

It is a level 3 crime if, while committing a sexual assault, the attacker:

- Wounds, maims disfigures or brutally beats the victim,
- Endangers the life of the victim.

Criminal Harassment (Stalking)

These are examples of conduct that could be criminal harassment if they cause you to reasonably fear for your safety, or the safety of someone you know:

- Repeatedly following you;
- Repeatedly visiting, calling or writing you, either directly or through someone else;
- Watching you, your home or workplace.
- Doing something that threatens you or any member of your family.

Sexual Interference (Against Children Under 14)

It is a crime if someone, for a sexual purpose, touches any part of the body of a child.

Invitation to Sexual Touching (Against Children Under 14)

It is a crime if someone, for a sexual purpose, encourages a child to touch him with any part of the child's body or with an object. It is also a crime if someone, for a sexual purpose, encourages a child to touch his or her own body, or the body of someone else.

Sexual Exploitation (Against Children 14-17)

It is a crime if someone, who is in a position of trust or authority towards a young person or is a person with whom the young person is in a relationship of dependence, commits the offences described above.

Incest

It is a crime if a blood relation has sexual intercourse with another blood relation (e.g. parent, brother, half-brother, grandfather).

Exposure

It is a crime if someone, for a sexual purpose, exposes his or her genital organs to a person who is under the age of 14. Exposure is against the law toward persons of any age if it happens in public.

The Empowerment Project Adapted from Today's Talk About Sexual Assault: a booklet for teens. Victoria Women's Sexual Assault Centre 1994.

Consent

A common defence of a person accused of committing sexual assault is that he thought she had consented. In cases of acquaintance or date sexual assault, this defence is more likely to succeed than sexual assault by a stranger. For any sexual act to be considered legal, both persons must agree to have sex. There are, however, a number of situations when consent cannot be given.

Consent cannot be given when:

- 1. One person submitted because the other person used threats or force.
- 2. One person submitted because the other person threatened or used force against a third person.
- 3. Lies were used to obtain consent.
- 4. A third party said yes to sex for someone.
- 5. A person is under the influence of drugs or alcohol.
- 6. The person is a blood relative.
- 7. The person changed her/his mind.
- 8. A child under the age of 12 is one of the partners. Children under 12 are never considered able to consent to sexual activity.
- 9. One person is under 14 years of age and the other person is more than two years older. Children between 12 or more, but under 14 are not considered old enough to consent to sexual activity, with one exception. If two people of this age group consent to sexual activity and there is less than a two year age difference between them, then the consent is legal.
- 10.Both people are under 14 with less than 2 years between them, but the older person is in a position of trust or authority (a baby-sitter).
- 11.One person is 14, 15, 16, or 17, and the older person is in a position of trust or authority.



Warning Signs of Child Sexual Abuse

Child Sexual Abuse occurs when a child is used for the sexual gratification of an adult or adolescent.

Signs of child sexual abuse may become evident on one of these four areas of a child's body: • Vagina • Penis • Anus • Mouth

Unfortunately, sexual abuse may leave no physical signs at all. Sexual abuse is difficult to recognize because children are usually told to keep the abuse secret. The following outlines some of the more common signs of sexual abuse:

Physical Signs

- Bruising, sores, or injuries in the genital area or around the mouth
- Venereal diseases
- Pregnancy

Fears

- Fear of a specific person or situation (doesn't want to go to someone's house)
- Fear of being alone.
- Fear of the unknown; a need to control their environment, extremely anxiety over unknown aspects of life ("what will happen if our house burns down?")

Changes in Behaviour at Home

- Nightmares (dreams of being helpless trying to run but being caught)
- Bedwetting/change in sleep patterns
- Loss of appetite
- Excessive washing or baths, talks about feeling dirty
- Excessive masturbation
- Changes in play (expressing victimization, violence or sexual behaviour during play)
- Early sexual precociousness; using sexual gestures or words inappropriate for the age

Poor Self-Esteem

- Unprovoked crying spells, especially when a parent is leaving
- Clinging to a significant adult, never wanting that person to leave them
- Poor self-image/low self-esteem
- Refusing to go to school; not wanting to see friends
- Withdrawal, socially or emotionally (isolating themselves, sullenness)

*** Evidence of one or two of these symptoms does not mean that a child is being sexually abused. A combination of several (four or more), however, may be a cause for concern.

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If You Suspect Child Sexual Abuse

Report the abuse

The safety and well being of the child is dependent on action being taken to stop the abuse. Adults are obligated to report suspected child abuse. After you report an abusive situation, an investigation will be started and a social worker will decide what action needs to be taken to ensure the safety of the child. Reports can be made anonymously.

The following agencies accept reports of abuse:

- Local Child Protection or Welfare Agency
- Department of Family and Community Services

When you call, a social worker will ask you:

- Your name
- The child's name and address
- The name of the alleged abuser
- The incident that prompted you to report

Seek medical attention for the child

There is the possibility of injury if a child has performed fellatio, simulated intercourse, or completed anal/vaginal intercourse. Sex with an adult can result in rectal or vaginal tears or an inability to control bowel movements. Sexually transmitted infections are also of great concern. They can surface in the throat or genitalia and can be left for years untreated if the child is not taken to a physician. A Child Welfare Agency will arrange for the child to be examined and treated.

Children do not tend to make false allegations nor misinterpret appropriate adult-child activities as sexual abuse (Conte, 1986).

Support the child

- 1. Believe the child and tell the child you believe her/him.
- 2. Say that what happened was not her/his fault. The child may blame her or himself.
- 3. Tell the child that you are glad the child told you about the abuse.
- 4. Do not panic or overreact. The child may become upset.
- 5. Respect the child's privacy. Don't discuss it in front of others.
- 6. Do not criticize the child ("I told you not to go into his home").
- 7. Tell the child that, together, you are going to get help. Tell the child what will happen after you report the abuse.
- 8. Remember that children rarely lie about sexual abuse.

Consider counselling

Ignoring and not talking about the incident will make it more difficult for the child to recover. Look for a counsellor who is experienced in working with sexual victimization. Ask them how many children they have worked with in the past.

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Dangerous Men

Some men are more dangerous and more likely to commit rape. Here are the warning signs. If you recognize these behaviours in a man you know, be aware and be cautious.

Sexual Entitlement

Does he:

- Touch women with no regard for their wishes?
- Sexualize relationships that are not sexual?
- Make sexual jokes at inappropriate times?
- Comment on women's bodies?

Power and Control

Does he:

- Try to dominate?
- Rarely exhibit nurturing qualities?
- Interrupt women?
- Act like a poor loser?

Hostility and Anger

Does he:

- Have a quick temper?
- Blame others when things go wrong?
- Transform many of his emotions into anger?

Acceptance of violence

Does he:

- lustify violence?
- Romanticize violence?
- Use threats?
- Become violent easily?
- Although these signs indicate a tendency toward violence against women, the presence of these characteristics does not guarantee that violence will occur. Violence may also occur without these warning signs ever being seen.

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- Prefer impersonal relationships to intimate, emotional relationships?
- Believe in and support different standards for men and women?
- Initiate inappropriate sexual discussions?
 Believe that men who are sexually active are "studs," while women who are sexually active are "sluts"?
 - Exhibit over-competitiveness?
 - Use intimidating body language?
 - Have rigid beliefs in traditional gender roles?
 - Play games?

Adapted from Rozee and Koss, 2001

Alcohol and Sexual Violence

There is a link between sexual assault and alcohol:

A large number of sexual assaults involve alcohol, often either the victim or the attacker were drinking. This does not mean that alcohol causes sexual assault. But rather, that there is a relationship between the two.

How alcohol makes a difference:

Alcohol is like any other drug; it changes behaviour. When people drink they are less selfconscious and more likely to change their behaviour. These changes may put women in vulnerable positions. For example, a woman may choose to go to a secluded bedroom with a man or she may accept a drive home from someone she just met. Unfortunately, even though women should be safe in these situations, statistics show that they are potentially dangerous. Therefore, although alcohol does not cause sexual assault, alcohol does increase the likelihood of people making risky choices.

Alcohol and drugs also slows a person's reaction time. When intoxicated it is more difficult to respond to danger or threat. A woman will have difficulty communicating her boundaries and limits. And, she may not be able to flee, scream or physically fight someone off of her.

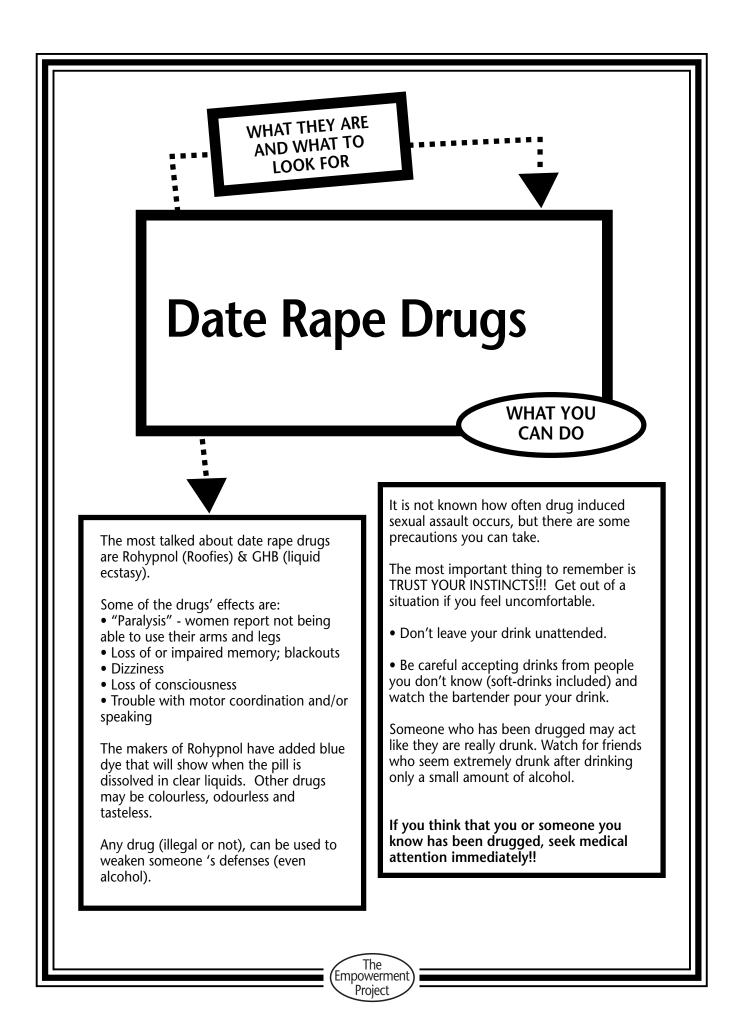
Ask yourself some of the following questions:

- How does alcohol affect you?
- Does it make you take risks?
- How much alcohol is too much?
- Do you know your limits?
- What are your warning signs?
- What can you do to be safer?

Alcohol and consent:

The law states that an intoxicated person cannot agree to have sex; she cannot consent because she is incapable of making a rational choice. Also, an attacker cannot use alcohol as a defense against a charge of sexual assault. Being drunk does not excuse a man who forced someone to have sex.

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Sexual Assault and The Effects

A woman may react in various ways to sexual assault. Some may be visibly upset (crying, hysterical, physically ill), while others may appear completely under control (calm, cool, detached). No reaction is more legitimate than another. Although women may react differently there are some common experiences. These experiences (shown below) are known as **Rape Trauma Syndrome**.

Fear of being alone

After a sexual assault, many women may not want to spend time alone, nor may they want to be alone in the company of only men.

Fear of men

Some women may be fearful and angry with all men. Victims of date rape often doubt their ability to choose partners and wonder if they are capable of making appropriate choices in the future.

Depression

Depression may come and go over a long period of time. Research shows that if a survivor talks about her experience she will be better able to cope and less likely to experience depression. Having said this, however, do not pressure a survivor to talk.

Fear of trusting

Rape (especially date and acquaintance rape) is an incredible act of betrayal that may damage a victim's sense of trust. The ability to trust again may take time, and fears may resurface at the beginning of new romantic relationships.

Concern over reactions

Over the years women have seen that society often blames the victim, therefore a victim may fear the reaction of family and friends. It is not always necessary for a survivor to tell family or friends. Rather, she need only tell people she feels will believe and support her. It is important to be one of those people.

Physical problems

These include concerns about sexually transmitted infections, pregnancy, stress-induced physical problems, and recovery from injuries caused by the rape.

Fear of retaliation

Whether there is the threat of retaliation or not, if the survivor expresses concern, she fears retaliation and must be supported. Ask her what she needs to feel safe and help her take the necessary steps.

Sexual problems

For some women sexual difficulties may continue for a long period of time. This may be attributed to associations made between sex and rape. Counselling may be helpful for overcoming these fears.

Anger, helplessness, guilt, anxiety and embarrassment

These are all common reactions that tend to decrease over time. It is important for the survivor to remember that the fault lies solely with the rapist and not with her.



SEXUAL ASSAULT... what if it happens to me?

• DO NOT blame yourself! You were not responsible for the assault-the attacker was!

• Get medical attention to check for injuries, STIs and pregnancy. This is also important for gathering evidence if you want to report the assault.

• Decide if you want to report it to the police. This is YOUR decision.

• If you want to report, do so as soon as possible; try not to shower or change your clothes until you talk to the police.

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• Be with someone who cares. Talk to someone you trust.

• Do whatever you need to do to make yourself feel safe.

• Decide who you want to tell.

• Talk to a trained counsellor or a Sexual Assault Crisis Line. Friends and family can be helpful but they often don't know how best to help.

• Women and girls who go to counselling tend to cope better and have fewer long lasting problems than those who do not go for help.

Helping a Sexual Assault Survivor

BELIEVE HER

A sexual assault survivor may fear she will not be believed, or that her experience will not be seen as important. To help, believe what she says no matter what her reaction. If she is unemotional she is probably in shock. Women react differently.

LISTEN TO HER

Find somewhere to be alone with her and let her talk. Be patient. Let her tell her story at her own speed and in her own way.

COMFORT HER

Try to calm her and ground her if she's anxious or upset. Do this in a soothing – not disapproving way. She may not want to be held or touched. Offer her tea, a blanket, a comfy chair...

TELL HER IT WAS NOT HER FAULT

Avoid questions that seem to blame her for her actions. Avoid using "why" questions such as "why didn't you scream, or why did you go to his room?" Let her know that it was the rapist's fault – not hers!

PROVIDE SECURITY

Help her feel safe. Help her find a secure place to sleep and companionship when she returns to her home.

SUGGEST CALLING A SEXUAL ASSAULT CRISIS CENTRE

A sexual assault worker is experienced in talking to survivors. She will understand the survivor's needs and can offer useful resources.

ENCOURAGE HER TO TREAT HER MEDICAL NEEDS

Medical assistance is important. If she agrees to medical assistance, go with her to the hospital, clinic, or doctor's office and stay during the examination if she wants.

LET HER MAKE THE DECISIONS

A sexual assault survivor needs to regain her feeling of control. Help her with this by giving her referrals and resources, but let her make the decisions.

HELP HER IF SHE DECIDES TO REPORT

If she decides to report the assault, encourage her to preserve the evidence. She should not take a shower or remove her clothes until she talks to the police.

RECOGNIZE YOUR OWN LIMITATIONS

Take time out when you need it. Recognize when you have reached the limits of your abilities. Help her create a network of support and referrals.



Sexual Assault Resour	
Emergency Services	
Police / RCMP	
Hospital Emergency	
Crisis Line	
Support Services	
Sexual Assault Centre	
Women's Shelter	
Victim Services	
Women's Counselling	
First Nations Counselling	
Women's Centre	
Medical Clinic	
Mental Health Clinic	
Legal Aid / Law Society	
Support Group	
YWCA	
Lesbian & Gay Support	
Multicultural Support	
Persons with Disabilities	
Senior Centre	
Child Protection Services	
Kids Help Phone (24hr) 1-800-668-6868	
Parents Help Line (24hr) 1-888-603-9100	

Planning a Workshop

Planning

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Steps to Plan a Workshop

Step 1.Set Objectives of the Workshop

Time: Six to eight weeks before the workshop Write out objectives for both the workshop and the activities. Make sure they are achievable and measurable. To determine your objectives ask yourself: what do I want the participants to learn? Also consider, what is the maximum and minimum numbers of participants needed to ensure your objectives are met?

Step 2. Choose a Workshop Date

Time: Six to eight weeks before the workshop Schedule the workshop six to eight weeks in advance. This gives plenty of time to prepare. When considering a date, keep in mind holidays, sporting events and even television shows that may dissuade your audience from attending.

Step 3. Plan Your Budget

Time: Six to eight weeks before the workshop The budget should include all costs that will help you meet your objectives. For more information on budgeting see the "Budgeting a Workshop" guide.

Step 4. Reserve a Location

Time: Six weeks before the workshop To choose an appropriate location there are a number of things to consider. The location, size and services available at the venue are key to the success of the workshop. For other considerations use the "Finding a Space" checklist in this chapter.

Step 5. Choose Your Facilitator(s)

Time: Six weeks before the workshop A facilitator must create a warm environment that encourages discussion and reflection. Read "Choosing a Facilitator" for more information.

Step 6. Find Participants

Time: Four weeks before the workshop Prepare and send announcements or invitations to potential participants and give a deadline for enrollment. Or, advertise your workshop with posters or newspaper ads.

Step 7. Prepare for the Workshop

Time: Two weeks before the workshop Be well prepared by reserving the equipment you will need, such as overhead projectors, flipcharts, tables and chairs, etc. Plan your agenda. Ensure there is a logical flow from one activity to the next. Make food choices and order from a caterer.

Step 8. Know Your Material

Time: Two weeks before the workshop Review the facilitator's information that pertains to your workshop. Be prepared for difficult questions. You may even want to do a "dry run" in front of friends or co-workers.

Step 9. Print-out Handouts and Other Materials

Time: One week before the workshop Select and print out the handouts you want to give to participants. Make a few extras. Put the handouts in folders. Also create and print out your evaluation forms.

Step 10. Contact Your Participants

Time: One week before the workshop Place a reminder phone call and introduce yourself to those who have registered.

Step 11. Set up for the Workshop

Time: Day before or day of the workshop Arrange the room in a manner that promotes discussion and that distributes power equally between you and the participants. Make a plan for cleaning up the venue. To build rapport, personally greet each participant as she arrives.

Step 12. Evaluate Your Success

Time: As soon as possible after the workshop Review your workshop goals and note changes for next time.



Questions for a Workshop

When you are invited to give a workshop there are a few things to consider before you go.

Who is requesting the workshop?

This is important because different groups require different presentation styles. For example, although the subject matter may be the same, a church group may prefer a presentation style that is different from the style given to students in a university residence.

Who are the participants?

To prepare for your workshop there are a number of things you may want to know about the participants. What is the average age? Are there sexual assault survivors in the group?

Is this an ongoing group?

Do the participants know each other well? How long have they been meeting together? What type of group is it (active, quiet, curious)?

Will another facilitator be there?

Does the group have a facilitator of their own? Will that facilitator be present? A facilitator who is familiar with the group may want to jump in and lead the group as well. Be prepared. Ask the facilitator if she will participate, and if so will she be participating as a facilitator or participant?

What topics have been covered?

You don't want to repeat information that participants have already heard. Ask specific questions such as: Has the group talked about self-esteem? Assertiveness? Sexual Assault Myths?

What does the group want from this workshop?

Ask what the group wants to learn. If the representative of the group doesn't know you may want to ask her to speak to the group and get back to you. It is much easier to plan a workshop with some guidance from the group.

Time? Date? Place?

The time and date of the workshop should be confirmed as early as possible. You will also need to know what the space looks like. Does the space offer privacy for the comfort of participants? What seating arrangement do they offer? Is there a flipchart? A chalkboard?

What format does the group typically follow?

Are they used to a lecture format? Or, is the group more casual and discussion based?



Workshop Worksheet

Name of the facilitator _____

Date and Time of the Workshop:

Name of the organization, and a brief description: ______

Before planning a workshop, ask the following questions:

What does the meeting room like? (Ask about chairs, desks, tables, privacy...)

What equipment is available? (Ask about a flipchart, VCR, television...)

Can you tell me something about the participants? Average Age? How many?

Are there any emotional concerns I should be aware of? (Emotional triggers?)

Do the participants know each other well? Are the participants a quiet or active group?

What topics has the group covered? Sexual assault? Self-protection? Self-esteem? Relationships?

Could you describe a typical meeting with the group? What do you do?

Is there a regular facilitator? Will that person be present? Will they be participating? If so, in what capacity will they be participating? As a facilitator? As a participant?

What would you like the participants to learn? Get specific answers. Suggest talking to the group and getting back to you if the workshop requester is not sure.



Workshop Checklist

Six Weeks to Eight Weeks Prior to Workshop:

- □ Set objectives
- Determine maximum and minimum number of participants
- □ Set a workshop date
- Create a budget
- □ Reserve a location

Four Weeks Prior to Workshop:

- Choose a facilitator
- □ Write invitations and announcements
- □ Create posters and other advertisements
- Decide on a deadline for enrolment
- Mail announcements
- Post the advertisements

Two Weeks Prior to Workshop:

- □ Reserve/prepare workshop equipment
- □ Plan the agenda
- Order beverages and food from a caterer
- **Review** the materials
- □ Prepare for difficult questions

One Week Prior to Workshop:

- □ Contact the participants to confirm their attendance
- □ Print out and photocopy handouts
- Create and photocopy evaluations
- Confirm the venue
- □ Arrange payment for caterer and other services

Day Before or Day of the Workshop

- Arrange the chairs and tables
- □ Set out food and beverages
- □ Plan how the room will be cleaned after the workshop
- □ Set out paper, pens, and audio-visual equipment
- □ Finalize agenda

After the Workshop

- □ Review the evaluations
- □ Make note of successes and improvement needs
- Implement improvements



Choosing When to Have a Workshop

Here are the best months and days of the week to have a workshop. They are listed from most effective to least effective.

Months

January September October March April June November February May July December August Days

Wednesday Saturday Thursday Sunday Tuesday Friday Monday

Other factors to consider are:

- Vacation periods (Spring, August, and December)
- National and religious holidays
- National or local events (Olympics, Community Days...)
- Rush-hour traffic (morning and evening)
- Labour strikes (buses, subways, taxi drivers)
- Childcare
- Winter Weather (November to March)
- Television Programming (popular shows)

What time should a workshop be scheduled?

This is a difficult question to answer because energy levels differ from person to person. Many people have a post-lunch energy-level dip. At this time there is a greater tendency to fall asleep, and performance may be impaired. For other people, however, this dip and rise in energy occurs earlier in the morning. To balance these two extremes, experts suggest planning analytical work in the mornings, and memory-type work in the mid-afternoon.



Budgeting a Workshop

Workshops can be expensive. Here are a few things to consider in a budget:

1. Advertising

- Will you be advertising your workshop?
- What methods will you use? Newspapers? Posters? Radio ads?
- What are the costs for each?

2. Office and Workshop Space

- Will you be renting a workshop space? Could this space be donated?
- Will you need a fax machine, computer, photocopier?

3. Food and Beverages

- What beverages and food will you serve?
- Will you serve breakfast, lunch, dinner, and/or snacks?
- How many participants are you providing for?
- Will you use a caterer or provide the food yourself?

4. Transportation

- How will the facilitator get to the workshop?
- Are you able to offer transportation to participants?
- Will you be paying for mileage?

5. Childcare

• Will you be able to offer childcare for women who need it?

6. Salaries

• Are facilitators volunteering or do they need to be paid?

7. Supplies

- How many photocopies (for handouts and evaluations) will you need?
- How many pens, markers, and pencils?
- Do you need scissors? Tape? Glue? Magazines? Folders? A flipchart?

8. Accessibility

- Will the participants need:
 - Large print handouts, overheads, etc.?
 - Interpreters (sign language, English to French etc.)?
 - Attendant care?
 - Transportation?



Choosing a Space

Use the following as a checklist. Is your workshop space:

- □ Centrally located?
- □ Able to accommodate your maximum number of participants?
- Roomy enough to spread out in, but not too roomy so that participants feel there is no privacy?
- Quiet, free from people walking by (privacy is important)?
- □ Accessible?
 - □ Is the front entrance at ground level?
 - □ If the entrance has stairs, does it also have a service ramp or elevator?
 - □ Is the washroom wheelchair accessible with a large wide door?
 - Are the public telephones accessible to wheelchair users? Do they have volume control?
 - □ Is the location close to a bus stop?
- Close to a washroom?
- □ Close to parking preferably free, well lit and with designated spaces for persons with disabilities?
- Cleaned up afterwards who is going to do it?
- Well ventilated? A freezing cold or humid room decreases participant's ability to concentrate.
- □ Confirmed? Call the day before.

A workshop space will be more effective if:

- □ There are couches and comfortable chairs.
- □ There is a table.
- □ The seats are arranged in a circle so people can see each other.
- □ You put out candles or flowers (but avoid overly scented ones because of allergies).
- □ The lighting isn't too harsh or too dim.
- □ Water and coffee is readily accessible.
- □ There is a comfortable and private small room for debriefing or peer counselling.
- □ You consider the age of your participants. Teenagers may be okay sitting on pillows on the floor, but older women may not find it comfortable.
- □ There are telephones in the vicinity.
- \Box A smoking area is available.
- □ You have access to office space with a photocopier and fax machine.



Food and Beverages

If you are planning a full or even half-day workshop, you will need to offer some refreshments. A good rule of thumb is that if the workshop is longer than 3 hours, food and beverages need to be present. If the workshop spans a mealtime, consider either funding a group meal or giving enough time for participants to get something for themselves. We highly suggest providing food. Eating together creates a community atmosphere and helps build trust.

If you decide to provide food, contact participants in advance to ask about food restrictions. Be sure to consider vegetarian diets, allergies, diabetes, heart conditions, and religious restrictions. To cover all bases, provide healthy choices and ensure one quarter of the options are vegetarian. Providing healthy choices serves a secondary benefit: healthy choices do not create unnaturally high energy levels that are then quickly followed by energy levels crashing.

If you are having the workshop catered, order food at least two weeks in advance, and reconfirm a couple of days before the workshop begins. If you are renting a workshop space the owners may insist on providing (and charging for) all refreshments and food – ask about this before you book.

Finally, on the day of the workshop, be at the location an hour before to get the coffee going, etc. And, make sure a clean up crew is organized before the workshop begins.

Basic Material Musts

The following lists the supplies needed to give "The Empowerment Project:"

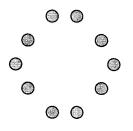
- 1. Flipchart Easel with Paper
 - Black boards are messy. Flipcharts are easier to look at.
 - Have your writing done, neatly, before the workshop begins.
- 2. Dark Thick Markers
 - It is preferable if you use a few different colours
 - If participants will be using the markers, buy the ones that have a scent. Smelly markers encourage discussion among participants.
- 3. Pencils and Pens
- 4. Water and Glasses
- 5. Coffee and Tea



Work Area Layouts

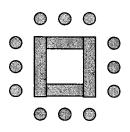
1. Circle

Seating the participants in a circle, without desks or tables, builds relationships and promotes discussion. If groups do not know each other, however, this layout may make some people feel exposed and uncomfortable. Some facilitators prefer to use a more formal layout at the beginning and then move to this grouping later on when people are better acquainted.



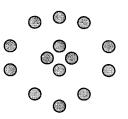
2. Square with tables:

This is an all-purpose setup that puts no particular person in a position of power. People will be able to see each other easily and will have a hard surface in front of them to write on. Plus, many people will feel less vulnerable with a table in front of them as opposed to sitting in an exposed in a circle.



3. Group on group

This arrangement allows participants to observe other participants as they engage in an activity. This layout is helpful if you want to the participants to practice facilitating and receiving feedback from other participants.

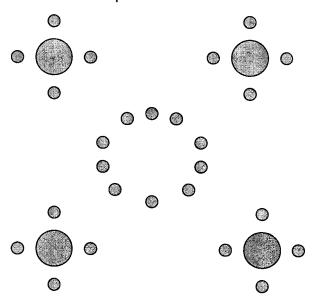


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4. Breakout groupings

If your meeting place is large enough or if other rooms are available, place (in advance if possible) tables and/or chairs in breakout groups. This set-up can be noisy, so put breakout groups as far from each other as possible.



Creating a Flexible Agenda

Consider the Objective:

What do you want your participants to learn from the workshop? When they leave, what do you want them to talk to their friends about? Create an agenda that concentrates on a particular theme. Objectives could be: To teach self-protection against acquaintance rape, or, to debunk sexual assault myths.

Consider the Participants:

How many participants will you have? What will their average age be? Will the group know each other well? Will the group have special needs? Literacy? Physical accessibility? Consider how the answers to these questions could affect the activities you choose.

Consider the Time of Day

Is the workshop in the morning? Afternoon? Evening? Think about how people are feeling at that time of the day. Will they be tired? Energetic? Hungry?

Consider Food and Refreshments

When will you plan for snacks or meals? If the workshop is at 5pm, will they have eaten dinner? Remember, food contributes to energy levels. Proteins give people energy; carbohydrates make them lethargic, and sugars increase energy and then cause an energy crash. Make sure some sort of food is available if the workshop is longer than 2 hours.

Consider Group Dynamics

Does the group know each other? If so, they may be more comfortable sharing and working on more personal activities. Or, is this group meeting for the first time? If so, you may want to start with a relationship building activity that helps participants feel more comfortable.

Consider Energy Levels

The energy level of the group will change throughout the workshop. The group may be very active at first then become quiet during the middle portion of the workshop. How will you read the energy level of the group? What types of energizers will you plan to use should energy levels drop?



Plan your Activities

It is important to plan a variety of activities. People learn in different ways so plan activities that use different learning methods. Keep away from lecture formats. Instead, plan activities that include moving around, talking, thinking, watching, drawing, and writing. If there is variety, everyone should have the opportunity to learn in her best manner.

Think about the Beginning

The first activity sets the mood for the rest of the workshop. Choose an activity that builds trust, community and safety.

Plan to Break

Participants will need a break about every hour and a half. This is especially true in the afternoon and evening when energy levels lag the most.

Consider Closure

The closing activity is very important. Try to choose something that sums up the objective and also gives participants a sense of closure.

Assess Flexibility

When you are finished creating your agenda ask yourself, how flexible is the agenda? Can changes be made in the middle of the workshop? If a certain activity isn't working, do you have another activity to replace it? What activities are most important? Which ones can you cut if you run out of time? Can some activities be shortened? If more or less participants than expected show up are you prepared?

Reflect on the Big Picture

Take some time to consider the overall feeling of your workshop. Does the agenda address your objectives? Are the activities personally meaningful and varied? Will the workshop be uplifting? Depressing? Fun? And most importantly, will the participants leave empowered?



Sample Agenda Healthy Relationships

Time: One Hour

1. Introduce Ourselves
2. Self-Esteem (10 minutes) Important Points of Self-Esteem Activity - Attitude Assessment
3. Communication is Key (10 minutes) Brainstorm - what is good, healthy communication? Handout - Communication is Key
4. Relationship Boundaries (20 minutes) Activity - Setting Relationship Boundaries
5. What do you want in a boyfriend/girlfriend? (10 minutes) Activity - Personals
6. Wrap Up - Living Healthy Relationships - review (10 minutes)
7. Other Handouts: Healthy Relationship Checklist Sexual Assault pamphlet Business Cards



Self-Protection & Assertiveness

Sample Agenda: One Day (9:00am to 3:00pm)

9:00 am –	Set the tone (ground rules) and explain the agenda
9:10 am –	Ice Breaker - Found Objects
9:20 am –	Myths - Mythical Tic-Tac-Toe
9:45 am –	Oppression & Sexual Violence - Oppression Survey
10:00 am –	Gender Stereotypes - Acting Up
10:15 am –	Energizer - An Ideal World
10:30 am –	BREAK
10:45 pm –	Assertiveness: Self-Esteem, Boundaries, and Intuition - My Worth Workout - Boundaries
12:00 noon –	LUNCH
12:00 noon – 12:30 pm –	LUNCH Steps to Assertiveness - Kris and Kasey
12:30 pm –	Steps to Assertiveness - Kris and Kasey
12:30 pm – 12:50 pm –	Steps to Assertiveness - Kris and Kasey Verbal Coercion - Creative Coercion
12:30 pm – 12:50 pm – <i>1:15 pm</i> –	Steps to Assertiveness - Kris and Kasey Verbal Coercion - Creative Coercion BREAK
12:30 pm – 12:50 pm – <i>1:15 pm</i> – 1:30 pm –	Steps to Assertiveness - Kris and Kasey Verbal Coercion - Creative Coercion BREAK Resistance - Making a Plan (Stranger)
12:30 pm – 12:50 pm – <i>1:15 pm</i> – 1:30 pm – 2:30 pm –	Steps to Assertiveness - Kris and Kasey Verbal Coercion - Creative Coercion <i>BREAK</i> Resistance - Making a Plan (Stranger) Closing Activities - Self-Care, Rounds



Advertising for Participants

First decide how you want to advertise for participants.

- Posters
- Radio stations
- Local and community newspapers
- University newspapers, radio stations, and billboards
- Local television public service announcements

Second, determine what needs to be said. Here are suggestions:

- Description of the workshop
- Motivational appeal
- Promise of training and support
- Contact information
- Logistics (time & place)

Consider using this format

[Motivational appeal/goal] by [task] for [person or goal] for [time required] in/at [general location]. [Reward]. Training provided. [Any requirements/qualifications] For more information call [name] at [organization] [phone #].

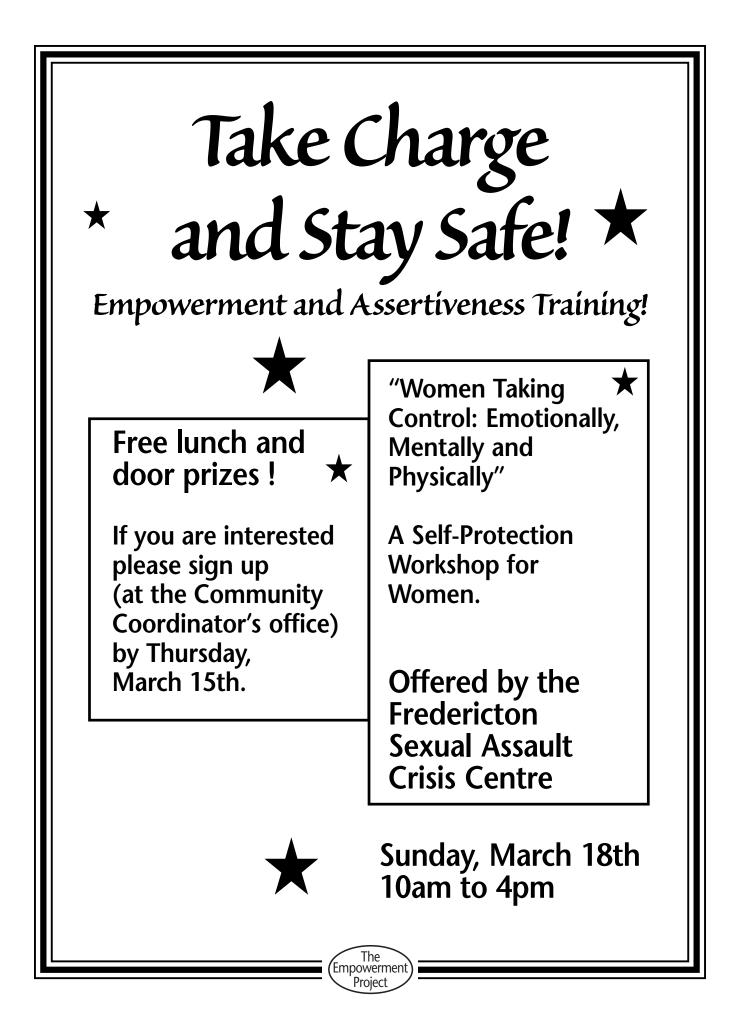
Example "Do you want to feel more empowered? Safe? Assertive? The Fredericton Sexual Assault Crisis Centre is giving a Self-Protection and Assertiveness Training Workshop to any interested women in the community. Here's a chance to make a difference in your life. For more information call Mary at The Fredericton Sexual Assault Crisis Centre, 454-0460."

If you are going to write a Public Service Announcement

- Use letterhead
- Consider who will receive it (radio, television, or print media). Keep this in mind when you are writing it. Does this sound good? Or look good?
- Ínclude:
 - The date
 - The organization
 - Contact name and number
 - A written example of the announcement (showing how you want it read or how you want it to look)

Example: The Fredericton Sexual Assault Crisis Centre is offering a Self-Protection and Assertiveness Training Workshop for Women on July 18th, 2003. Call Mary at the Centre (454-0460) for more information.





The Empowerment Project

A Tool-kit for delivering Self-Protection and Assertiveness Workshops

Through considerable work with women and girls, the Fredericton Sexual Assault

The Fredericton Sexual Assault Crisis Centre

Crisis Centre understands that women, of all ages, are in danger of becoming victims of violence. Many women live their lives with some degree of fear, and many lose their identity or do not

realize their potential because of violence. The Empowerment Project is committed to addressing this tragedy by increasing awareness, encouraging assertiveness, and helping women recognize they are worth the effort to defend. This program goes beyond women's self-defence to encourage the empowerment of women and girls.

Our Objectives:

Specifically, our aim is:

- To empower and encourage women to take control of their lives.
- To help women feel a part of the fight against sexual violence.
- To help women feel safer.

This workshop will empower by:

- Promoting women's self-worth
- Encouraging women to trust their instincts.
- Supporting a women's right to be assertive.
- Teaching Sexual Communication Skills
- Creating an inclusive and open environment that considers the diverse experiences of women.
- Challenging rape myths

The Workshop:

The Empowerment Project

- Identifying a Need
- The Philosophy

"De-myth-defying" Sexual Assault

- Sexual assault myths
- Oppression, and violence against women.
- Identifying the victims and attackers
- Statistics

Fundamentals of Empowerment

- Self-esteem and self-care
- Sexual communication
- Assertiveness
- Boundaries and Intuition

Taking Action: Tools for Resistance

- Creating a self-protection plan
- Self-defence techniques
- Resistance Myths

The Empowerment Project

• Targets and Weapons

Evaluating The Workshop

Why evaluate your workshop?

- To receive feedback to improve your facilitation skills.
- To determine which activities work well, and which do not.
- To use the feedback and make changes to future workshops.
- To find out if the workshop met the participants' expectations.

Making the decision to evaluate

Ask yourself: Will I use the information in the evaluations? If you are not planning to use the information provided by the participants, then don't give them an evaluation. Evaluations take time for you to create and time for the participants to complete. If you cannot take the time to change the workshop after it is evaluated don't bother with the evaluations in the first place.

What do you want to evaluate?

- A general/overall view?
- Feedback on your facilitation skills? Clarity? Approachability?
- Feedback about a particular activity? Did participants like the activity? Did they learn the intended information or skills from doing the activity?
- Feedback about expectations and outcomes? What did the participants learn from the workshop?

Points to Remember about Evaluations

- Keep your participants in mind when you are creating the evaluation. Are there literacy concerns? Are they a younger group? Younger people don't tend to spend a lot of time on evaluations.
- Always leave plenty of time at the end of the workshop to complete the evaluations. Most people will want to leave at the scheduled ending time.



When should an evaluation take place?

If you want to evaluate a particular activity or discussion it is best if the experience is fresh in the participants' minds. If it was six hours ago, participants may not remember how they felt about the activity.

If you are facilitating a multi-part workshop you might want the participants to complete shorter evaluations after each section. Short evaluations are suitable just before breaks, or meal times.

Evaluating Yourself

It is also important for facilitators to evaluate themselves. Here are a few options:

Option 1

Occasionally it is a good idea to have a person there to observe the workshop. This is especially helpful the first few workshops you facilitate. She can write down what she thought about the activities, the participants' enthusiasm and your facilitation skills.

Option 2

It is also important to fill out your own "Facilitator's Evaluation" form. Try to assess the workshop and your facilitation skills as soon as possible after the workshop is over.

Post-workshop Questions (To Ask Yourself)

- What attitude did I present to the participants?
- How would I rate my listening skills? Was I fully present during the entire workshop?
- What attitudes did l express in my non-verbal behavior?
- Was I approachable, warm, and open? How could I be more approachable?
- Did I value the experience and wisdom of all participants?
- Was I biased in my judgments of participants?
- What was challenging?
- How did the participants feel? Were they engaged? Tired? Frustrated? Excited?
- To what extent did my role as facilitator contribute to those feelings?



Formatting an Evaluation

Evaluations should be only one to two pages in length. If the evaluation is long the participants may find it overwhelming and choose not to answer it. The following offers a number of formats from which to choose:

Open-ended questions are helpful when:

- You want personal opinions from the participants.
- You give the participants sufficient time to answer all questions. Examples of open-ended questions are:
 - What did you learn from the sexual assault myths activity?
 - After finishing this workshop I'm feeling . . .
 - The icebreaker was . . .

Scale-rated questions are helpful when:

- You want participants to rate every activity.
- You want a quick evaluation for participants to fill out.
- You want a general evaluation for your workshop.

Scale-rated questions are helpful, but it is important to remember that an activity rated an eight by one person may be a poor rating on their part, while a six by another person may be a great rating.

An example of a scale-rated question is:

- Please rate the 'Counselling Activity' on a scale of one to ten:
- (Ten being the highest value) 1 2 3 4 5 6 7 8 9 10

Chart-format evaluations are helpful when:

• You want a brief evaluation from participants. An example of a chart format evaluation may be:

	Not at all	Somewhat	Very Much
I found the session enjoyable.			
I felt respected.			
The activities were fun and useful.			



Multiple-choice questions are helpful when:

- You want a quick evaluation.
- You are seeking specific answers from participants. An example of a multiple-choice question is:
 - 1. What are your thoughts on the 'Kris and Kasey' assertiveness activity?
 - a) Horrible should never be done again
 - b) Poor needs much more work
 - c) Okay but could be better and effective with work
 - d) Don't care one way or another
 - e) Good I learned something
 - f) Informative This showed me something new and helpful
 - g) Fantastic This changed how I see the world

These could be put into a legend to take up less space on the evaluation (H = horrible should never be done again)

- 2. How useful did you think the 'Kris and Kasey' assertiveness activity was?
 - a) Useless
 - b) Not very useful
 - c) Okay
 - d) Useful
 - e) Very useful
 - f) Other _

Additional Comments

Because the participants may want to comment on something that is not solicited by in the evaluation, it is a good idea to leave extra room for them to make personal comments.



Sample Evaluation for the Contact Person

Name of the contact person_____

Name of the group _____

Thank you for taking the time to fill out this evaluation form. Your comments are important to us and will be given careful consideration when we are preparing future presentations.

1. What did you expect from this presentation?

2. Were your expectations met? Did the facilitator(s) provide the information that you requested?

3. What information was not covered in the presentation?

4. Were adequate materials provided (pamphlets, handouts...)?

5. What feedback have you received from the participants?

To what extent was the	To what extent was the first facilitator (name):									
a. Respectful? Comments:	1	2	3	4	5	6	7	8	9	10
b. Knowledgeable? Comments:	1	2	3	4	5	6	7	8	9	10
c. Clear? Comments:	1	2	3	4	5	6	7	8	9	10
d. Engaging? Comments:	1	2	3	4	5	6	7	8	9	10
To what extent was the	e seco	ond fa	cilitat	or					(nam	e):
a. Respectful? Comments:	1	2	3	4	5	6	7	8	9	10
b. Knowledgeable? Comments:	1	2	3	4	5	6	7	8	9	10
comments.					5	0	7	0	,	10
c. Clear? Comments:	1	2	3	4	5	6	7	8	9	10

6. Please circle one of the numbers for the following (1 = poor to 10 = excellent)

7. Other comments or concerns?

Sample Evaluation for Participants

- 1. Please rate the workshop on a scale of one to ten (ten being the highest possible score) Comments: 1 2 3 4 5 6 7 8 9 10
- 2. Please rate the facilitators on a scale of one to ten (ten being highest):

Getting the information across	1	2	3	4	5	6	7	8	9	10
Warmth and friendliness	1	2	3	4	5	6	7	8	9	10

Please comment on LIZ's facilitation skills:

Please comment on MARY'S facilitation skills:

- 3. Which activities were most effective?
- 4. Which activities were least effective?
- 5. How effective was the activity "Mythical Tic-Tac-Toe"? Comments: 1 2 3 4 5 6 7 8 9 10



6. How effective was the activity	"Maki	ng a	Plan"	?						
Comments:	1	2	3	4	5	6	7	8	9	10

7. What skills did you learn from this workshop?

- 8. What skills do you wish you had learned from this workshop?
- 9. Do you feel this workshop needs to be longer or shorter? Why?
- 10. Would you recommend this workshop? Why or why not?
- 11. Would you recommend these facilitators? Why or why not?
- 12. Any additional comments?

Thanks for taking the time to fill out this evaluation!!



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A Facílitator's Role

To Facilitate is to make a task or process less difficult. The Facilitator is a person who is responsible for leading or coordinating the work of the group. A Facilitator's Role is to mediate, lead, question, and give care to a group of participants as the group members work toward their goals. The following offer some basic ground rules for the facilitator.

- 1. Identify that you are a facilitator, not an expert. Know that you do not have to have all the answers.
- 2. Do not step out of the facilitator's role while the workshop is in progress.
- 3. Be kind, respectful, and gentle to everyone in the group.
- 4. Be responsible for your emotions. Keep all emotions, especially anger and frustration in check.
- 5. Appreciate the participants' needs for trust and safety. Create an environment of respect and confidentiality.
- 6. Recognize the difficulty participants may have discussing violence against women. Be aware of the participants' emotional states.
- 7. Be mindful of the safety of the group. Ensure that you never compromise the safety of the group or any individual.
- 8. Take care of the participants. If a participant leaves the room upset, one of the facilitators should do a quick check-in with her as soon as possible.
- 9. Know that mistakes will happen. When a mistake is made admit the error, apologize and move on. Avoid getting into long explanations.
- 10. Be supportive by carefully listening to anyone who is speaking.
- 11. Challenge myths and misconceptions with respect and kindness.
- 12. Know yourself. Know your weaknesses and strengths. Be aware of your triggers. Identify what things upset you and the types of people that set you off.
- 13. Take care of yourself. Identify what you need to help you enjoy facilitating and to feel good about your work.
- 14. Recognize the opportunity for your own growth. Realize that the participants have a great deal to teach you.
- 15. Debrief after the workshop. No matter how the workshop went, it is important to talk about your experience with your co-facilitator.



Growth, Change and Rísk

*During a workshop facilitators should expect to hear women blame victims and verbalize sexual assault myths. This should be expected because women have always been surrounded by such ideas and may not have had the opportunity to look at the world differently. Only when they feel secure, safe and free from judgment will women begin to look at and challenge the gender-skewed world they live in.

The psychologist, Abraham Maslow, taught that human beings have within them two sets of needs - one that strives for growth and one that clings to safety. And a person who is forced to choose between growth and safety will choose safety. Consequently, a person's security and safety needs must be met before she will reach out, take risks, and explore new ways of thinking.

Growth forward takes place in little steps. Each step forward is possible only when a person feels she is accepted and free from judgment or evaluation.

At the beginning of a workshop it is the responsibility of the facilitator to create a feeling of safety, acceptance and non-judgment. Without this participants will cling to the safety of their own views rather than branch out and consider other perspectives.

The need for acceptance and safety is especially true in a workshop focused on challenging rape myths and oppressive points of view. In these workshops women need to feel safe, accepted, and able to say anything without being judged or condemned.

Workshops are an excellent place to encourage new ways of thinking because they give participants the opportunity to learn together. When people learn with others, rather than alone, they hear different points of view that likely challenge previously held ideas.

In a workshop setting participants also experience a sense of belonging. This support frees participants to talk about thoughts and concerns they may have held back from others. A sense of belonging therefore gives participants the strength and security to reach out and consider new ideas.

The job of the facilitator is to create a safe and non-judgmental space where women feel comfortable enough to explore, question, and consider other points of view. This can be done by modeling respectful behaviour, gently challenging participants who make judgments and encouraging the participation of all group members.



Learning Theory

What I hear, I forget. What I see, I remember. What I do, I understand. What I teach, I master.

When you think of a learning environment, what do you think of? Perhaps you think of one person droning on and on while you slowly slouch deeper into your seat ready to slip into sleep at any moment. This lecture-based way of learning tends to be the most used, but not the most effective.

Lecture based learning is not the most effective strategy because people learn differently. Some people learn best by watching others and then writing down what they see – these are visual learners. Other people, auditory learners, don't pay attention to what they see, but learn by listening and talking. And kinesthetic learners learn by doing an activity and being directly involved.

Auditory Learners

- Remember best what they hear and say out loud.
- Enjoy class discussion
- Are easily distracted by noise
- Need to talk through new learning

Visual Learners

- Remember best what they see
- Put information into visual forms (symbols)
- Often write things down or draw pictures to help them remember

Kinesthetic Learners

- Remember best what they do and experience
- Have difficulty sitting still for long periods
- Lose interest when not actively involved

There are also extroverted and introverted learners. Some people focus most on the external world, on other people and activities around them. These people are extroverts and learn through interacting with others. Other people focus most on their internal world, on their own thoughts and feelings. These people are introverts and learn through reflection.

Extroverted Learners

- Learn best by thinking out loud
- Are friendly and talkative
- Are aware of people and environment
- Often speak or act before thinking

Introverted Learners

- Learn best by thinking privately
- Need time to process ideas
- Like to think over tasks before starting them
- Are quiet and sometimes hard to get to know

70% of the population learns best by talking or engaging in interactive activities.

Although there are many types of learners, most people are extroverted, visual, and kinesthetic learners. Therefore, activity-based workshops that promote group interaction and discussion engage participants and encourage the most learning. To be most effective then, try to use group discussions, games, and role-playing activities when you plan your self-protection workshop agenda.



People learn best when workshops are...

Personally Meaningful

People want to learn things that will make their lives more fulfilling and interesting. For participants to be interested the subject matter needs to be relevant to their lives or involve them emotionally.

To make a workshop personally meaningful, ask yourself:

- How relevant is the activity or material to the participants' lives?
- What do I know about this group's life experiences? How can I use this knowledge to make the material personally meaningful?
- How can I find out at the beginning of the workshop what they want to learn from me?
- How can I connect with participants on an emotional level?

Positive and Non-threatening

Great facilitators recognize that people, even teenagers, enjoy learning. If a facilitator believes that material must be force-fed or pushed onto participants the participants will resist. Resistance may also occur in a judgmental or authoritarian environment. If there are a lot of rules and judgments participants will recognize that obedience and compliance are more important than exploring new ideas and learning new concepts.

To create a positive and non-threatening workshop, ask yourself:

- How important is it to me that the workshop be orderly and controlled? If I do prefer it this way, what are the consequences? And, why do I want order and control?
- Do I trust that participants want to learn by themselves?
- Do I tend to use sarcasm in my life or in workshops? What are the consequences?
- How can I encourage a judgment-free environment?

Self-initiated

When people are active in a workshop, learning is improved. A great workshop encourages participants to ask questions, challenge the material, develop a strong sense of self, decide on what works for them and, recognize the consequences of particular choices. Greater learning will take place if a facilitator can do this because the facilitator is showing the participants that she believes they are capable of guiding their own lives.

To encourage a self-initiated learning environment ask yourself:

- How can I encourage the participants to learn by doing?
- How can I present the workshop so that it encourages participants to ask questions?
- What activities can help the participants learn about themselves?



Adults as Learners

When adults are asked what they want to learn they typically reply they want to learn more about themselves or how to get along better with others.

Great adult workshops:

- Create an environment where participants feel safe and supported, where individual needs and uniqueness are honoured, and where abilities and life achievements are acknowledged and respected.
- Treat adult participants as peers. Facilitators respect the participants as intelligent, experienced adults whose opinions are listened to, honoured, and appreciated. The respected facilitators often comment that they learn as much from their participants as the participants learn from them.
- Recognize the need for humour and entertainment.
- Challenge participants just beyond their present level of ability. If challenged too much, people give up. If challenged too little, they become bored and learn little. Those adults who reported experiencing high levels of intellectual stimulation to the point of feeling a slight discomfort felt they grew the most.
- Have comfortable surrounding. The atmosphere is pleasant and the seating is comfortable.
- Give activity-based rather than listening-based workshops and encourage creativity and experimentation.
- Aim to help participants understand more about themselves, their cultural heritage and/ or their community.
- Ask for feedback so participants can tell facilitators what works, what they are enjoying and what they most want to learn.
- Offer refreshments and well-timed breaks.
- Recognize that change is difficult.



Fantastic Facilitators

1. Recognize the expertise in others

- Explain to participants that although you have spent time learning about self-protection and assertiveness, you don't consider yourself the only expert.
- Tell them that you consider each woman an expert. Let them know it is important for them to listen to their inner expert. A self-protection program can only give suggestions. Women know what will work best for them.
- Tell the participants that although you know a great deal about self-protection, there will be some things you don't know. Don't be afraid to admit you don't know. Participants will respect you more if you admit your limitations rather than make things up to cover your lack of knowledge. When this happens give your assurance that you will help them find the answer.

2. Arrive fully prepared

- Are you thoroughly familiar with the subject? Have you read all the facilitator's information? A facilitator who is knowledgeable is a resource, someone who can make timely suggestions and offer valuable insights.
- Do you have your materials for the activities? Is the equipment ready?
- Have you photocopied enough handouts?
- Have you practiced the activities or gone through them sufficiently in your head so you don't need to read them when you explain them to the group?

3. Consider the audience

- What is the age range of the group?
- Will persons with disabilities or literacy concerns be present?
- Do the participants need child-care and transportation?
- How large is the group?
- Do the women know each other?
- Are you prepared for disclosure? Is your group more likely to have survivors in the group?
- Will the activities upset survivors?
- How will the answers to these questions change your workshop?

4. Are flexible

- Events rarely go as planned so it's probably a good idea to have a few extra activities ready to use if you have extra time or realize the ones planned are inappropriate.
- Know the information well enough so that if a related subject is brought up you are able to contribute. For example during a Healthy Relationships workshop someone may want to know why women don't report sexual assaults.



5. Are Attentive Listeners

- An effective facilitator builds trust and relationships by taking the time to really listen to what participants have to say. When participants are listened to they feel valued and understood. This creates a warm, trusting, and safe environment where participants can explore new ideas and express themselves without being judged.
- Attentive facilitators want to know more about the participants. They want to know what they are thinking and feeling. Attentive facilitators stay focused on the person talking and try to absorb what is being said before jumping to conclusions or offering quick advice.

6. Are Genuine

- Effective listening and relationship building depends on the facilitator's genuine interest. Are you genuinely interested in the participants' points of view? Do you genuinely care about their well-being?
- To be genuine, a facilitator must be real, authentic. A facilitator cannot be genuine if she is playing a role. If a facilitator plays a role that is not characteristic of herself, her effectiveness as a facilitator is limited: participants will know she is not being herself and will be wary of trusting her.

7. Seek Understanding

- To understand is to empathize. Empathy is to put oneself in another person's shoes and thus come to know, value and respect that person based on their personal point of view.
- Empathy shows participants that the facilitator cares and is trying to understand their perspectives.

8. Are Respectful

- Respect is a genuine interest and concern for the participants' well being. Their dignity is valued, their feelings are accepted, and their actions are not judged as good or bad.
- Respect does not mean agreement. A facilitator does not have to agree with participants' actions or approve of their behaviour; she can challenge mistaken assumptions, but do so in a respectful manner.

9. Use an activity based approach

• Workshops are most effective and interesting if facilitators involve participants when they present information. In evaluations, participants tend to rate activities and discussion highly.

10. Enjoy what they are doing and show it

• Enthusiasm is contagious; participants feel a facilitator's enthusiasm and become enthusiastic in return. Participants want facilitators to succeed. They want the workshop to be a success, so they encourage the facilitator's success.



Beginning the Workshop

A successful opening sets the stage for a successful workshop. Similarly, a threatening, silly or irrelevant opening sets an awkward mood that is difficult to overcome. Thus, the facilitator's choice of first activity, icebreaker or discussion is very important. To avoid starting off on the wrong foot consider the following:

Sense of Comfort

It is common for participants to feel uneasy at the beginning of a workshop. They may feel unsure because they don't know the other group members or because they don't know what is expected of them. They may ask themselves: will I have to talk about my sexual experiences? can I trust the facilitator? To increase the group's comfort level avoid opening activities that expose participants' lack of knowledge or that force participants' to reveal confidential information. To create a sense of community and safety ask participants to comment on something familiar to them, but ensure it does not force them to disclose experiences that are overly personal.

Level of threat

Sexual Assault is a threatening topic for all women and girls. Opening with an activity that delves deeply and quickly into the negative nature of sexual violence is unwise. Participants will likely respond in a nervous, defensive or cautious manner. To engage the groups' participation it is best if the subject matter is introduced after a level of trust and safety is established.

Appropriateness to norms

Some adolescents or adults may be wary of playing games. They may consider it childish or irrelevant. Game-playing may be more acceptable once the participants know each other better. The first activity sets the stage for the entire session, so consider your audience before you make your choice.

Relevance of the subject matter

Unless you are interested in a simple exchange of names, you may want to begin with an ice-breaker that introduces the subject of your workshop. For example, for a Healthy Relationships Workshop, you might ask the participants to draw a symbol of what they see as crucial to a healthy relationship, and then ask each participant to talk about her picture.



Setting the Tone

Here are some ideas to help set the tone of the workshop and create an equal, respectful, and considerate workshop. Choose whichever you agree with and discard those you find problematic.

1. The facilitators are not the only experts

- The facilitators do not see themselves as "the experts" but rather, value all women's experiences and believe that a woman is the best expert for her own self-protection decisions and plans.
- Although the facilitators are not "experts" they do know a great deal about the subject because they have spent time reading and thinking about it.
- The facilitators see their role as consultant. They give suggestions and options that a woman may choose from and act on as she sees fit.

2. Confidentiality

• Everyone should feel safe to openly discuss her views and not fear that the information will be discussed after the workshop.

3. The facilitators recognize and value different points of view

• Different life experiences bring different perspectives. All are important to hear even if they are unusual. The facilitators hope that participants respect other's opinions, listen, avoid judgment and recognize the value of diversity.

4. Share at your own comfort level

- Disclosure of any kind is not required.
- The group values and respects personal boundaries.
- Participants have the right to speak and the right to pass.

5. Be aware of your assumptions

- Don't assume everyone is sexually active or heterosexual.
- Since 2 of 5 women are sexually assaulted it is safe to assume that there are survivors in the group be aware of this when you speak of survivors.

6. This is a difficult topic so...

- Participants are free to leave at anytime and return when they wish.
- The facilitators will stay after to debrief, give referrals or just to talk.
- Give a local crisis line number so the participants may talk to someone after the workshop.

7. There are no stupid questions

• Feel free to ask anything.



Tips for Public Speaking

Surveys show that people are more afraid of public speaking than anything else. It's common, therefore, for facilitators to feel anxious about leading a workshop. The following suggestions should help you lead an effective workshop and also help you overcome your nervousness.

1. Know your audience

Greet the participants as they arrive. It is easier to lead a group of people you know than a group of strangers. It is also important to know something about your audience before they arrive. How much do they know about the topic? Is the audience there by choice? What do they expect?

2. Know your material

If you are not familiar with your material or you are uncomfortable with it, your nervousness will increase.

3. Visualize the workshop

Imagine yourself giving a successful, fun, informative workshop. Know that the participants want you to succeed. They want to enjoy themselves so they want you to be interesting, informative and entertaining. They don't want you to fail.

4. Don't apologize

If you mention your nervousness or apologize for any problems you are having with your presentation, you may be calling the participants' attention to something they hadn't noticed.

5. Use visual aids and examples

Use the flipchart and colourful markers to draw examples or make notes.

6. Be aware of body and voice.

Consider your posture and gestures. Don't fidget or pull at your hair, nose, glasses, etc. Also consider your voice. Is your tone varied? Are you using too many "uhmns" or "likes"?

7. Make eye contact

Look for warm and friendly faces at the beginning. When you are comfortable try to make eye contact with everyone; it creates rapport and trust.

8. Use key points

Present your message simply and clearly. Know your main points and use headings on the flipchart to highlight them.

9. Encourage discussion

Create a friendly and open environment where the participants feel free to comment and ask questions. Generally, lots of questions mean that the participants are paying close attention.

10. Never read

It is fine to use notes if you need them (either index cards or on the flipchart) but don't rely too heavily on them. You will lose your audience's attention.



Tips For Activities

- 1. Explain the objective of the activity and how it applies to the rest of the workshop.
- 2. Speak slowly when giving directions.
- 3. Demonstrate the activity if the directions are complicated.
- 4. Divide participants into groups before giving instructions (otherwise the participants may forget instructions while they are forming groups).
- 5. Tell the participants how long they will have for the activity.
- 6. Debrief after the activity. Ask a few questions to encourage discussion.

Tips For Discussions

Many people learn by talking. Discussions are therefore an important learning tool and should be used fairly often. An added benefit of discussions is that they give participants the opportunity to hear different viewpoints and challenge personal beliefs. The following suggestions encourage conversation and let participants know they are being heard.

Paraphrase what the person has said so they feel understood. Paraphrasing also gives other participants the chance to hear a summary of ideas. For example: "So what you're saying is..."

Question your understanding of what the person has said. Use open-ended questions. For example: "Will you explain that with an example?"

Compliment an important or insightful comment. For example: "That's a good point. I'm glad you brought that to our attention."

Elaborate on a participant's point. For example: "With that in mind we may also want to consider..."

Disagree gently and then look to the group to provide an alternative point of view. For example: "I can see where you're coming from, but there may be other ways to look at it. Has anyone else experienced a different perspective?"

Mediate differences of opinion and relieve building tensions.

For example: "I think it's important to recognize the diverse experiences each of us have and understand there are different ways of looking at this issue."

Summarize and (record if desired) the major ideas from the group. For example: "I'm hearing that the group feels rape happens because..." (and list all ideas).



Lecturing

Most people don't learn as well with a lecture format. Lectures are problematic because:

- 1. Lectures appeal only to auditory learners.
- 2. People tend to find lectures boring.
- 3. Attention decreases with each passing minute (people retain 70 percent in the first ten minutes, but retain only 20 percent in the last ten minutes).

If you have no other option but to lecture then increase interest and learning by:

- 1. Telling an interesting story.
- 2. Presenting an interesting visual (cartoon, graphic...)
- 3. Giving examples.

Help them remember by:

- 1. Using key words and headlines.
- 2. Giving examples and analogies.
- 3. Providing lots of visuals that back up what you are saying.

Involve them by:

- 1. Interrupting your talk and asking for examples or personal experiences.
- 2. Interspersing some brief activities within your talk.

Role Plays

Role-plays are an especially useful learning method. They can be used to spark a discussion, practice skills, or help participants understand the feelings and experiences of others. The following suggestions give you, the facilitator, some options to increase variety and flexibility.

- 1. Free Form: A general scenario is given, participants are asked to fill in the details.
- 2. Prescribed: Participants are given detailed instructions about the role they will play.
- 3. Replay life: Participants act out personal experiences.
- 4. Scripted: A prepared script is acted out.
- 5. Stage Front: Participants give feedback and encouragement while one or more people act out a role-play.
- 6. Rotational: Actors are rotated, this is usually done by audience members interrupting the role play and substituting themselves for one of the actors.



Encouraging Participation

People learn best when they are actively involved. To encourage involvement try one or more of these techniques.

Response Cards:

Begin the workshop by passing out index cards and requesting anonymous questions. Examples of possible questions include:

- What questions do you have about sexual assault, self-protection, or assertiveness?
- What information or skills do you want to get from the workshop?
- What information or skills don't you need or don't you want?
- What do you want to take away from this workshop?
- What are your concerns about this workshop?

Polling:

Use polling to get information quickly and keep people interested. For example you could ask the participants to raise their hands when you ask: how many of you have felt worried when a man walks behind you but not when a woman walks behind you?

Open discussions:

Ask a question of the group. Try to ask open-ended questions such as: Why might a woman not tell anyone she was raped?

Whips:

Go around the group and ask the participants to comment on the topic at hand or, you may want to ask them to complete a sentence such as: "One thing that would make me feel safer is..." Invite participants to pass if they wish.

Subgroup discussions or partnering:

Break members into subgroups of two to four, ask them to discuss and record information about a particular topic. This is a good way to get every participant involved.

Fishbowl:

Ask a portion of the group to form a discussion circle while the rest of the group watches and then talks about what they saw.

Games:

Use a popular game, as a model, to encourage involvement: Family Feud, Jeopardy, Pictionary, Hollywood Squares, Trivial Pursuit, The Weakest Link, and many more.

Encourage Interruptions:

At the beginning of the workshop, ask the participants to interrupt you if they have a question.



Mid-workshop Questions

On a break ask yourself the following questions:

- 1. What is my attitude toward the participants?
- 2. What attitudes am I expressing in my non-verbal behaviour?
- 3. What attitudes am I expressing in my verbal behaviour?
- 4. Am I expressing warmth and openness?
- 5. How do I rate the quality of my presence? Am I fully present?
- 6. In what ways am I distracted from giving my full attention to the participants? What will I do to handle these distractions?
- 7. Am I valuing the opinions of others? Do I believe in the participants' personal wisdom?
- 8. What has been challenging? How can I address these challenges in the rest of the workshop?
- 9. How are the participants feeling? Are they engaged? Tired? Frustrated? Excited?
- 10. Am I prepared for disclosure and/or difficult questions?
- 11. Am I enjoying myself? Why or why not?
- 12. What subjects are the participants most interested in?
- 13. Which types of activities are working well? Does the group prefer discussion, reflection, or game-based activities?
- 14. Am I using my time effectively?
- 15. How can I improve the rest of the workshop based on this information?



Group Dynamics

What are group dynamics?

Group dynamics refer to the complex forces operating within groups. Group dynamics can determine how the group behaves, how the participants feel about the group and the degree to which participants learn. An effective facilitator will be aware of the many factors involved in group dynamics. A few of these are outlined here:

1. Norms

Group norms are unspoken rules that structure the behaviour of the group members. Norms usually express the beliefs or desires of the majority of the participants and determine what behaviours should and should not take place in the group. These norms may be clear to all participants, known by only a few participants, or completely subconscious and below the awareness of any group member. Some group norms help groups progress and some hold them back.

Questions to determine group norms are:

- Are certain topics avoided (sex, religion, feelings, etc)?
- Who seems to jump in and stops the discussion when these topics are brought up?
- Do participants agree with each other too readily? What happens when they disagree?

2. Influence

Some people may speak very little, but capture the attention of the whole group. Other participants may speak frequently, but receive little attention.

Questions to consider the influence of particular group members are:

- Which group members do the participants listen to?
- Which group members are not listened to?
- Is there a struggle for leadership and power in the group? What effect does this have on the group and the individual group members?

3. Roles

There are generally three types of group roles: task-directed, relationship-focussed, and selfcentred. Participants that take on task-directed roles help the group accomplish their goals. Relationship-focussed participants help group members get along better. Participants who are more self-centred, however, neither contribute to the group's goals nor encourage the development of relationships. Rather, participants who take on self-centred roles work to serve their own needs rather than the needs of the group.

4. Atmosphere

To understand the general feeling of a group consider the following questions:

- Is the feeling coming from the group one of work, play, hostility, warmth, coldness?
- What is the root of the feeling? How do the group members feel about one another?
- How do they feel about the topic you are presenting?



When you begin the workshop ask yourself the questions on the previous page and then consider the following suggestions to handle different group atmospheres.

a. *Cold Groups* Start with an icebreaker. Be aware of the attitude that you are modeling. Are you showing the participants that you are open, warm and non-judgmental? If no one talks for a while the facilitator need not step in right away – sometimes people need time to think.

b. *Hostile Groups* Find out why the group is hostile. If they are hostile at the beginning of the workshop, something is forced – they are either not interested in the subject or they do not trust you as a facilitator. Call attention to it without being hostile. Say, "I notice you're not with me. Is there anything you want to know about me or this subject in particular?" If the hostility appears later on in the workshop the group may be frustrated or confused. Slow down and ask the group if some material needs to be repeated.

c. *Sleepy Groups* Don't be discouraged, energy lags happen often, even to the best facilitators. Encourage discussion and participation. Change the agenda and use more active exercises or an energizer. Energy lags frequently occur right after lunch. Plan something active for that time period.

d. *Fun, High Energy Groups* Everyone is having so much fun that the workshop objectives start to get lost. Try to get the group back on track by using a game format that also addresses the objectives. Avoid coming down in a heavy handed way by forcing the group to "get serious."

e. *Heated Groups* If a discussion gets too heated and participants start to argue, say "we seem to have two viewpoints here – are there any other views?" Emphasize that the group is not trying to find one right answer, but recognize the need for different points of view. If the discussion continues to heat up you may want to suggest continuing the discussion on the break.

5. Cohesion

Group cohesion is the degree of liking, understanding, and respect that participants have for one another and the group as a whole. It is a firmly established sense of "we-ness," a feeling of belonging and a genuine interest in the well-being of fellow participants. To increase group cohesion:

a. Make sure everyone gets acquainted. Encourage the participants to spend breaks together.

- b. Give the group problems to solve so they work together.
- c. Model respectful listening and interest in every participant.
- d. Show a non-judgmental and open attitude.
- e. Use "linking" responses that show the similarities between participants:
 - "It sounds like many of you worry that you are not strong enough to fight off a man."
 - "Liz, you and Denise both prefer to use your hands for self-protection rather than your legs. Maybe you could practice together."
 - "I noticed a lot of heads nodding when Glenda stated her anxiety over using the finger-poking technique. I sense everyone identifies with Glenda's uneasiness."



Group Roles

In groups people take on roles. There are three types of roles:

- 1. Task-Directed roles that help the group accomplish tasks
- 2. Relationship-focussed roles that help group members get along better
- 3. **Self-centred roles** that neither contribute to task or relationship development, but rather act to serve their own needs

1. Task-directed Roles

Initiator: Offers new ideas and other ways of looking at things. Proposes goals, defines group problems and suggests solutions. As the facilitator you may have to begin as the initiator, but someone else will probably fill the role as the time goes on.

Information Seeker or Giver: Requests facts and opinions. May be knowledgeable about the area and offers information and suggestions. Helpful because they ask the questions everyone wants to ask but are too afraid.

Clarifier: Interprets ideas and suggestions. Clears up confusion. Wants to understand all points of view.

Coordinator: Pulls ideas together. Coordinates group members to be efficient and stay on task.

2. Relationship-focussed Roles

Encourager: Tries to include people who haven't spoken. Generally friendly, warm and responsive to others.

Harmonizer: Attempts to cover up or resolve disagreements. Doesn't like tension or disputes so mediates everyone. Generally Harmonizers are positive group members but they may try to quiet down some controversial issues that need to be addressed.

Follower: Compromises her own ideas to avoid conflict. Goes along with the group's desires.



3. Self-Centred Roles

Aggressor: Tries to achieve importance within the group. Puts others down, has a sarcastic humour, may take credit for someone else's idea, boasts or criticizes others. If someone in the group does not address the aggression, the facilitator must.

Blocker: Rejects ideas suggested by other participants or the facilitator. Can be stubborn, and resistant to certain persons (often the facilitator). May argue frequently. Blockers may be looking for attention. Try to focus the group away from the negativity. If the group takes on a positive momentum they will bring the blocker with them.

Recognition Seeker: Tries to get attention by showing how smart, charitable, rich... she is. A recognition seeker often has low self-esteem.

Player: Jokes around or flirts to get attention. Some players are good energy builders, but if left unchecked can be distracting.

Monopolizer: Interrupts others, launches into long monologues, or tries to lead the group and assert authority. May want to be the leader, or may have a strong need for recognition. Establish an "equal-time per-person" norm in the beginning and stick to it. Say, "We have heard from.... Let's hear from the rest of the participants." Or, go around the group and ask each participant if she has something to add.

Side Tracker: Takes the group off subject. A side-tracker may want to avoid the topic or dominate and be the expert. Make the objectives clear and politely tell them that their subject is beyond the scope of the present activity but that you will be happy to discuss it during the break.

Mute: Says little or nothing. May be quiet for a number of reasons. She may be shy, insecure, indifferent to the topic, bored, feeling superior, or distracted by issues outside of the workshop. Other members may feel uncomfortable by her silence. To encourage her input make eye contact, involve her in small group discussion or go around the group and ask for each person's opinion. When she does speak recognize and show interest in her contribution.

Shoulder Cryer: Tries to get the group's attention by talking about personal problems, insecurities and fears. This is different from a genuine disclosure in that this person repeatedly uses their problems to get attention and sympathy.

Special Interest Pleader: Advocates (sometimes aggressively) on behalf of a cause or group. Acknowledge the importance of their opinion, but emphasize that their concerns are beyond the scope of the workshop.



Group Stages

During a workshop groups tend to develop through five stages. They are:

1. Orientation

The first stage of group development is the Orientation stage. In this phase participants are most concerned with how they fit in. They wonder: will I be accepted? Will I have power and influence? Can I disclose personal information? Group members need these questions answered so they can move on and address the workshop material. The facilitator, therefore, must create an open, trusting, and accepting environment so the participants feel accepted and safe. Generally, workshops are most effective if facilitators listen deeply, withhold personal judgments, and appear genuine.

2. Transition

The central themes of the transition stage are power, influence and leadership. Participants will watch the facilitator to figure out her strengths and weaknesses. They may challenge the facilitator to determine boundaries and limits. To be most effective the facilitator must not become defensive. If the facilitator becomes defensive or aggressively confronts a participant trust will not develop. Without trust the participants will close themselves off and the impact of the workshop material will be lost.

3. Connection

If the challenges presented in stage two are handled well, the group will move on to stage three, Connection. At this stage a strong bond is felt among the group members. They trust each other and make efforts to strengthen their relationships. Participants also take more risks: they self-reflect, reveal personal information, and consider different viewpoints. The role of the facilitator is to encourage participants to personalize the workshop material to their own lives.

4. Production

The Production stage is characterized by the participant's commitment to learn. Group members assess their lives, consider other points of view and make decisions involving risk and change. Participants want to learn and encourage each other's development. The main tasks of the facilitator are to present the workshop material, encourage discussion, and help participants integrate what they have learned into their everyday lives.

5. Conclusion

The final stage of group development, the Conclusion, is characterized by completing unfinished business, appreciating group relationships, and summarizing material learned. It is important that the facilitator give participants the opportunity to talk about their experiences and feelings.



Grounding Techniques for Groups

To ground someone is to bring the person back to the present moment.

If you recognize that the group is becoming emotional, detached or lost in their own thoughts use one of the following, quick techniques, to bring them back to the present moment.

- 1. Ask the group to "check the time". This will bring most people back to the present.
- 2. Help them notice their physical surroundings point out a picture in the room.
- 3. Ask them about their physical comfort Are they too hot, too cold?
- 4. Change the subject to something concrete and ordinary (the weather, a sports game, something that happened to you that day).
- 5. Ask the group to be aware of their sensations (ask what do you hear, smell, see?).
- 6. Make a sudden movement so the group's attention returns to you and away from their thoughts.
- 7. Take them on a mental break. Ask them to focus on their breathing and imagine a safe quiet place where they can renew their energy.
- 8. Ask the group if there are any concerns or questions that they want to discuss. The material in this workshop can be draining so check in once in a while and encourage discussion.
- 9. Get the group to stand up and do something active (stretch).
- 10. Give the group a five-minute break to use the washroom or get a drink.



Techniques for Difficult Participants

To avoid or deal with difficult participants try these suggestions:

- 1. Know your boundaries. Be aware of your limits. What will you put up with and what must be addressed?
- 2. Set ground rules at the beginning of the session. Ask the participants to contribute. For more information see "Setting the Tone."
- 3. Don't take difficult behaviour personally. Difficult behaviour may be a reaction to the material or to the method of delivery. If the participants are being forced to attend the workshop, difficult behaviour is more likely.

4. Signal nonverbally. Make eye contact with participants who distract the group.

- 5. Listen actively to a monopolizer or arguer. When someone takes over the discussion, goes off on a tangent, or argues with you, listen and respond with a summary of her views and then ask others to speak. If the difficult participant continues, invite her to continue the discussion with you on the break.
- 6. If one person answers all the questions, pose a question and then ask how many people have a response to it. New hands should go up. Or, go around the group and ask each person to respond.
- 7. Connect on a personal level. Get to know the participants on breaks. Participants will stop giving you a hard time or remain distant if you take an interest in them.
- 8. Change the format. Put people into small groups if problems arise.
- 9. Ignore mildly difficult behavior that is not disturbing the group. If the behavior is seriously affecting the group, talk to the person in private.
- 10. In a private conversation use the following guideline to confront difficult behaviour: a. Be specific about the behaviour. Give examples
 - b. Explain the impact the behaviour has on you. Explain how it makes you feel.
 - c. Avoid giving advice, judging or labeling.
 - d. Keep away from expressions that are too intense and bring defensive reactions.

The Empowerment Project

e. Identify positive ways the participant is contributing and encourage the participant to contribute in this way more often.

Answering Difficult Questions

Sometimes difficult questions are asked. Responding to them can be unsettling (especially when they are asked with a hostile tone). Here are some suggestions to help you answer difficult questions:

- 1. **Be prepared.** Read through our list of questions (and our suggested answers) and consider how you would answer the question. Having a few key statistics memorized is also a good idea. Your answers don't need to be scripted, just make sure you have a general idea of how you want to respond.
- 2. Listen carefully to the question. Show the person asking the question and the rest of the group that you are interested in their questions even if they are difficult to answer.
- 3. **Respond calmly, respectfully, and without judgment** even if the person is hostile. Hostility probably means that the person is looking for a reaction from you and may also want to debate. Surprise her by having a calm, thoughtful answer ready. It is important to appear calm and reasonable even if you don't feel that way. If she continues to press you, ask her to talk to you on the break.
- 4. **Remember the group as a whole is on your side.** Difficult participants disturb the other participants as well as you. Usually, people want them to be quiet. If the person is speaking inappropriately, use your power to move the workshop along, away from the hostility.
- 5. **Know your boundaries.** You don't have to answer a question if you feel the question is inappropriate especially if it's a personal question. Do the "Facilitator's Boundaries" (in the Facilitator's Manual) exercise before a workshop so you know what you are willing and not willing to discuss.
- 6. **Answer the question to the whole group.** Do not just look at the person who asked the question. Answer and look around at the entire group.
- 7. **Try using the "feel, felt, find" method** if you need to challenge or disagree with a person: "I understand how you feel. Others have felt that way. But I find in my experience that..."
- 8. If you don't know what to say **put the question back to the group**. Simply ask: "What does the group think?"
- 9. Avoid beginning your response with "Good question." If you don't use this response for everyone you imply that some questions are praise-worthy and other questions are not.



Difficult Questions

Why are men always blamed?

- Our program tries to focus on stopping the violence, not trying to find someone to blame.
- We want to do something about the situation, not point fingers and blame men.

What about the women who rape men?

• Statistics show that 98% of attackers are men. Because of this alarming statistic our program focuses on women who are raped by men.

What about violence against men?

• Sexual violence against men should not happen, but does. More could and should be done for men who are sexually assaulted. However, right now we are concerned with women because most victims are women. We do support men who want to start a program for male victims of sexual assault.

Do you believe in abortion after rape?

 If you don't feel comfortable answering that question you might say something like: "I recognize why you might be interested in my answer, but boundaries are a part of self-protection training and I have decided that this is one of my boundaries. I've decided I won't discuss my personal views on abortion when I am in the facilitator's role. I hope you recognize this is part of taking care of myself. It is not intended to be disrespectful."

Have you ever been sexually assaulted?

- I recognize that many people may wonder how I came to be here, but boundaries are a part of self-protection training and I have decided that that is one of my boundaries.
- If you are wondering if I understand what it is like to be affected by sexual violence, I believe every woman feels the effects of sexual violence against women. This is apparent when you ask men and women if they are concerned walking down a street at night. Men say no, women say yes.

Sometimes women provoke/deserve violence. Don't you think?

- Violence (of any kind) is never justified. Nothing a woman could say, do, or wear ever justifies violence.
- In no other crime is the victim blamed for the attack. For example: If a man is mugged, do we blame him because he was wearing an expensive suit and watch, or because he was walking alone at night?



Do alcohol and drugs cause sexual assault?

- Alcohol and drug use does not cause sexual assault.
- Removing alcohol or drugs does not stop violence against women. There are men who do not drink who are violent, just as there are men who drink who are violent.

Are you a feminist or something?

- Decide if you want to answer this question.
- Ask: "How do you define a feminist?" Then you can agree or disagree with their definition.
- Ask the group how many of them believe women should not be targeted for violence? Or that women and men should be paid equally? Tell them these are feminist issues.

Do you hate men?

• Where is this question coming from? Maybe you could ask her "Is there a reason you are asking this?" "Have I indicated in some way a hatred of men?"

Why aren't you talking to men? The men need to change, not women!

- Eradicating sexual assault is not up to women. Men choose to assault women; for that reason the responsibility for stopping sexual violence lies with men and, ultimately, with society in general. (Gender stereotypes and traditional power structures oppress men too by putting expectations on what a man is supposed to be).
- Unfortunately, while waiting for men to embrace this responsibility and for gender roles and power dynamics to change in society, women are at risk for abuse and disempowerment. Therefore, our aim is to empower and encourage women to take control of their lives, and to help them feel a part of the fight against sexual violence.
- Just as women have taken the responsibility to empower other women, men need to take the responsibility to educate other men. Our experience shows us that men are more influenced by speaking with other men than with women. This program encourages and supports groups like MASA (Men Against Sexual Aggression) who speak to men about violence against women.

Does taking this workshop ensure I will never get raped?

- Unfortunately no. A workshop like this does not solve the bigger issue of violence against women. As long as society teaches that power is masculine and submission is feminine violence against women will continue.
- Although we would like to say this program prevents sexual violence, unfortunately we can't. In a similar vein if we put locks on our doors we can't be guaranteed that a burglar won't break in, but we are taking steps to make it more difficult. If we learn self-protection and assertiveness we can't guarantee that sexual assault won't occur. But perhaps we will feel more prepared, more aware, and ultimately we hope, more safe.



What is oral sex, anal sex, cunnilingus, fornication, fellatio?

• The best way to handle all these questions is to explain what they are with accurate terminology and without jokes.

I heard that rape is instinctual and based on a man's biology so men can't help themselves from raping women. Is this true?

- If rape were biologically based or instinctual all men would be rapists. All men are not rapists. Most men are decent, loving, caring, responsible, respectful people who do not harm women.
- Sexual violence against women is learned. Boys learn to deal with anger by being violent. From the media they also learn that violence against women is normal and acceptable.

Is it okay to carry mace, pepper spray, a whistle, a knife, or some other self-protection device?

- Stress that using a device is a personal choice, but let them know the following information:
- If the person feels more confident carrying one of these things in her purse, then yes by all means carry it.
- If she plans to take the time to search for it in her purse it is not a good idea because it would be better to use that time to run away.
- The participants should be aware that pepper spray does not work on all people. Plus, if it is windy or used in a small room the pepper spray may affect the victim as well as the attacker. In Canada it is illegal to have pepper spray for humans. Pepper spray for animals is legal. Pepper spray has a shelf life, can only be used for a specified length of time, and its spout has a tendency to clog.
- The participants should be aware that any weapon they carry could be used against them.
- Yelling is better than whistling. Safety whistles only work where a designated whistle program is in effect. When a whistle goes people hearing the whistle may think the sound comes from someone training a dog, a sports event, a police officer, or children playing.

If the woman hits first and then the guy sexually assaults her she deserved it.

- Even if the woman hit first, the woman is still not responsible for the guy's reaction. He is, without exception, responsible for the way he acts out his anger.
- When a woman hits a male he is rarely afraid. If he responds by overpowering her or hitting her back, she inevitably will feel fear and will be more likely than he to be seriously injured.

What if nothing hostile is said, but as a facilitator I feel the animosity?

- Do a check-in with the group, ask them to speak their minds, and give them permission to say what they feel.
- One could say, "I've done presentations before where participants said that this information sounded man-hating. What do you think about that?"



Facilitation and Burnout

Self-protection facilitators are expected to take on many roles; they are expected to be organizers, educators, learners, activists, and counsellors. Added to these demanding roles is the serious and difficult nature of their topic. Sexual assault and prevention are emotionally charged, often distressing issues. The energy needed to facilitate and encourage concerned women and survivors can feel overwhelming.

Being a self-protection facilitator can feel like a 24-hour a day job. Facilitators, generally, wear an "increasing awareness and challenging myths" hat outside the workshops. This can be taxing. Facilitators may find themselves politically and emotionally "on call" as they gently challenge myths and misconceptions made by friends, family and co-workers.

Burnout is kindled by taking on too much, too intensely for too long. Katrina Shields

These responsibilities and roles increase the likelihood of facilitator burnout. Burnout is the depletion of mental and physical resources; it is the loss of motivation, energy, and interest and the inability of the burnout victim to perform common tasks.

Burnout has three distinct stages.

Stage 1: The Alarm Stage

A person may recognize that she is unable to handle stress as well as she is accustomed. She may ignore the early warning signs, as most people do, and continue on to stage 2.

Stage 2: The Resistance Stage

At this stage the person starts diverting her time and energy away from home, family, and self towards managing her stress. Her ability to function decreases and her relationships with loved ones begin to suffer.

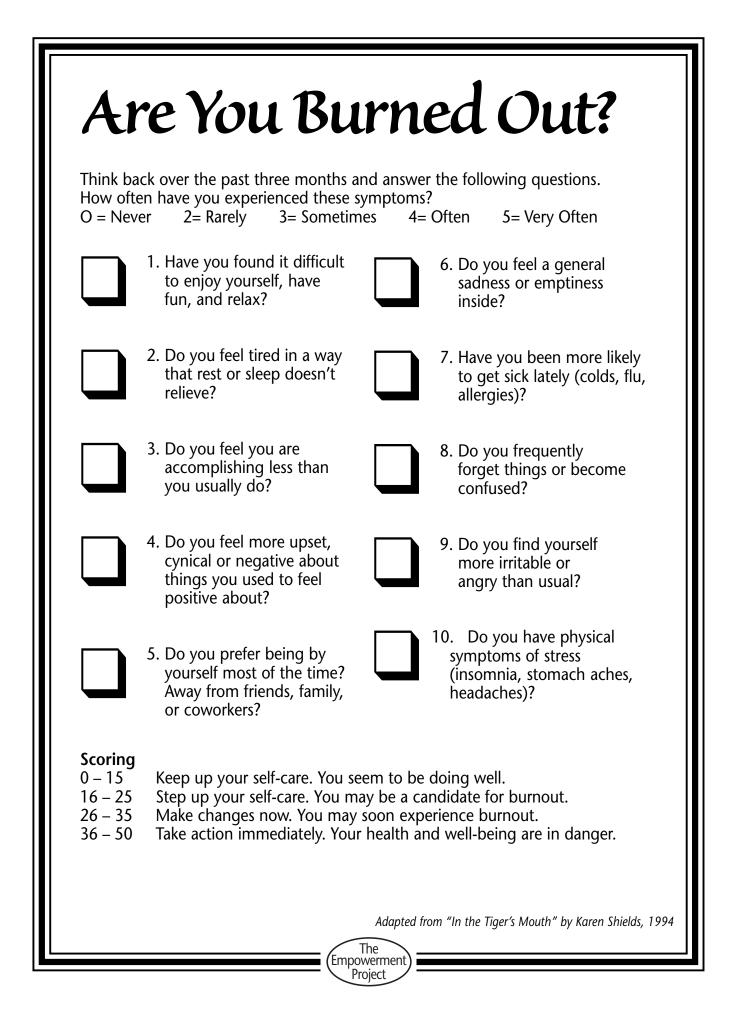
Stage 3: The Exhaustion Stage

By this stage stress has worn the person out. She may become ill, depressed, anxious, and/or even suicidal. She will be unable to function and complete tasks at her standard level of ability.

Those of us who are burnout-prone are sensitive people who have feelings, want to be liked, and wish to do worthwhile things for others. *William Bryan*

It is extremely important for facilitators to recognize the early warning signs of burnout. If something is not done about the stress early on, stage 3 (exhaustion) is unavoidable.





Facilitator's Self-care

The key to preventing burnout is to maintain a balance between giving and getting, stress and calm, work and play. To take care of yourself as a facilitator:

1. Know how you get energy

How do you energize yourself? Are you an extrovert who gets energy being with others? Or are you an introvert who gets energy being alone? To build energy introverts may need to spend some time alone during the breaks.

2. Be aware of self-talk

The way you talk to yourself internally affects how you feel and act. Negative messages like "It won't work" or "I can't cope" or "I don't have what it takes" are damaging and can push you to burn out. Be aware of negative self-talk. Replace negative messages with positive "I can" statements.

3. Know your boundaries

Complete the boundaries exercise in the "Train-the-trainers" section. This will help you set your disclosure limits. Also be aware of your physical limits. What is the maximum number of participants and hours for a workshop? Know your boundaries and feel confident when you assert them.

4. Don't expect perfection

Don't expect that you will be able to answer every question. And be wary of wanting all the participants to like you.

5. Take care of your body

Attend to your health! Ensure you get adequate sleep, exercise, nutrition and laughter. Model these good habits.

6. Know the signs of burnout

Become attuned to the subtle signs of burnout and take action before you are overwhelmed. Some of the most common signs of burnout include:

- Chronic fatigue, unstable sleeping
- Frequent aches and pains
- Weight loss or weight gain
- Disinterest in sex
- Increase in tobacco, alcohol, caffeine
- Depression or anxiety
- Easily moved to tears
- Withdrawal from friends & family

7. Create a transition exercise

A transition exercise will help you leave the workshop behind you as you switch to your home life. To create a transition exercise choose something that is in sharp contrast to the workshop and totally unmeaningful. Examples might be walking, reading a magazine, taking a bath...

8. Debrief

When the workshop is over, talk about your feelings and experiences. Chat with someone who cares about you and who knows something about the issue.



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Counselling Philosophy

Violence against women is not a woman's problem; it's a societal issue.

Violence against women is an issue for society in general. Men need to take responsibility for their actions. When participants disclose, it is the responsibility of the facilitator to keep this in mind.

The victim is never at fault.

Facilitators need to be aware of biases that blame the victim. If a woman discloses and says, "It was my fault" the facilitator needs to let her know it was not her fault.

Believe her.

It is imperative that facilitators believe women that disclose. They must believe that the woman is not lying, exaggerating, or creating a story to get back at a man. It takes great courage to disclose.

Create an equal relationship.

Assume an equal relationship: value and respect her as a partner of equal worth and ability. All women are potential victims of violence. Violence against women is your issue as well as hers.

Help her regain power and control.

Empower her by allowing her to take control of the conversation; allow her to make the decisions. The survivor is the expert on herself; she can choose her own path to recovery. Do not diagnose her problem and decide her therapy.

Recognize diversity.

All women suffer from oppression but there are many layers of oppression. Race, disability, and economics all play a role in the victim's experience. Facilitators must be sensitive and aware.

Believe in her.

Believe in the survivor's basic goodness, ability, and competency. Believe that she is capable of directing her own healing. Believe that she is the expert on herself.

Take care of her self-esteem.

Empower her by pointing out her strengths. It takes courage and strength to disclose, to seek help, to admit vulnerability and to work toward healing.

Focus on her.

Keep your problems and concerns separate. Don't turn the focus on yourself by sharing your own personal experiences. Keep the focus on her. Stay with her feelings and experiences.

Encourage consciousness raising.

Help women challenge traditional gender roles. Rather than accepting, adjusting and adapting to society's limiting roles, encourage women's empowerment and abilities.

Maintain confidentiality.

Be strict with confidentiality. Remember it is her sexual assault, her story, and her decisions to make. Everything she tells you is owned by her and should not be passed on to others without her permission. This includes her friends, her family, your friends and the public-at-large.



Preparing for Disclosure

Since 2 of every 5 Canadian women (39%) are victims of sexual assault you can probably assume that you will have a survivor in your workshop. With this in mind it is understandable why it's so important to prepare for disclosure. The following outlines some basic preparatory steps:

- 1. Recognize that not only survivors may be upset.
 - Friends or family members of survivors may also be affected.
 - The material itself can be emotionally overwhelming so participants without any personal connection to assault may also be affected.
- 2. Decide on what supports you will have. Possible considerations include:
 - A quiet room with a comfy chair, blanket, water and tissue.
 - Pamphlets and brochures with local referrals and resources.
 - A second facilitator to be with participants if they are upset.
- 3. Set ground rules:
 - Anyone may leave at anytime without question.
 - Confidentiality is essential what is said in the room is not repeated.
 - Judgment or criticism is not appropriate.
 - This is a safe place.
- 4. Give participants time to talk about their concerns.
- 5. If you are invited to give the workshop to a pre-existing group, prepare the leader of the group for disclosure and emotional reactions BEFORE the workshop.
 - Give the leader information, pamphlets, and referrals.
 - Give the leader (for her own reading) the handout "How to support a sexual assault survivor"
 - Warn her that the group may want to discuss (debrief) the workshop the next time the group meets.
 - Offer to go back and talk with the group if there is a need.
- 6. If a participant discloses during the workshop don't interrupt her. Listen carefully and then say:
 - "Thank you for sharing that. That's very important to talk about. If you want to, maybe you and I could talk about this later?"
 - "Thank you for sharing that because it shows us how deeply this affects women's lives and how often it happens to women we know." Then make sure you talk to her privately after the workshop.
- 7. It may be difficult but try to move the group's focus away from the disclosure. One disclosure often prompts other disclosures. It is important to remember that the group came for self-protection training not to participate in a support group.



Disclosure Alone

When you are alone and a survivor discloses:

- 1. **Remember** that you are a facilitator and not a trained therapist. Try to see yourself as a caring first line of help, not an ongoing support.
- 2. Listen deeply and think about how she is feeling right now. What has she experienced? How would you feel if you were in her place?
- 3. **Believe her.** The greatest fear sexual survivors have is that they will not be believed. Be her safe place where she is believed without question.
- 4. Keep your personal feelings, and opinions to yourself. Do not judge. Be sure not to turn the focus on yourself by sharing your personal experience.
- 5. Communicate the following messages:
 - I believe you.
 - It's not your fault (this is very important!).
 - I'm sorry that this happened to you.
 - I'm glad that you told me.
 - You are not alone. This happens to many women.
 - There are people who can help.
- 6. Validate her feelings and concerns. Let her know that whatever she is feeling (embarrassment, anger, sadness, fear) is normal and okay.
- 7. Ask how you can help. Ask if there is something in particular she needs from you.
- 8. Let her make her own decisions and believe in her ability to make the best decision. Don't tell her what she should do. Don't tell her what you would do.
- 9. Watch your body language and respect her personal space. You may be comfortable giving her a hug but is she comfortable receiving one?
- 10. **Refer her** to a local resource (a sexual assault crisis centre and/or a competent counsellor). Offer alternatives. Keep pamphlets, business cards, and phone numbers on hand.
- 11. **Guarantee confidentiality** (unless she is under 16 because reporting is required by law). Tell her that you will not repeat this conversation, and don't.



Disclosure and Children

If a child (a person under 16 years of age) discloses sexual assault or sexual abuse you must, by law, report the abuse to a Child Welfare Agency.

It is also important to recognize that it takes great courage for a child to disclose abuse.

How you respond may have a tremendous impact on her. To be most helpful do the following:

- 1. Believe her story children seldom lie about sexual assault or abuse.
- 2. Listen to her openly and calmly. Do not express shock or panic.
- 3. Do not assume anything about her story. Let the child explain, leave your assumptions out.
- 4. Use her vocabulary. When you talk to her use the words she uses.
- 5. Respect her boundaries. Do not touch her without permission.

6. Tell her:

- a. "I believe you"
- b. "It was not your fault."
- c. "I'm sorry this happened to you."
- d. "I'm glad you told me. It took a lot of courage."
- e. "I will do my best to help you."
- f. "I cannot keep this information a secret. By law I must report it."
 - Tell her when you will report and what you will say.
 - Tell her what will happen after you report. It is likely that other people (parents, police and social workers) will become involved. She should know this.
 - Be aware that she may be upset about the report. She may be afraid of getting into trouble or hurting her family.
 - You may want to say something like this to help her understand: "I am very sorry this has happened to you. I need to tell someone who can help you with this because you have the right to be safe. There are some things that can't be kept a secret. It is not okay to keep being hurt a secret. Remember that this is not your fault."
- 7. **Don't make promises you can't keep.** Don't promise that everything will be okay now that she has told. You can't promise that everything will be okay.
- 8. Refer her to the KIDS HELP PHONE (1-800-668-6868) and a sexual assault crisis centre.
- 9. Notify a Child Welfare Agency of her disclosure. Call the child protection agency within 24 hours. If you think she might be in immediate danger call immediately. For the phone number call a sexual assault crisis centre, hospital, or a local help-line.



Listening

Why is listening important?

- Shows support and encouragement.
- Provides an open environment to release pent up feelings.
- Helps the speaker sort out thoughts, feelings, and ideas.
- Provides information about the speaker's circumstances, thoughts and feelings.

The greatest compliment that was ever paid me was when one asked me what I thought and attended my answer. *Henry David Thoreau*

How can you listen effectively?

- Maintain attentive behaviour (body language, responding).
- Do not discuss your own stories.
- Give your complete attention and concentration.
- Ensure you are in an appropriate environment (safe, no distractions).
- Focus on WHAT the speaker is saying (content) and HOW she is saying it (feelings).
- Let the speaker set the pace do not rush her.
- Reflect back the feelings you hear.

What is SOLER?

SOLER is an acronym that summarizes the skills that show that you are listening intently. They are:

- S: Face the client SQUARELY so that your shoulders are in line with her shoulders.
- O: Adopt an OPEN posture. Crossed arms and legs suggest a closed attitude.
- L: LEAN slightly toward her. A slight lean shows interest and engagement.
- E: Maintain good EYE CONTACT. This is not staring, but rather a steady gaze.
- R: Try to be RELAXED or natural in these behaviours. Avoid fidgeting.

What will keep you from listening actively and effectively?

- A desire to tell your own story.
- Biases, opinions, and judgments.
- A desire to rescue the speaker.
- Thinking of what to say before the person has finished.
- Giving advice.



Empathy

What is empathy?

- Putting yourself in another person's place.
- Recognizing that you cannot judge another person because you don't know what that person has endured to get them to that point.
- Understanding the other's situation, state of mind, and feelings.

Empathy is not sympathy. Empathetic persons try to understand, validate and support. Sympathetic individuals do not try to understand, but rather assess whether a situation is worthy of sympathy or not.

How can you empathize?

- Carefully observe and listen.
- Listen not only to the situation, but also for the feelings behind the situation. Feelings are often implied or expressed non-verbally.
- Without judgment, imagine yourself in the other person's situation.
- Clarify her feelings "What I'm hearing is that you feel _____. Is that right?" Showing her that you are trying to understand lets her know you are listening and that you care.
- Let her know that her feelings are valid, important, and supported.
- Do not explain how she should feel. Instead, listen and provide a safe place for her to disclose her feelings.

Ideally, empathy is a way of being and not just a communication skill or a way to handle disclosure. Empathetic people try to understand other points of view at all times, not just in a counselling relationship.

How can you empathize with sexual assault survivors?

- Recognize that sexual assault is a major trauma and that the process of working through it is extremely stressful.
- Understand the feelings often associated with surviving sexual assault. Survivors often experience great anxiety, fear, guilt, vulnerability and shame.
- Read about sexual assault and the experiences of sexual assault survivors.



Supporting

What is support?

- Accepting a person regardless of her views, problems, or appearance.
- Assisting a person when she is having difficulty.
- Encouraging a person when she is troubled.
- Not judging a person's feelings, actions, or decisions.
- Communicating caring, interest, and understanding.

If you think you're too small to be effective, you've never been in bed with a mosquito. *Unknown*

How can you show support?

- Focus on her strengths and past abilities to cope.
- Stay with her feelings. Getting hung up on the details of the event won't help her feel better. Her feelings are what are hurting her. Help her identify her feelings. For example, "It sounds as though you really feel hurt by his words."
- Keep your problems separate. Don't launch into a story about your own experiences. She will want to talk about herself and will probably see your story as disinterest in her story.
- Be prepared for your reaction. Hearing a disclosure is difficult. It is common for the listener to experience strong feelings of anger, shock, aggression, and powerlessness. One defence against such feelings is to blame or judge the survivor. It is important to recognize the possibility of these reactions so that you can keep them in check if they occur.
- Avoid the use of "should" or "ought." What you feel she should do is irrelevant. Your preference will not meet her needs. Support her by believing in her ability to make the best decisions.
- Take care of yourself. Because of the intensity of this work, it is common for facilitators to feel exhausted and emotionally drained. To maintain your effectiveness as a facilitator set personal boundaries, spend time with your support network, and allow time for rest and recreation.



Responding

What is responding?

- It is a form of acknowledgment. It shows that the facilitator understands and feels empathy for a woman's experience.
- Responding is not about giving advice, theories or personal stories.
- Responding is giving feedback on what was heard or giving encouragement or support to carry on.
- The purpose of responding is to help the woman understand her experience.
- It is important to respond, at all times, with sensitivity, respect and non-judgment.

The best time to respond is when the speaker seems unable to continue. Before you respond, however, wait a few seconds. She may be collecting her thoughts.

The most common and effective ways to respond are:

Reflecting

- Demonstrate understanding by repeating back to the woman what you heard her say about her situation and feelings. This gives the woman the opportunity to agree or disagree and explain what she truly means and feels.
- For example: "It sounds like you are feeling guilty because you invited him into your home."

Questioning

- Clarify your understanding by asking open-ended questions.
- For example: "Could you tell me more about that?" or you could ask, "How did that make you feel?"

Summarizing

- Make connections and show that you understand at a deeper level by summarizing what she has said. This can be done by tying the speaker's thoughts and feelings together.
- For example: "I'm hearing that you feel nervous about being at home alone, but at the same time you are also worried about asking family members to stay with you because they may judge you or blame you for the assault."



Questions

Ask Open Questions

- Open questions encourage a person to explore her thoughts and feelings and leave the person free to answer in her own words.
- If you ask questions that require yes, no, or one sentence answers, then you are structuring her responses and missing clues to her feelings.
- Avoid asking too many questions. Numerous questions have the potential to make a woman feel that she is on trial.

Avoid "Why" Questions

- "Why" questions tend to put blame on the victim (Why did you go to his house? Why were you wearing a short skirt?)
- People often feel immediately on the defensive when they are asked a "why" question.
- If a "why" question comes to mind, ask yourself: do I really need the answer to help her or is it only curiosity on my part?
- "What" and "How" questions give the person the opportunity to express herself, and they tend not to be judgmental.

Examples of Open Questions

Feeling Questions

- How are you feeling right now?
- What does that feel like?
- How did you feel when...?

Empowering Questions

- What do you need to feel better?
- What would you like to do?
- Where would you like to begin?
- What's most important for you?

Clarifying Questions

- Can you explain that further?
- How would you like things to be?
- What does that mean for you?

Assistance Questions

- What do you need from me?
- How best can I help?
- What resources do you have?
- Who are your greatest supports?



Problem Solving

Problem solve with her when...

- She asks for suggestions.
- Feelings have been acknowledged.
- She feels she has been heard.
- Support has been given.

The first problem for all of us, men and women, is not to learn, but to unlearn. *Gloria Steinem*

How do you problem solve?

- Assess her support network. Ask if she has any family or friends who can help her through this difficult time. She will feel stronger and better able to make decisions if she has support.
- Help her brainstorm alternatives. Avoid giving advice, but do help her think of all possible alternatives.
- Give her relevant information. Tell her the facts about the medical and legal process. If you are not sure about the processes defer to a sexual assault crisis centre.
- Give resources and referrals. Help her find local resources such as a sexual assault crisis centre, a counsellor, a doctor, etc.
- Help her weigh the alternatives and examine the pros and cons of each choice.
- Encourage her to make the decisions. Avoid giving advice. She knows what is best for her and will feel stronger and more competent if she makes the decisions.
- Don't jump into a quick fix-it mode. Listen deeply. Sexual assault survival is not an easy problem to fix. If there were quick and easy answers the person would not be upset.
- Support her decisions. Because the victim needs to make her own decisions, it is important to maintain a neutral position regarding going to the hospital, reporting it to the police, etc.



Flashbacks

Flashbacks are memories of past traumas. During a flashback a survivor may feel like she is re-experiencing the assault at that moment. What is frightening for her is that during a flashback, she feels small, incapable of stopping the assault, and forced to experience it over and over again. She is not in control.

Flashbacks can take many forms, including pictures, sounds, body sensations, feelings or numbness. Sometimes there is just a sense of panic and a feeling of powerlessness. Some flashbacks happen like a dream, as though the survivor is watching a movie about someone else. No matter how the flashback comes on, the experience is intense, upsetting and often traumatizing. The survivor often feels completely out of control and may fear that she is going insane. She may avoid telling people about the experience because she fears she won't be believed.

What are flashbacks?

- They are a vivid re-experiencing of the emotions and sensations of the assault and at the same time a lack of recognition of present safety.
- They are not hallucinations or psychotic episodes.
- They are often triggered by sights, sounds, smells, or events.

Flashbacks can greatly impact a survivor's life. To avoid a flashback, it is common for a survivor to steer clear of situations and objects that she feels are triggers. Her avoidance is confining because triggers can be anything. Triggers can be smells, sights, textures, or people. Triggers are often normal life experiences or "rites of passage" such as marriage, the birth of a baby, or a death - especially the death of the perpetrator. Flashbacks can also be triggered by a sexual encounter, such as the way a lover touches a survivor, how a partner's breath feels against the survivor's skin, or the look or feel of a particular sexual act. In essence, flashbacks are out of the survivor's control, they come without warning and consume her completely.

Flashbacks are generally frightening, astonishing, painful, and over-whelming for a person to watch. If, as a facilitator, you see a women experience a flashback, know that it is normal to feel intimidated by the intensity of the pain and drama. In such a situation there are grounding techniques that you can use to bring the survivor back to the present. These grounding techniques can be found in this chapter.



Grounding Techniques for Flashbacks

- 1. Tell yourself you are having a flashback.
- 2. Find a place where you are safe. Before a flashback think of some "safe places." Then, when you are about to have a flashback, go to one of your "safe places."
- 3. **Remember, it's just a memory.** The feelings and sensations you are experiencing are memories from the past. The actual event is over, you survived and you are safe.
- 4. Get grounded. Connect to the present by putting your feet squarely on the floor; stamping your feet; feeling the chair you are sitting in.
- 5. **Breathe.** When we get scared we stop breathing normally. Our body then begins to panic from lack of oxygen. Take deep, big breathes from your diaphragm.
- 6. Use your senses. Use your five senses to make yourself aware of your surroundings. Show yourself that you are in a safe place. Hear the present sounds. Take deep breaths and smell the air. Feel your body and what it is touching.
- 7. Don't fight it. Don't use drugs, alcohol or food to push the flashback away.
- 8. Get support. Call a support person. You may want to be with someone you trust before, during, or after the flashback. If you prefer to be alone, that's okay too.
- 9. Create a boundary. Sometimes during a flashback it feels as though you do not have any skin, you don't know where you begin or stop. Wrap yourself in a blanket, anything that will make you feel protected from the outside.
- **10.** Take time to recover. Flashbacks are painful and draining. It may take awhile to recover. Give yourself time to feel better and stronger again.
- **11. Comfort yourself.** Do something special to take care of yourself, take a bath, a nap, or cuddle with a pet or stuffed animal. Be gentle with yourself; appreciate how much you went through. Do not beat yourself up for having a flashback.
- **12. Honour your experience.** Appreciate yourself for surviving. Recognize your courage and strength. You are doing a great job getting through this experience.
- **13. Be patient.** It takes time to heal the past. It takes time to feel strong again and feel able to cope. It is difficult for all survivors, not just you.
- 14. Find a competent therapist. Look for a therapist who understands violence against women. A therapist can be a guide, support, and coach while you heal. You don't have to do it alone.



Diversity and Inclusion

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Exclusion

There are many reasons why a woman may feel excluded during a workshop. A woman may:

- Feel that her culture or sexual preference is misunderstood or not accepted.
- Have difficulty reading or understanding the information.
- Feel like an outsider because she is new to the group.
- Exclude herself because she wants privacy.
- Fear she will be judged if she reveals she is a survivor.
- Have low self-esteem and believe she cannot contribute to the conversation.
- Feel judged or dismissed because of her physical appearance or disability.

Inclusion

Making sure that everyone feels included is a skill. Facilitators need to be aware of their audience's needs. Here are some suggestions to help participants feel more included.

- 1. If someone does not seem to understand the information presented, ask if there are any questions, rephrase your wording, or present the idea on paper.
- 2. Be on the look out for persons with low reading ability. If you see someone struggling, adjust the workshop to a more activity-based style, rather than a reading or writing based approach.
- 3. Be aware of personal biases and cultural preferences. Be self-aware during the workshop.
- 4. Demonstrate that intolerance and prejudice are unacceptable. Respectfully confront judgmental and intolerant comments.
- 5. Use inclusive terms such as partner or spouse instead of boyfriend, girlfriend, wife or husband.
- 6. Be aware that people have different values and customs. For example, in some cultures eye contact and open sexual conversations are inappropriate
- 7. Encourage personal stories and diverse viewpoints.
- 8. Know that lesbian, gay and bisexual people are also abused and if they seek help they may have to deal with homophobia from the police, doctors, family, and friends.
- 9. Recognize that persons with disabilities conduct their lives in a similar manner as other people. Include people with disabilities when discussing sexuality, sexual violence, and abuse.
- 10. When giving examples:
 - Use culturally diverse names, change Sally or Sue to Saleema, and Bill or Bob to Roberto. This takes little effort and shows that you consider other cultures.
 - Use homosexual as well as heterosexual examples.
 - Use situations that are relevant to your particular group. Do not use a university example with a group of seniors.

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Understanding Biases

What are biases?

Biases are personal, and often unreasonable, judgments based on a belief that a person will behave a particular way because she shares qualities with a particular group.

Are biases bad?

Biases are never good because they make unfair assumptions about people. Biases lead to prejudice by assuming that people should behave in a certain way. Although biases are destructive don't beat yourself up for having them. You are not alone; everyone has biases and holds stereotypical views. Rather than being angry with yourself for your biases, use your energy to consciously work on overcoming them.

Why do I need to know what my biases are?

As a facilitator, it is important to know your biases. Biases create a hierarchy; they indicate a greater value and preference for some groups over other groups. Biases are problematic in a workshop because if a facilitator's preference for one group over another becomes evident (even subconsciously) the facilitator will lose the trust and support of the participants.

I'm aware of my biases, now what do I do?

By being aware of your biases you can begin to question them. Ask yourself: why do I feel this way? How can I change? Once you are aware you can stop yourself from treating some people in your group differently. Think of your biases and how you would react if a person identified herself as part of a group about whom you have biases. For example, if you have a class bias and think negatively about people living on social assistance, how would you react if someone in your group acknowledged that she received social assistance? Be honest with yourself and practice more accepting views and behaviour.

If you recognize that your biases are deeply ingrained ask yourself if your biases are going to hinder the learning ability of your workshop participants. The Empowerment Project is based on valuing the personal expertise and wisdom of each woman. Can you value the expertise and wisdom of all women, regardless of their culture, ability, sexual orientation or age? Think deeply about this and if you believe you cannot see the wisdom in all women then, perhaps another person could offer a better workshop.

What about other people's biases?

Also be aware that your participants will have biases. By recognizing your own biases, you will be able to recognize others' biases and address them in a positive manner. If someone in your workshop is biased and supporting stereotypes; without judging the person, confront the bias and ask her why she feels this way. Consider having a discussion with your group about biases, stereotypes and their relationship to sexual violence.



More Considerations for Inclusion

To give the most effective workshops, it is important that facilitators be aware of the following information for particular groups.

1. Sexual Orientation

The following guidelines suggest ways to consider and accept all sexual orientations:

- 1. Do not assume that a woman's partner is male.
- 2. Use the word "partner" rather than husband or boyfriend.
- 3. Give examples that include same sex relationships.
- 4. If homophobic comments are made, address them quickly and let the group know such comments will not be tolerated.
- 5. Realize that lesbian, gay, and bisexual people are also victims of sexual assault and sexual abuse.
- 6. If a woman discloses a sexual assault with a female partner it is very important that you show her that you are accepting of her sexual orientation.
- 7. A lesbian who discloses will likely be anxious about confidentiality and her sexual orientation. Be aware that she may not feel able to turn to her family for support because she fears they will condemn her sexual orientation along with the rape.
- 8. She may also fear reporting the assault because of homophobia in the community, particularly from the police, doctors, service workers, and the courts.
- 9. In such cases, help her find a lesbian or gay-supportive therapist who is knowledgeable in the area of sexual assault.

2. Persons with Low Literacy

If one or more of your participants have low literacy levels consider making the following adjustments:

- 1. Produce all written materials (flipcharts, instructions, handouts) in easy-to-read language.
- 2. Ensure that, as few activities as possible are dependent on the use of written materials.
- 3. Avoid asking participants to write out responses. Consider using drawings, symbols or collage to express ideas.
- 4. Ensure that all written materials (flipcharts, activity materials, handouts) are available in large print and with few words.
- 5. Read out all handouts and instructions during the workshop.
- 6. Avoid asking participants to read materials out loud.
- 7. Make contributions of any kind optional.



3. Cross-Cultural Groups

When planning a workshop, consider how cultural backgrounds might affect the participants' comfort and interest. Here are some other things to remember about cross-cultural groups:

Body language - Body language differs from culture to culture. In some cultures eye contact is considered rude. If a participant does not seem to want to make eye contact with you, do not push. Also be aware that people from some cultures may feel most comfortable with more, or less, personal space.

Cultural Norms - In many cultures women and girls are valued more if they are docile and submissive. Women and girls from such cultures may feel uncomfortable with assertiveness training.

Tokenism - Avoid treating women from one culture as representatives of their entire culture. Because a woman is from a certain ethnic or cultural group doesn't mean that she will know everything about that culture. Therefore, avoid asking a woman of Chinese decent about the state of women and violence in China or in Chinese communities in Canada.

Language - Try not to use slang words or phrases. Women who are learning English may not understand what you are trying to say. For example: "surfing the net" is a common phrase, but may be misunderstood by a participant who does not use English as her first language.

Also consider these suggestions:

- Write and speak in clear, simple language.
- Do not raise your voice; talking louder does not make you easier to understand.
- Face your participants; it is easier to follow a discussion when the face and lips can be seen.
- Be patient
- Take time and ensure that everyone understands the information.
- Ask for questions.

Personal Attitude - Think about your own views. Take a moment to do the "Biases Quiz" and "Examine Your Motives" exercise. As a facilitator you are a role model and must be aware of your attitudes and behaviour. Take time to identify your biases, assumptions, and prejudices about different cultures.

Show Your Interest - If you know that many of the participants will be from a particular culture or group, take time to learn more about the culture and its customs. This lets participants know that you are interested in understanding and learning more about them. Be prepared to adjust your workshop based on your findings. Also take time to learn more about different sexual orientations, abilities and experiences.



4. Persons with Disabilities

There is a need to recognize that women and girls with disabilities are at a much higher risk for sexual assault and abuse.

- 83% of women with disabilities have been sexually assaulted (Stimpson & Best, 1991).
- 39-68% of girls with developmental disabilities have been sexually abused before they reach the age of 18 (The Roeher Institute, 1988).
- Girls with disabilities are four times more likely (than the national average) to be sexually abused (Razack, 1994).
- 53% of women disabled from birth have been raped, abused, or assaulted (Lynn & O'Neill, 1995).

Why are women with disabilities more vulnerable? It is the woman's dependence on others that puts her in such a vulnerable position. Caretakers are often family, but can also include paid attendants, interpreters, doctors, nurses, social workers, and volunteers. The large numbers of people on whom a woman with a disability relies, as well as the intimate physical and emotional nature of the care, greatly increases her risk of abuse and assault. Women who live in institutional settings or who are disabled in a number of ways are more vulnerable, more dependent and less able to remove themselves from the abuse.

The second, and probably more influential reason why women with disabilities are at greater risk for abuse is the attitude society has toward persons with disabilities. The way society views persons with disabilities sets them up for victimization in many ways.

Persons with disabilities are often falsely:

- Viewed and treated as children; they are believed to be lacking intelligence, thus incapable of thinking for themselves.
- Punished for behaving assertively or challenging authority; they are socialized to be compliant.
- Considered non-sexual so they are not given sex education.
- Considered incompetent so they are not believed when they report abuse.

Other reasons women with disabilities are more vulnerable to sexual assault include:

- Social isolation of people with disabilities and therefore, lack of opportunity for women with disabilities to develop social skills through social interaction.
- Lack of support for caregivers.
- Lack of control or choice over personal affairs.
- Financial dependence.

Why don't women with disabilities report abuse? Depending on the type of disability involved, a person with a disability could be restricted in her opportunity and capacity to report abuse. The reasons women with disabilities may not report sexual assault or abuse include:

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- Inability to communicate the abuse to others. Inaccessibility to persons who can be told.
- Guilt over causing pain or distress.
- Fear of support services being taken away.
- Financial dependence on the abuser.
- Inability to recognize the behaviour as abusive
- Fear of retaliation from the abuser.
- Fear of not being believed.
- Uncertainty that the complaint will be handled in an effective and helpful manner.

Guidelines for Persons with Disabilities

The person before the disability: Rather than seeing the disability first, and the person second, it is important to recognize that women with disabilities are, first and foremost, unique persons with individual strengths and weaknesses.

To show that you recognize the person before the disability:

- Use the term "person with disability" rather than "disabled person."
- Recognize the woman's uniqueness and abilities rather than her inabilities.
- Remember that two persons with the same disability do not always have the same level of ability or limitation.
- Talk about your "friend" or "participant" rather than your "friend with a disability" or "participant with a disability."

Terminology: Women with disabilities are comfortable with the terminology used to describe everyday activities. Women with visual impairments "see" what you mean and women who use wheelchairs go for "walks" etc. A disability just means things are done differently.

Disability and Word Choice

<i>Do Not Use</i> Cripple / Crippled by Victim or invalid Inflicted /Afflicted Deformed /Incapacitated	 Use Instead Always refer to the person first: Person with a disability Person who is paraplegic Person who has multiple sclerosis Person who has cerebral palsy 	
Afflicted by /Deformed by Incapacitated by	Caused by Born with	
Confined to a wheelchair	Person in a wheelchair	
Normal/average Able-bodied	Non-disabled	
Deaf mute /Deaf and dumb	Person who is deaf	
Brain damaged	Brain-injured	
Crazy, insane	Mentally ill	
Mongoloid Retarded	Person with Downs Syndrome	Adapted from the "Student Faculty Handbook for Accommodating
Mentally handicapped	Person with an intellectual disability	Students with Disabilities" - Services to Students with Disabilities, The University of New Brunswick



A Bíases Quíz

Ask yourself the following questions:

- 1. When you speak to people on the phone, does their accent determine how you respond?
- 2. Do you believe older people pretend to be sick in order to get attention?
- 3. Would you consider it an insult if someone thought you were homosexual?
- 4. Have you ever seen an Aboriginal person in a liquor store and assumed he/she was an alcoholic?
- 5. Do you believe that people who cannot read have low intelligence?
- 6. Have you ever looked at a lesbian and automatically thought of her sexuality, rather than seeing her as a whole person?
- 7. If you see a person from a minority group in a position of power do you think that they probably got there through affirmative action?
- 8. Will it matter if your child dates someone of a different culture, from a different religion or of the same sex?
- 9. Do you believe people living on social assistance could get a job if they really wanted to?
- 10. What do think when you see an overweight woman buying junk food at the grocery store?
- 11. Do you think that a facilitator needs to have a university education?
- 12. What do you do if you hear someone making a racist comment? Let it slide? Speak up against it? Hear some truth in their comments?
- 13. Have you ever thought you could "spot" a lesbian or wondered who the "man" was in a lesbian relationship?
- 14. Do you get frustrated when people do not speak your language?
- 15. Do you think that everyone should be forced to retire at sixty-five to give younger people an opportunity to work?
- 16. What do you see first the disability or the person?
- 17. Do you get irritated when you see an able bodied young male begging for money?

Do you have biases that you had not thought about before? How might the answers to these questions affect your facilitation skills? What will you do with these biases now that you are aware of them?

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Examining Your Motives

This activity encourages facilitators to think about why they want to facilitate a workshop. If a person chooses to facilitate for the wrong reasons, the workshop may not be as interesting or as great a learning experience for the participants. Don't feel confined to writing on just these pages, feel free to write on the back or use more paper.

- 1. Why do you want to facilitate a workshop?
- 2. Is this workshop something that you are expected to do or feel you "should" do? If you answered yes, what should you be aware of? What are the consequences?
- 3. Why do you like talking in front of people?
- 4. What are your strengths as a facilitator? What skills do you have?
- 5. What are your weaknesses as a facilitator? What skills do you need?
- 6. What are your fears about facilitating? How will you address these fears?
- 7. Have you experienced sexual assault? Will this affect the workshop? Do you plan on sharing your experience with the group? What are the consequences if you disclose?
- 8. What do you personally expect to learn or gain from this workshop?
- 9. What do you want the participants to learn?
- 10. What biases do you need to work on? How will you work on your biases?
- 11. As a facilitator, what are your goals? What kind of facilitator will you be? How will you empower?

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Workshop Manual

Assertiveness and Self-Protection Training for Women and Girls

Developed by Mary Whiteside-Lantz Fredericton Sexual Assault Crisis Centre

Workshop Manual

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Self-Protection Workshop Objectives

1. To increase awareness by:

a. Challenging myths

- That blame the victim when the fault lies with society and the man who assaulted her
- That exaggerate the number of stranger assaults and underemphasize the frequency of acquaintance assault
- That claim that violence against women is about sex when it is truly about power and control

b. Educating women

- About oppression
- About the effects of male/female roles
- About the stereotypical and violent images of women in pornography and the media
- About the duty of men to ask rather than of women to resist
- About why women don't report sexual violence

c. Discussing risk factors

- That indicate warning signs for violence
- That cause unnecessary fear

d. Encouraging support

- By informing women how to help themselves
- By teaching women how to help one another
- By increasing awareness of local resources (such as sexual assault centers, transition houses, community services)

2. To empower women and girls by:

- a. Building self-worth and self-esteem
- b. Educating women about the success of resistance
- c. Helping women to realize they are worth the effort to defend
- d. Supporting a women's right to be assertive and say 'no'
- e. Encouraging women to trust their instincts and rely on inner resources

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- f. Teaching self-defense techniques as a last resort
- g. Promoting activism as an effort to end violence against women
- h. Recognizing women's personal wisdom and experiences

Ice Breakers & Energizers

Ice Breakers

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Ice Breakers & Energizers

What is the difference between an icebreaker and an energizer?

Use an **icebreaker** to help participants get to know each other and to build a feeling of community.

Icebreakers:

- Are used at the **beginning** of a workshop
- Take between 5 and 20 minutes
- Grab attention
- Build a sense of belonging within the group
- Help participants get to know each other in a non-threatening way
- Build enthusiasm for the workshop
- Could provide an introduction to the workshop's content. (If this is the case the icebreaker may need to be debriefed).
- Encourages participant involvement and interaction

Use an **energizer** when you feel you are 'losing' participants or when the energy level is down after an emotionally charged discussion or activity.

Energizers:

- Are used in the **middle** of a workshop
- Take between 30 seconds and 5 minutes
- Break preoccupation (if participants are tired, not paying attention, or upset by the material)
- Are all about having fun!!
- Increase participants attention level
- Wake participants up
- Should have NO link to the material in the workshop and therefore, do not need to be debriefed.
- Encourage participant involvement and interaction.



Smarty Party

Objectives:

• To help participants get to know one another.

Materials:

- 1 package of Smarties (candy) for every two participants. Place all the smarties in one bowl.
- Flipchart and marker
- Smarties Questions written on the flipchart

Time:

• 10 to 15 minutes

Before the participants arrive put the smarties in a large bowl and write the Smarties Questions on the flip chart (be sure they are hidden when the participants arrive).

- 1. To begin, pass the bowl of smarties around the room and ask participants to take some.
- 2. When everyone has a bunch ask the participants to pick out one or two of their favourite colours. Ask them to hold on to the favourite smarty or smarties while they eat the others.
- 3. Uncover the Smarties questions on the flipchart.
- 4. Explain to participants that they will answer the question that matches their favourite smarties colour. Begin with yourself and then go around the room.

Smarties Questions

- Pink If you were a cartoon character who would you be?
- Yellow Which person has most influenced your life?
- Blue If you knew you could not fail, what would you try?
- **Green** What movie, book, or television show changed how you think about the world? Why?
- Purple If you could choose a famous person to be a close friend, who would it be? Why?
- **Red** What is your decadence, your guilty pleasure?
- Orange What's your first happy memory?
- Brown If you could live during any other time period, when would it be? Why?



Found Objects

Objectives:

- To create community and trust.
- To give participants an opportunity to share something about themselves.
- To practice listening, and non-judgment.

Materials:

• Small objects from your office or workplace (eraser, candle, paper, keys, string...)

Time:

• 10 minutes

This is a simple and quick ice-breaker that is usually enjoyed by everyone:

- 1. Lay out the small objects on a table or chair.
- 2. Ask the participants to choose something they have with them or something that they can find in the room (one of the small objects). The object that is chosen should say something about them as a person.
- 3. Sit in a circle and ask participants to explain how the object represents something or says something about them.
- 4. Mention the importance of listening without interruption and without judgment.





Objectives:

- To give participants an opportunity to share.
- To begin learning about self-protection and violence against women.
- To create informal nametags.
- To give an optional closing activity.

Materials:

• Paper, Crayons, Markers

Time:

• 15 – 30 minutes (depending on the length of the discussion)

This icebreaker is great for all age groups and will give the facilitator an opportunity to begin an informal conversation about self-protection and violence against women. Basically, this exercise is to get the participants thinking about the day ahead.

- 1. Ask the participants to put their name on the piece of paper with the markers. Encourage them to be creative.
- 2. When they are finished, ask them to divide the other side of the paper into 3 sections.
- 3. Then ask them to draw or write words (whatever they are most comfortable with) about what they think or feel about the following questions (you choose the three you want to discuss or add your own):
 - a. What comes to mind when you think about self-protection?
 - b. What is violence against women?
 - c. What did you feel when you thought about coming here today?
 - d. What's one symbol or word that could represent you?
 - e. What is support for you?
 - f. What makes you feel relaxed and happy?
 - g. What's empowerment for you?
 - h. What is intuition?



- 4. Make sure that the participants know that their artistic abilities will not be judged and that they will not have to share their sketches with anyone unless they choose to do so.
- 5. When the participants are finished, ask them to put the paper, with their name facing up, on the floor in front of them. This will help everyone remember everyone else's names, without forcing people to wear name tags.
- 6. Suggest that people may volunteer to tell their name and discuss their flag if they choose and whenever they are ready. Suggest that others may comment and make enquiries but there should be no criticism.

Optional Closing Activity Final Flags

If you chose to do "Flags" as an icebreaker, "Final Flags" is a great way to end the same session. Going back to the "Flags" at the end of the workshop will give participants a chance to reflect on the whole workshop and the changes they have made in how they see things. "Final Flags" also sums up the entire workshop and gives each person an opportunity to speak about her experiences:

- 1. At the end of the workshop ask everyone to sit in a circle with her flags.
- 2. Tell everyone that you would like to close the workshop by going back to the first activity. Ask that one after another you would like each person to comment on the first three questions you asked.
- 3. Say the three questions out loud and then say something like:

"Please look at your flags. Have your thoughts changed since we asked you these three questions at the beginning of the workshop? What have you learned today? What will you remember about today?"



Autographs

Objectives:

- To encourage participants to talk with each other.
- To help participants find out things about each other in a non-threatening manner.

Materials:

- One of the 'Autographs Worksheets' (or make up your own)
- Pencils or pens

Time:

• 10 minutes

This is a great way to "break the ice" if participants don't know each other and if you have a large amount of space to move around in:

- 1. Choose one of the Autographs Worksheet and photocopy it. The 'Self Care Autographs' is a good choice if you will be discussing self-esteem or disclosure.
- 2. Hand out one of the worksheets to participants.
- 3. Ask participants to get as many autographs as possible by finding someone who has done what is written.
- 4. Give the participants about 5 minutes and then call them back.
- 5. Consider having a door prize for the person who gets the most signatures.



Autographs

Instructions:

- Get as many autographs as possible (on the lines) by talking to participants about the following topics.
 Get a different autograph for each space.

Loves to travel	
Can tell you a joke	
Is a mother	
Likes to garden	
Has a calming way about her	
Enjoys making crafts	
Has a great presence	
Appreciates rap music	
Has a pet	
Enjoys working out	
Is from a large family	
Can play a musical instrument	
Appears friendly	
Believes in magic	
Likes Country & Western music	
Loves to dance	
Looks like someone I'd like to get to know	
Writes poetry	
Likes liver	
Born under my astrological sign ()MY SIGN	
(Empowerment)	
Project	

Self-Care Autographs

Instructions:

- Try to get as many autographs as possible (on the lines) by talking to participants about the following topics.
- Try to get a different autograph for each space.

Drinks 4 glasses of water a day
Recently laughed until she cried
Spent time alone this week
Eats lots of fresh vegetables & fruits
Gets enough sunlight
Spent time with her best friend this week
Sleeps 6 to 8 hours every night
Exercises twice a week
Had a physical examination this year
Gets regular hugs
Avoids acting on guilt
Spends time in nature
Asks for help when she needs it
Forgives herself when she makes a mistake
Accepts herself for who she is
Feels good about the way she looks
Keeps a journal or a comfort box
Nurtures her creativity once a week
Takes a nap when she feels tired
Snuggled with an animal this week
(Empowerment)
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Group Resume

Objectives:

- To breakdown traditional ideas of expertise.
- To show the wealth of experience in every group of women.
- To encourage bonding within the group.

Materials:

- Index cards and pens
- Flip chart and markers

Time:

• 10 to 15 minutes

This is a great icebreaker for any workshop. If literacy is a concern this activity can be quickly and simply adapted by discussing the questions out loud. If you don't have a calculator this activity may be better for two facilitators.

1. Before the workshop write the following on your flipchart:

Please write down the following:

- 1. An adjective to describe yourself (Happy, funny, thoughtful, smart...)
- 2. Something you value
- 3. Something you know a lot about
- 4. Your age (it will be anonymous)

*Do not put your name on your paper.

2. And on the next sheet write:

Who is this group? We are
women who value /
know a lot about,
with years experience being a woman.

3. Don't forget to write your own answers to these questions on index cards – your expertise is just as valuable.



During the workshop:

- 1. When participants arrive pass out the index cards and ask them to answer the questions on the flipchart.
- 2. Collect the index cards and quickly add up the ages of the women (this will be the group's "total years of experience being a woman.' Then pass out the index cards (including your own) to the participants. Ensure that the participants don't get their own card.
- 3. Begin to go through each question. Ask each participant to yell out the answer they have on their card as you write down what they say on the second sheet of paper. By the end you will have an impressive group resume of expertise and experience.
- 4. Finally, fill in the number of years experience (usually it is quite impressive) and ask someone to read out the entire sentence. It may look something like this:

Who is this group?

<u>We are</u> friendly, intelligent, kind-hearted, happy, curious, funny, thoughtful, wise <u>women who value</u> integrity, kindness, women, friendship, activism, healing, courage, love, <u>know a lot about</u> women's issues, knitting, politics, sex, astronomy, cars, teaching, toys with 248 <u>years experience as a woman</u>.

5. Tell the group that this sentence is proof that the room contains an incredible range of experience. Plus, tell them that you do not see yourself as the only expert - all women are experts and all experiences have great value. Explain that it is important that everyone speaks and listens to all points of view – that this is the only way to tap into the group's diverse expertise and wisdom.



Grass is Greener

Objectives:

- To get participants talking to each other.
- To help participants recognize their personal worth and the worth of other participants.

Materials:

- Post-it notes
- Markers

Time:

• 10 to 15 minutes

If your workshop is focusing on self-esteem issues this exercise may be a good way to start things off:

- 1. Give participants some Post-it notes. Ask them to write one or more of the following (you decide how many to do).
 - a. A favourite experience (travel, memory)
 - b. A personal accomplishment
 - c. A creative solution to a problem (that you give them)
 - d. A subject that they know a lot about
 - e. A dream they have
- 2. Ask each person to stick the note(s) on her clothing and to circulate the room.
- 3. Ask the participants to read other people's notes and then trade one of their notes for another person's notes. It should be a characteristic that each person would like to have.
- 4. Get the group back together and ask everyone to share what trades they made (from who) and why.



Index Card Questions

Objectives:

- To give participants an opportunity to ask questions anonymously
- To introduce the subjects of sexual violence, assertiveness and self-protection
- To encourage discussion around these issues

Material:

• Blank index cards and pencils or pens (all the same)

Time:

• 5-10 minutes

"Index Card Questions" encourages conversation. Because participants can ask questions, anonymously, they are more likely to bring up topics that would otherwise be too embarrassing or too personal to discuss.

- 1. Pass out the index cards. Ask the participants NOT to put their names on them.
- 2. Encourage participants to write down any question they have about:
 - Sex
- Relationships Self-protection
- AssertivenessRape
- Sexual violence
 Self-protection
 Rape
 Collect the index cards and read the questions aloud. Don't pass them out to be read by others because participants may recognize other participants handwriting.
- 4. Ask that EVERYONE help answer the questions (everyone has valuable experiences and ideas).
- 5. If many of the subjects are sexual in nature, tell them this exercise is important because many people have sex without talking about their values, boundaries and desires. This activity is intended to encourage people to talk more!

An alternative is: Index Card Sex Acts

- 1. Again, pass out the blank index cards and pencils and ask each person to <u>anonymously</u> write down a intimate act they like best... or one they are most curious to try.
- 2. Collect the index cards.
- 3. Read out the cards.
- 4. Point out this activity is important because it gets people talking about sex, especially about what they LIKE sexually (which isn't done very often).
- 5. Be aware: this may be an uncomfortable activity for some people! Let participants know they can pass.



Everyone's an Animal!

Objective:

• To get participants moving and laughing.

Materials:

• Pieces of paper for each participant with two animal names on it. (Everyone should get a piece of paper with the word hippopotamus written on it).

Time:

• Approximately 5 minutes.

"Everyone's An Animal" works very well if participants have been sitting for a while. It is important to note, however, that this activity may exclude participants who have physical limitations.

- 1. Hand each participant a piece of paper with two animal names on it. All should have hippopotamus and one of the following animals: monkey, snake, lion, bear, parrot, elephant, giraffe, zebra. (Everyone will have hippopotamus written on their sheet).
- 2. Tell participants not to share the contents of their paper with anyone else.
- 3. Get the participants to form a circle and hold hands.
- 4. Tell them that when their animal name is called that their job is to try to sit down and make their bottom touch the floor. Everyone else's job is to hold them up and not allow their bottoms to touch the floor.
- 5. Tell a story that will include the name of every person's animal. End the story with the name that everyone has (hippopotamus). This will have everyone sitting down on the floor at the same time.

If you have eight people in the workshop you can have hippopotamus as the name on everyone's sheet, along with zebra, elephant, giraffe, lion, monkey, parrot, snake and bear).

The Story: One bright summer day, Aeisha went to the zoo. She was amazed with all of the animals she saw. Her first visit was to the monkey cages. They screeched as they swung on their vines. Right next to them was an aquarium, in this aquarium were many different types of snakes. Aeisha didn't really like the snakes so she continued along. She heard a ferocious roar and the owner of the roar was a lion!! She was wowed by the size of its teeth. Asleep next to the den was a big lazy bear. She didn't want to wake her, so she went on her way. Her next visitor was certainly not asleep. The parrot was talking non-stop up in a tall tree. She came to a peanut machine where she bought some treats for the gigantic elephant. Its trunk tickled as she fed it. If she thought the elephant was tall, she certainly wasn't prepared to see the giraffe eating leaves high above her. Next to the giraffes, lived the zebras, where two babies were playing together. A big pond was next, where she couldn't see anything. All of a sudden, a huge thing stuck its face right in front of her... It was a hippopotamus!! What a surprise!!



Laughing Circle

Objective:

- Gets participants laughing after a particularly long or heavy topic.
- Lightens the mood.
- Energizes!

Materials:

None

Time:

• 2-3 minutes

This activity seems to work well when the mood is heavy and people are a little down.

- 1. Have participants form a circle (either sitting or standing). Tell them the object of this icebreaker is not to laugh (this will be very difficult).
- 2. Tell them that you are going to start by saying the word "HA"
- 3. The next person, will then add a "ha" on, so they will say "Ha, Ha".
- 4. Continue around the circle in this fashion, with each person adding a "Ha". (The sixth person will say "ha, ha, ha, ha, ha, ha, ha")

Although participants try not to laugh, it is pretty much impossible to hold the laughter back.



The Birthday Game

Objective:

- Gives participants a break from discussion.
- Energizes the group!

Materials:

None

Time:

- Approximately five minutes
- 1. Tell the participants that it is their job to line up according to their month and date of birth.

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- 2. However, tell them that they must do this <u>without</u> talking or mouthing any words.
- 3. Let them know that they have five minutes to complete the task.

Now You Know Your ABC's

Objective:

- To provide participants with a light break
- To help participants get their minds off heavy topics

Materials:

None

Time:

- 5 minutes
- 1. Get the participants to form a circle, and tell them they are going to recite their ABC's as a group. They will do this one at a time. Ask them to close their eyes.
- 2. One person will begin by saying "A".
- 3. Anyone may call out the next letter, but if two people speak at the same time, then they must start over.
- 4. No one may call out two letters in a row, and there can be no obvious pattern (two people bouncing back and forth).
- 5. If they reach the end, then ask participants to do the same thing, but this time they must say the alphabet backwards, starting with Z.



Bím, Boom, Bam

Objective:

• To provide a fun break from heavy or long topics

Materials:

• None

Time:

• Approximately 5 minutes

This is a great energizer for high-energy groups – that should get everyone laughing.

- 1. Ask the participants to form a circle (either sitting or standing).
- 2. Tell them that the only words they are allowed to speak for the next five minutes are "Bim, Boom and Bam".
- 3. The first person to start will say "Bim".
- 4. This person will then point to someone else, who will say "Boom"
- 5. They will then point to someone else, who will say "Bam".
- 6. The object is to keep the "Bim, Boom, Blam" flow going, without hesitation and without messing up the words.

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Statistics

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It is a good idea to memorize a few statistics (or keep them near you) when you are giving a workshop. This is especially true when difficult questions are asked. We have found the following to be the most useful:

- Percentage of women sexually assaulted in Canada (39%)
- Percentage of victims who are women or girls (82%)
- Percentage of offenders who are men (98%)
- Percentage of attackers known to the victim (78%)
- Percentage of assaults that occurred in the home (67%)
- Percentage of sexual assaults reported to police (6%)



Sexual Assault Statistics

How often does sexual assault occur?

1, 397 sexual assaults occur in Canada every day³

Once every minute a woman or child in Canada is sexually assaulted (forced into unwanted sexual touching)³

A woman is raped (forced to have sexual intercourse) every 17 minutes in Canada²

Who are the victims of sexual violence?

82% of sexual assault victims are women or girls 15% of sexual assault victims are boys under 17 3% of sexual assault victims are men over 17²⁸

56% of female victims are under 18 years of age 25% of female victims are under 12 years of age 44% of female victims are over 18 year of age³²

77% of stalking victims are women²⁹

What percentage of Canadian women are victims of sexual violence?

39% of Canadian women (or 2 out of 5) have been sexually assaulted since the age of sixteen²⁵

24% of Canadian girls under age 16 have experienced rape or coercive sex^{11, 23}

51% of Canadian Women have been victims of physical or sexual violence since the age of sixteen²⁵

22% of Canadian women have been forced into sexual activity by threat, by being held down, or by being hurt in some way²⁵

30% of women currently or previously married have experienced at least one incident of physical or sexual violence at the hands of a marital partner⁷

Who are the attackers?

98% of sexual attackers are men^{21, 28}

78% of sexual attackers were men the victim knew prior to the attack.

- 35% was a close friend or acquaintance
- 32% was a past or current partner
- 11% was a family member

22% of sexual attackers were strangers²⁹

80% of accused sexual <u>offenders are over 18 years</u> of age 44% of accused sexual offenders are over 35 years of age²⁸

50% of sexual offenders – at the time of the assault – are <u>married</u> or living common-law, have children, and are considered responsible members of the community. Men who sexually assault are <u>not mentally ill or sexually starved</u>²

Who is more likely to experience sexual assault?

Females

• 82% of sexual assault victims are women or girls²⁸

Young Girls and Young Women

- Girls are 2 to 3 times more likely (than boys) to experience childhood sexual abuse¹³
- Women aged 18 to 24 are over three times more likely to experience sexual assault ²⁵
- The majority of date and acquaintance rape victims are young women aged 16 to 24¹⁴

Runaway children

• 86% of runaway girls and 50% of runaway boys have experienced sexual abuse³⁷

Women with some post-secondary education

• Women with some post-secondary education report rates of sexual assault twice those of women with other education levels²⁵

Previously assaulted women and girls

- Victims of incest or child abuse are much more likely to be revictimized³⁶
- 60% of sexual assault victims were the targets of more than one sexual assault²⁵



DOUBLE JEOPARDY refers to people who are more at risk than the general population because they are victims of others forms of oppression. The following groups of women are in double jeopardy:

Women and girls with disabilities

- Girls with disabilities are four times more likely (than the national average) to be sexually abused²⁰
- 53% of women disabled from birth have been raped, abused, or assaulted¹⁵
- 83% of women with disabilities will be physically or sexually assaulted ^{22, 30}

First Nations / Aboriginals

- The incidence of child sexual abuse in some Aboriginal communities is as high as 75 to 80% for girls under 8 years of age¹⁶
- 57% of Aboriginal women have been sexually abused¹⁸

New Canadians

• Fear of being deported and fear of the police often keep immigrant and refugee women from reporting domestic abuse¹

What circumstances surround sexual assault?

67% of sexual offences occurred in the home²⁸

22% of sexual assaults involved a weapon⁵

<u>A firearm</u> was involved in less than 1% of sexual assault cases²¹ 18% of sexual assault cases involved another types of weapon³⁵

20% of post-secondary students said they gave into unwanted sexual intercourse because they were overwhelmed by a man's continual arguments and pressure⁴

61% of attackers use threat of physical force during a sexual assault³⁵

92 000 Canadians have been sexually assaulted by someone who was drinking⁹

In more than 40% of incidents of violence against women the attacker was drinking²⁵

94% of reported sexual offences are sexual assaults, level 1 4% are sexual assaults, level 2 2% are sexual assaults, level 3²¹



31% of males and 22% of females said "yes" when asked the question: "If a girl engages in necking or petting and she lets things get out of hand, is it the girl's fault if her partner forces sex on her?"¹⁴

60% of Canadian college-aged males said they would commit sexual assault if they were certain they would not get caught¹⁴

What are the consequences for victims?

11% of women are <u>physically injured</u> due to sexual assault. Only 19% of these women injured received medical attention²⁵

85% of incidents of violence against women have an <u>emotional impact</u> on the victim. The most common reported feelings are anger, fear, and becoming more cautious and less trusting²¹

Women who have been sexually assaulted are significantly more likely than other women to <u>commit suicide¹⁰</u>

61% of girls with eating disorders report sexual abuse¹⁷

Survivors of sexual violence have a higher rate of drug use. Of women who have been sexually assaulted as adults, 20% use sleeping pills and 20% use sedatives⁸

8% of sexually assaulted women become pregnant²

What are the consequences for offenders?

6% of sexual assaults are reported to the police. Of those reported, 34% of the accused are arrested or charged²⁵

39% of convicted sexual offenders receive probation as their harshest sentence²⁷

If a convicted offender receives a prison sentence, the durations are as follows:

10% - 1 month or less

33% - 1 to 6 months

18% - 6 to 12 months

17% - 1 to 2 years

19% - more than 2 years²⁷



What happens after a sexual assault?

6% of sexual assaults are reported to the police²⁶

It is estimated that only 1% of date and acquaintance rapes are reported to the police²²

In one study women gave the following reasons for not reporting a sexual assault:

- 64% said they felt shame and fear
- 50% said they believed that the police could do nothing about it
- 44% said they were concerned about the attitudes of both the police and the courts
- 33% said they were afraid they would be assaulted again by the offender²⁴

What happens when a woman resists?

Women who used one method of self-defense had a 60-65% chance of escape Women who used two methods of self-defense had an 80% chance of escape Women who used no method of self-defense had a 20% chance of escape⁶

70% of women who fought back against a stranger sexual assault prevented it¹⁹ When attacked, women who ran, yelled, or used physical force avoided the rape⁶

Rapists did not become more violent or abusive if the victim fought back³³ Women who fought an attack were injured no more than women who didn't fight³⁴ The strongest determinant of victim injury is the severity of the offender's attack³⁴

*It is important to note that a woman's intuition may be her best tool for defense. Each situation is different. A woman's response will depend on her assessment of the situation. Safety must come first. And regardless of her choice, sexual assault is never the victim's fault.

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Oppression and Sexual Violence

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Sexual Violence: Why it happens

Explaining why sexual violence happens is not simple. It's a complex problem with a complicated explanation. In order to make the explanation as simple as possible, the elements of sexual violence will be broken down.

It is important to note, however, that each element alone does not describe why sexual violence happens. Only when the elements are put together can sexual violence be explained.

At the most basic level sexual violence happens because society values some people more than others.

An underweight woman is generally seen as more attractive and more valuable than a woman who is an average weight.

Compared to a poor man, a rich man is given better service and food on an airplane because he can afford to sit in first class.

An employer values a young man more than a young woman because the young woman may take maternity leave.

The preference for some people over other people exists throughout society. As a result organizations and basic human institutions are affected.

At work

Men's work (traditionally outside the home) is more valuable than women's work (traditionally inside the home). For example, men usually receive a pension when they retire while women do not. As well, women who work outside the home are paid only 72% of what men are paid for the same job.

In school

Girls are discouraged from studying math and science, while boys are encouraged to pursue these subjects.

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In relationships

Married people receive more financial and health benefits than people who live in a common-law relationship. And, heterosexual (male and female) couples can marry, while homosexual couples (two females, or two males) cannot.

In religion

Only men are allowed to become priests, bishops, or the Pope.

In everyday life

Buildings are not constructed to accommodate the disabled. They are built for the nondisabled.

When we look at the previous examples, one group of people is consistently preferred over other groups.

Who are the most valued members of society? They are:

- White
- Able-bodied
- Middle to upper class
- Heterosexual
- Men

What happens when one group is valued more than another group?

The valued group...

- Feels powerful.
- Has access to resources.
- Has economic, social, and political power.
- Often makes decisions for less-valued groups.
- Is in a position of authority and dominance.
- Expects privileges and respect.
- Believes they have choices

The un-valued group...

- Feels powerless.
- Does not have access to resources.
- Does not have economic, social, or political power.
- Is expected to agree with the decisions made by the valued group.
- Is not in a position of authority & dominance.
- Does not receive equal privileges and respect.
- Does not believe they have choices.

What are some possible consequences of one group being more valuable and more powerful than another group?

- a. Oppression
- b. Sexual Violence



Oppression

When one powerful, valued group controls and holds back members of a less valued group it is called 'oppression'.

- The dominant, valued group will oppress (hold back) the less valued group so that they can preserve their economic, social, and political power.
- Simply put, oppression happens so that the valued group may keep their privileges.
- Oppression is not always deliberate. The dominant group will often oppress the less valued group without realizing it because it is the way things have always been.

A good case in point is the **school example** we gave earlier. It is well known that, unlike boys, girls are not encouraged to study math and science. How is this a form of oppression?

Boys are highly valued in society.

- Math and science are highly valued and well-paid fields.
- Boys are actively encouraged to study math and science so they can continue to do important, powerful, and well-paid work.

Girls are less valued in society

- Girls are encouraged to study the more feminine fields, such as psychology and education.
- Psychology and Education are considered less valuable subjects (the salaries, power, and prestige associated with these subjects are much lower than with math and science).

If girls and women do not enter the fields of math and science, then the following may happen:

- Boys and men will keep the power, prestige and money associated with math and science
- Girls and women will be held back from the power, prestige and value these subjects give people who are in these fields.
- Girls and women will not be able to influence the future of math, science and society (since these are valued fields of study), nor will they be included in its history.



In this example, is the oppression of women and girls deliberate?

- Do men and boys secretly get together and decide to discourage girls from entering mathematics and science? No.
- This type of oppression is done unconsciously. Both male and female teachers tend to encourage girls toward the more "feminine fields of study" and boys toward math and science.

How does unconscious oppression happen?

Both men and women are brought up to believe that males and females have separate roles and characteristics.

- People, teachers included, are brought up to believe that men and women are better at different things.
- It becomes natural then, for a teacher to believe that boys are good at math and science while girls are good at psychology and education.
- The problem with this is that traditionally "male fields" are considered more valuable (and are paid better wages) than traditionally "female fields."
- In reality, neither men nor women are better than the other at math, science, psychology or education. The ability to perform well in these subjects is based solely on such things as individual ability. (Hyde, Fennema and Lamon, 1990)



Sexual Violence

Sexual Violence is another consequence of one group being more valuable and more powerful than another group. How? When one group is valued more than another, the children of the two groups are brought up differently.

Children of the valued group begin to:

- Expect privileges
- Expect power
- Expect that they will always be able to control their lives.

Children of the unvalued group are taught:

- Don't expect privileges
- Don't expect power
- Don't expect control in life

An example of this is in the upbringing of male and female children.

Young boys are taught that they must:

- "Act like a man"
- Stay in control
- Take charge of situations
- Demand respect
- Solve problems physically
- Never show emotion

And, in relationships with women, boys are taught:

- To "wear the pants in the family,"
- To push for sex because really she wants it but says no just to be a nice girl,
- To show their manliness by discussing their "conquests" in the locker room.

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Girls, on the other hand, are raised to:

- "Act like a lady"
- Be nice (never hurt a man's feelings)
- Be passive
- Avoid confrontation
- Please others
- Leave the pushy and aggressive work world to men.

In relationships with men, girls are taught:

- To take responsibility for all sexual activity because they are the "gatekeepers"
- To be wary of all men because men just want to have sex and that it's up to them, as "good girls," to stop the boys
- To do all of this without hurting a man's feelings

When we look back on children's upbringings we begin to understand why sexual violence can happen:

- 1. Because he was brought up to believe that he should always be in control of his life problems will occur when he is faced with a world that he cannot completely control.
- 2. When a man is faced with a workplace or community that he cannot control he may feel the need to control something else often a woman.
- 3. Because he was brought up to solve problems with physical aggression he may attempt to take control of, and overpower, a woman through sexual violence (rape, sexual harassment, sexual assault).
- 4. Because a woman is brought up to be passive, to please others, and to avoid confrontation, she rarely resists so the man is often successful.
- 5. Because women in society are blamed for sexual assault, it is unlikely that she will report the assault. Therefore, the man has succeeded in finding something to control and he may continue this control by using sexual violence on an ongoing basis.



Definitions

A Ableism:

The oppression and discrimination of a group of people because of what they can or cannot do with their bodies and minds.

Ageism:

Prejudice and discrimination against people on the basis of age. Both the very young and the very old experience ageism.

Anti-Semitism:

The fear, hatred and persecution of Jewish people and Jewish custom and tradition. Denial of the holocaust is an example.

C

Class:

The relative location of a person or group within a larger society, based on wealth, power, prestige, or other valued resources.

Classism:

Defining and/or valuing of people based on their education, wage, or position in society. It often means stereotyping the poor and the working class.

D

Disability:

A physical or health condition that limits how a person moves or behaves. People with a disability are often stigmatized or discriminated against.

Discrimination:

A behaviour that singles out an individual or group in an unfavourable manner.

Dominant Group:

An advantaged group that has superior resources and rights in a society.



E Fro

Erotica:

Erotica is a mutually pleasurable form of sexual expression between people who choose to have a sexual relationship. The word "erotica" comes from the Greek word "Eros" or "passionate love."

Ethnocentrism:

The belief in the superiority of one's own culture compared with that of others.

F

Feminism:

The belief that all people – both women and men – are equal and that they should be valued equally and have equal rights.

Feminist perspective:

The sociological approach that uses gender to explain inequalities that exist between men and women.

G

Gender:

The culturally and socially constructed meanings, beliefs, and practices associated with being "male" and "female".

Gender bias:

Behaviour that shows favouritism toward one gender over the other.

Gender role:

Attitudes, behaviour, and activities that are socially defined as appropriate for each sex and are learned through the socialization process.

Gender socialization:

The learned messages and practices concerning the nature of being female or male in a specific group or society.



H Heterosexism:

The assumption that all people are heterosexual and that same-sex relationships are unacceptable.

Homophobia:

The irrational fear and hatred of people who are not heterosexual: lesbians, gay men, and bisexuals.

Μ

Minority (subordinate) group:

A disadvantaged group whose members, because of physical or cultural characteristics, are subjected to unequal treatment by the dominant group and who regard themselves as objects of collective discrimination.

Ν

Norms:

Established rules of behaviour or standards of conduct.

0

Oppression:

Systemic discrimination in society where one group is valued and given more privileges than another group.

Ρ

Patriarchy:

A hierarchical system of social organization in which men control cultural, political, and economic structures.

Pornography:

Pornography is sexual imagery that presents people (most often women) as sexual objects that are used to sexually satisfy a viewer (most often men). The imagery often includes humiliation and violence.

Prejudice:

A pre-judgement of individuals and groups based on unfair and unfounded assumptions.

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R Rad

Race:

A term used by many people to specify groups of people distinguished by physical characteristics such as skin colour.

Racial Prejudice:

Beliefs that certain racial groups are innately inferior to others or have a disproportionate number of negative traits.

Racism:

Beliefs about the innate inferiority of some racial groups. These beliefs are then put into practice in order to deny or exclude equality of treatment on the basis of race.

S

Sex:

A term used to describe the biological and anatomical differences between females and males.

Sexism:

The oppression of one sex, usually female, based on the assumed superiority of the other sex.

Sexual Orientation:

A person's preference for emotional-sexual relationships with members of the opposite sex (heterosexuality), the same sex (homosexuality), or both sexes (bisexuality).

Society:

A large social grouping that shares the same geographical territory and is subject to the same political and dominant cultural expectations.

Stereotype:

A generalized, unfair, fixed image of a group of people as a whole. (Women are bad drivers; people on social assistance are lazy).



Women's History

Where Are We Now? How Did We Get Here?

1875

Grace Annie Lockhart becomes the first woman to graduate with a university degree in the British Empire. She earned her degree at Mount Allison University, New Brunswick.

Early 1900s

The suffragettes fight for women's right to vote.

1916

After years of struggle, Manitoba women become the first permitted to vote. Quebec was the last province to follow suit in 1940.

1918

The Women's Franchise Act is passed, white women can now vote federally.

1921

Agnes MacPhail becomes the first woman to be elected to the House of Commons.

1929

Under the British North American Act, women are declared persons.

1940s

Many women go to work during the Second World War. Most are forced to give up their jobs after the war.

1960

Aboriginal people, living on reserves are allowed to vote in federal elections.

1966

The declaration of Elimination of Discrimination Against Women is adopted by the United Nations.

1967

Women's income is 43% of the average man's income.

1969

Birth control is legally available.



1969

The criminal code is amended so that same sex sexual acts between consenting adult are no longer criminal.

1970s

Grassroots women's organizations open transition houses and rape crisis centres across Canada.

1972

Rosemary Brown becomes the first black female politician elected in Canada.

1974

Women are accepted into the Royal Canadian Mounted Police Academy.

1975

Women's income is 60% of the average men's income.

1977

March 8th is declared International Women's Day.

1977

The National Association of Indian Rights for Indian Women is formed to challenge discriminatory sections of the Indian Act.

1983

Canadian Human Rights Act prohibits sexual harassment.

1983

Bill C-127 becomes a law stating that it is illegal for a man to sexually assault his wife.

1983

Rape law is changed in Canada, to define three levels of sexual assault.

1985

The Canadian Charter of Rights and Freedoms legally gives women equal rights.

1985

Bill C-31 is passed, eliminating sexual discrimination from the Indian Act for First Nations women.

1988

Ethel Blondin-Andrew becomes the first Aboriginal woman elected to the House of Commons.



1988

The Supreme Court strikes down the provisions of the Criminal Code pertaining to abortion, thereby making abortion legal.

1989

December 6, Montreal Massacre, fourteen female engineering students are murdered at L'Ecole Polytechnique.

1992

The concept of consent is legally defined for the first time in the Criminal Code Provisions on Sexual Assault.

1993

Kim Campbell becomes Canada's first female prime minister.

1995

Bill C-72 changes the Criminal Code so that intoxication is no longer accepted as a defence in sexual assault cases.

1995

56% of students enrolled in university are women.

1995

The average women's salary is 72% of men's.

1996

Canadian Human Rights Act is amended to include sexual orientation as a prohibited ground of discrimination.

1999

Bill C-46 is upheld which restricts access to medical and psychiatric files of victims of sexual abuse.

2000

Thousands of women descend upon the United Nations in New York for the World March of Women, demanding equality and the end of violence against women.



Continuum of Violence

Objective:

- To name the various forms of violence between people.
- To recognize how power imbalances promote violence.

Materials:

- A horizontal line on flipchart paper, with the words least obvious to most obvious on each end.
- Markers

Time:

• 20 minutes

Defining the continuum of violence is a good opening activity for workshops that will focus on explaining why sexual violence happens.

- 1. Show the participants the horizontal line you have drawn. Tell them that it represents the continuum of violence, from the least obvious to the most obvious.
- 2. Ask the participants to name different ways that people hurt each other. Write their responses along the continuum (allowing the participants to say where the violence should be placed).

Continuum of Violence Example

Least obvious

Most obvious

Ignoring Homophobia Lying Name-calling Threats Pushing Rape Incest Murder Racism Pornography Insulting Economic abuse Discrimination Police Brutality Hate crimes

Here are some other words that your continuum could include: insulting, patriarchy, sexual assault, harassment, isolation, emotional abuse, date rape, alcoholism, kidnapping, yelling, intimidation, sexism, coercion, patronizing, prejudice, classism, terrorism, hijacking, hitting, exploitation, blaming, ableism, sizeism, bullying, child abuse, war, stereotyping, being paid less for the same work, exclusion, chauvinism, oppression.



- 3. Ask the participants if they think all of the acts on the continuum are violent. Explain that this continuum is called the continuum of violence so yes; some people do feel that these are all violent acts.
- 4. Point out to participants that there are very serious forms of violence written on this paper, as well as very minor forms.
- 5. Ask the participants if they think the minor ones are less serious or less harmful.Discuss with them the potential harm that something minor such as ignoring could have (A person whose ideas are ignored continually will have lower self-esteem and feel less worthy than the person who is ignoring them, creating a power imbalance).
- 6. Point out to participants that everyone does some of the behaviours listed along the continuum and that we have all been on the receiving end of the violent acts as well. How do people feel on each side?
- 7. Introduce the idea of escalation of violence to participants (this is what happens when people are pushed further towards the physically violent end of the continuum). Discuss with participants why this might happen. How could something such as harassment lead to physical violence?

Some other questions:

- Why do people harm each other?
- Ask the group which of the acts on the continuum are committed by more powerful groups upon less powerful groups. Which acts are the most serious?
- What does violence have to do with power?
- Do they think that power imbalances support violent behaviour? How?
- How are groups with less power more vulnerable?
- How are groups with power more privileged?
- Do power imbalances exist in all the examples given?
- Who has power in our society? Who does not? What groups are more powerful than others?
- Do people who have power abuse it? In what ways?
- Who are the people hurting other people? Why are they hurting others?
- Which acts are being done because of a power imbalance? (This should lead to a discussion about sexual assault).
- Do you think that ignoring the power imbalances in our society can lead to violence?
- When a person feels less powerful and more vulnerable it affects their whole group, even if it hasn't happened to everyone in the group. Ask participants if they can think of examples.

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Chart of Oppression Activity

Objectives:

- To promote understanding as to how oppression affects different groups.
- To explain how oppression is linked to violence, threats and intimidation.

Materials:

- "Chart of Oppression", and "Chart of Oppression Activity Sheet." Found in the Handouts section.
- Pens/Pencils
- Flipchart and Markers

Time:

• Approximately 20 minutes

This activity is quite difficult so it is best suited to groups with previous awareness of oppression, racism, sexism, homophobia...

- 1. Give participants the 'Chart of Oppression Activity Sheet' found in the handout section.
- 2. Ask them to fill in the blank spots in the chart.
- 3. Give them approximately 10 minutes to do so.
- 4. Bring the group back together and discuss what they wrote and what they thought. Use the 'Chart of Oppression' facilitator's page with the completed chart to aid in the discussion.

This could be done in small groups or individually.

Some Questions for discussion:

- How hard was it to complete the chart?
- What were your answers?
- Are there links between oppression, violence and discrimination?
- Do you think this chart is an accurate picture of our society?

Note to facilitators:

The chart can be changed to suit the needs of your group. It can be talked about orally if there are literary concerns. Other boxes can be filled in or left blank depending on how much time you wish to commit to this activity.



An Ideal World ...

Objective:

• To encourage participants to create a vision of their perfect world.

Material:

- A flipchart and markers
- Paper and pens/pencils

Time:

• 20 minutes

This is a very uplifting activity for participants. It works well after speaking about a difficult topic, like oppression. Facilitators may want to be aware that closing one's eyes and imagining a different world can trigger sexual abuse memories. Therefore, facilitators need to create a safe place where participants have the option of opening or closing their eyes.

- 1. Talk to participants and explain that we generally know what kind of world we live in and that we often feel that it is far from ideal.
- 2. Explain to them that they are going to leave the real world behind for a bit and imagine an ideal world. They may leave their eyes open or they may close them.
- 3. Begin the guided imagery (instructions are on the next page).

PART 2

- 4. When the guided imagery exercise is over and everyone is back and present, write "A Perfect World" on the flipchart.
- 5. Go around the group and ask each person to share whatever she feels comfortable sharing about her ideal world. Participants may pass if they wish. Write down their thoughts and key words on the flipchart.
- 6. What are the similarities? Differences? Does the group have the same vision of an ideal world?

KEY TO THE ACTIVITY:

- Talk to the participants about why they think an activity like this is important. It is important to have a vision to work towards as women.
- Even though our ideal world does not exist in our society, it does exist within us. There may be portions of our ideal world that exist within each of our realities (beautiful scenery, love, community).
- We can look for little portions of our ideal world everyday. It is a place we can go back to when we are feeling down.
- It is a world that exists within us so we can go back to it any time.





An Ideal World: Guided Imagery

Facilitators Instructions for the Group

- Non-verbally communicate comfort and security.
- Ask the participants to think of a place they would enjoy being somewhere they are able to relax and feel relatively safe.
- Ask the participants to think about what the place looks like (time of day, quality of light, colors, shapes...)
- Ask them to imagine the sounds of the place (nature, people, music, absence of sound).
- Next, the smells of the place (outdoors, indoors, animal, loved one)
- Finally, the kinesthetic aspects of the place (texture, air temperature, breeze, body position...)

Suggest to the participants that they are free to change things as they desire.

- Inform them that you will give a minute just to enjoy their place and be there safely, peacefully, comfortably... You may want to tell participants to indicate in some way (raise hand) when they have spent enough time there... and let them know that when a majority is ready you will move on.
- Give them a minute or two... In a calm voice suggest to them that we are moving on...

Explain to them that you will be asking them some questions, one at a time, leaving time for them to think about each one:

- How do people act toward women in your ideal world?
- How do people act toward children? Women? Lesbians?
- What are you like in your ideal world? How do you feel about yourself?
- What are you connected to in your ideal world?
- Think about your work in your ideal world. What is the environment like? Are there power relationships? Hierarchies?
- Think about your living situation. What does it look like?
- Think about your friends and family. What are relationships like?
- Think about your body. How do you feel about it? How do you feel about sexuality?
- What is your general feeling? Do you feel connected? Do you feel comfortable? Liberated?

Ask the participants to slowly relax and when they are ready to open their eyes and return to the group.

Return to Part 2 of the instructions.



Chart of Oppression

man for protection. It is A continual underlying threat of violence in our Less money than a man for the same work. **Treated** as intellectually Low-paying jobs are deemed more suitable. society, (walking down the street alone). Justice system does not Treated as sex objects. Bible used as a tool to keep women in their place. Economic security bargained away in divorce for custody. women to be alone. Rape, incest, marital rape, sexual assault, sexual harassment, Subservient to men. Taught they need a not appropriate for protect women or punish abusers. Women Battering, sexual assault, rape. Called names. pornography. inferior. Corporate environment is anti-Jewish. Excluded from clubs and Burn synagogues. Destroy Jewish property. occupations are viewed as more suitable. Jewish People Male attitudes towards Swastikas painted on synagogues. Stereotyped. Anti-Semitic remarks. Jewish girls as prime communities. Some Non-recognition of Jewish holidays and targets to be used religious holidays. Assumption of Christianity. sexually. Gay bashing. Gay killings. molestation. Ridiculed as Heterosexuality is openly displayed – the same Police and public harassment and threats. considered flaunting by homosexuals. Children taken away in custody battles. Gays/Lesbians because of persecution. Some neighbourhoods are unsafe. Viewed as sexually deviant. Public taunts viewed as homosexual not being real men or women. Afraid to "come out" Homophobia rarely challenged publicly. and harasses. AIDS Discrimination in employment. Accused of child disease Social assistance threatens to take children down. Invasion of private Blamed for their poverty. deemed more important differently for those who ives from social workers. and access to services if or considered the norm. to take away benefits or Social workers threaten access to transportation regulations keep them Subsidized, separated housing projects. No -ess police protection Poor People lgnored. Considered lazy. Slum buildings burn, killing people. something happens. to gain compliance. Court system works can't afford lawyers. Middle-class values Social assistance children. Low priority for govern-ment funding. Phone and Children treated as property in divorce cases. in childhood and in care Children are exploited in segregated into nursing homes or specialized High incidence of abuse Non-income producing, lgnored. Ideas not listened to. Patronized. aimed at older people. And Children Complaints not taken seriously. **Old People** ow-income housing. Spanking, mugging, abuse of elderly and thus, not a valuable mail fraud schemes Threats of violence. member of society. Elderly people are homes for seniors. oornography. Easy targets. children. -ynching, police brutality. Police stops and checks. Arrests with no just cause. Racist language. Whites deny the worth of other ack access to education People¹ of Color and jobs. Assumption is sexual abuse. Portrayed chat only white culture ack of social services. Last hired. First fired. Poor paying jobs. Little protection from needed to terminate as animalistic in the Less investigation oarental rights. Police brutality. cultures nedia. **Privilege of Status Emotional Abuse Economic Abuse Using Children** Sexual Abuse Intimidation Isolation Violence Threats

Adapted from In Our Best Interest: A Process for Personal and Social Change. Domestic Abuse Intervention Project; Duluth Minnesota: 1987,

Char	Chart of Oppression -	ppres		Activ	Activity Sheet	eet
	People ¹ of Color	Old People And Children	Poor People	Gays/Lesbians	Jewish People	Women
Isolation	Lack of social services.	Elderly people are segregated into nursing homes or specialized low-income housing.		Afraid to "come out" because of persecution. Some neighbourhoods are unsafe.		
Emotional Abuse	Racist language. Whites deny the worth of other cultures.	Ignored. Ideas not listened to. Patronized.		Viewed as sexually deviant. Public taunts and harasses. AIDS viewed as homosexual disease	Stereotyped. Anti-Semitic remarks.	Called names. Treated as sex objects. Treated as intellectually inferior.
Economic Abuse			Social assistance regulations keep them down. Invasion of private lives from social workers.	Discrimination in employment.	Corporate environment is anti-Jewish.	Low-paying jobs are deemed more suitable. Less money than a man for the same work.
Sexual Abuse	Little protection from sexual abuse. Portrayed as animalistic in the media.		Less police protection and access to services if something happens.	Accused of child molestation. Ridiculed as not being real men or women.	Male attitudes towards Jewish girls as prime targets to be used sexually.	
Privilege of Status	Lack access to education and jobs. Assumption is that only white culture exists.	Non-income producing, thus, not a valuable member of society.	Middle-class values deemed more important or considered the norm.			Subservient to men. Bible used as a tool to keep women in their place.
Threats	Police brutality.	Threats of violence. Complaints not taken seriously.		Police and public harassment and threats.	Swastikas painted on synagogues.	
Using Children	Less investigation needed to terminate parental rights.	Children treated as property in divorce cases.	Social assistance threatens to take children to gain compliance.			Economic security bargained away in divorce for custody.
Intimidation	Police stops and checks. Arrests with no just cause.	Easy targets.	Court system works differently for those who can't afford lawyers.	Homophobia rarely challenged publicly.		
Violence			Slum buildings burn, killing people.		Burn synagogues. Destroy Jewish property.	Battering, sexual assault, rape.
¹ Adanted from In Our Best In	nterest: A Process for Personal an	d Social Change. Domestic Abu	¹ Adapted from In Our Best Interest: A Process for Personal and Social Change. Domestic Abuse Intervention Project: Duluth Minnesota: 1987.	Ainnesota: 1987.		

¹ Adapted from In Our Best Interest: A Process for Personal and Social Change. Domestic Abuse Intervention Project; Duluth Minnesota: 1987.

Oppression Survey

Some people believe that the following are all examples of oppression. What do you think?

Have you ever...

- Y N ...felt afraid to walk at night alone?
- Y N ... experienced pain because a friend was sexually assaulted?
- Y N ... heard a sexually derogatory joke that upset you?
- Y N ... felt harassed by a guy at a bar who wouldn't take 'no' for an answer?
- Y N ... had men whistle, hoot, or cat-call at you?
- Y N ... seen an image of a man overpowering a woman?
- Y N ... been pressured for sex even after you said 'no?'
- Y N ... heard footsteps behind you and felt nervous when you saw that it was a man?
- Y N ... felt down on yourself after you looked at a beauty magazine?
- Y N ... crossed your arms when you noticed a man talking to your breasts rather than your face?
- Y N ... seen a magazine with a half-naked woman on the cover?
- Y N ... avoided looking a guy in the eyes so that you wouldn't give him the wrong idea?



What is homophobia?

Have you ever...

- Looked at a lesbian and automatically thought of her sexuality, rather than seeing her as a whole, complex person?
- Changed your seat in a meeting because a lesbian sat in the chair next to yours?
- Thought you could "spot one"?
- Worried about the effect a lesbian teacher might have on (your) children?
- Used the terms "lesbian" or "gay" as accusatory?
- Not asked about a woman's female lover, although you regularly ask, "how's your husband/boyfriend" to heterosexual friends?
- Thought that if a lesbian touches you she is making sexual advances?
- Felt repulsed by public displays of affection between two lesbians, but saw the same displays between two heterosexuals as nice?
- Wondered which one is the "man" in a lesbian couple?
- Felt that gay people are too outspoken about gay rights?
- Thought a lesbian must have "turned" that way after a bad sexual experience with a man?

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Sexual Assault Myths: The Dangers

Myths are...

Commonly held and inaccurate ideas: they are misconceptions that society encourages us to believe. It is crucial that we expose and stop these myths.

The victim is blamed

Myths encourage people to blame the victim because she dressed, acted, or behaved a certain way. This is inaccurate. A survivor is never at fault. No matter where she is, who she is, what she wears, or what her sexual history has been, a victim should never be blamed for sexual violence. Sexual assault is the only crime that blames the victims. In a mugging, robbery or stabbing the attacker is at fault. The same is true for sexual assault – the attacker must be at fault, not the victim.

Men are not blamed

Myths that blame the victim allow men to side-step responsibility. Men, who are the attackers 98% of the time, choose to rape and must be held accountable (Johnson, 1996). Women never ask to be raped.

A false sense of security

Sexual assault myths tell women that if they act, dress, or behave a certain way they will be safe. These myths put women at risk. Attacks are not avoidable if women are "nice girls," if they avoid certain places, if they avoid certain men, or if they wear a 'proper' outfit. Women are never entirely safe in this world. Attackers are not strange men; they are everyday men from all classes, races, and ages. Rapists are boyfriends, husbands, brothers, cousins, coaches, clergy, teachers, fathers, and sons. Rapists are not just strangers; they are men women already know.

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Sexual Assault Myths

Myths are commonly held and inaccurate ideas: they are misconceptions that society teaches us to believe. It is crucial that we expose and stop sexual assault myths from continuing.

Rape typically happens in dark secluded places.

Sexual assaults rarely occur in isolated areas. Sixty-seven percent of sexual assaults occur in someone's home (Statistics Canada, 1999).

Rapists are usually strangers.

Most rapes are not committed by strangers, but by people known to the victims. In 78% of reported sexual assaults the victim knew her attacker (Statistics Canada, 2000).

A woman can't be raped against her will ("you can't thread a moving needle").

Rape is a life threatening experience that may involve physical or verbal threats. Women are taught to view men, no matter what their size, as stronger. This belief alone is enough to cause a woman to feel incapable of defending herself.

Physical force is always used during rape.

Most sexual assaults are committed by acquaintances. Rapists who are known to the victim are more likely to use verbal pressure, threats, tricks, or mild physical force (e.g. arm twisting) rather than a weapon or physical force.

A woman will scream, fight, and act hysterical if a guy tries to rape her.

A woman who has been assaulted may be hysterical, but she is just a likely to be in shock or disbelief. If this is the case the victim may appear calm, unruffled, and detached. Women and girls react in many ways during and after a crisis. Rape is no exception. A woman's response does not indicate the rape's validity, severity, or emotional impact.

Rapists are mentally ill. You can tell if a guy is a rapist just by looking at him.

Studies and psychological testing overwhelmingly show that rapists are not mentally ill. Rapists are everyday "normal" men. They are boyfriends, husbands, friends, cousins, fathers, doctors, brothers, coaches, and teachers.



Women rape men just like men rape women.

Yes, men can be raped. But, it is important to note that it is men, not women, who usually rape men or boys. In fact, 98% of sexual attackers are men (Statistics Canada, 1999). Most male sexual assaults are against boys and young teenagers who, like women and girls, are vulnerable members of society.

All women fantasize about rough sex and secretly want to be raped.

No woman fantasizes about the real horrors of being raped. Fantasies about seduction, a forceful lover, or being carried off by a handsome stranger, are simply that – FANTASIES. The most important aspect of fantasy is that the fantasy is under the woman's control. Rape involves an overwhelming sense of helplessness and fear for one's life. During rape the victim is not in control, she is under the control and mercy of another. No woman wants to be raped.

A sexually promiscuous woman or girl cannot be raped.

If a woman goes home with a date she is willing to have sex.

If a woman has had sex with a man before she can't say no to sex in the future. A woman is asking to be raped if she gets naked and then refuses to have sex. Consent is required for every sexual encounter. Any time a person does not want to have sex, but is forced to do so it is sexual assault. Every person, no matter what their background or what they have consented to in the past, has the right to say "no" to any sexual act. Consent is also required for each progression through the sexual acts. This means that a woman who has agreed to making out, being naked, and fondling has not necessarily agreed to intercourse.

A husband cannot rape his wife.

False. On January 24th, 1983 Bill C127 was passed. This bill made non-consensual sex illegal within marriage. Before this law a woman could not charge her husband with rape. Today a wife, at any time, has the legal right to say no to any sexual act.

Why would a gorgeous man rape an ugly woman? He can have anyone. Only beautiful women are raped.

All women are potential victims for sexual assault. The reported ages of victims' ranges from infancy to the elderly. And, rape is not isolated to a certain class, race, religion, lifestyle or level of physical attractiveness. Any woman or girl can be assaulted. It is important to note, however, that young women are at greater risk for date rape (Statistics Canada, 1993).

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Incest occurs in poor families or broken homes.

Incest has no socioeconomic or class barriers. Incest can and does occur in families regardless of class, race, or religion.

Guys rape because they're sexually deprived. Rape is a crime of passion.

Sexual assault is not a crime of passion or sex. Sexual assault is a crime of violence and power. The rapist is getting pleasure through control, domination and degradation, not sexual gratification or passion. The rapist is not feeling affection or concern for the victim. In fact, he is completely ignoring her feelings and wishes. Sexual assault is not romantic or passionate in any way.

If a girl turns a guy on she has to finish or he'll get blue balls and be in agony. If a man and woman are together for over a year he deserves sex. A woman can't say yes to sex and then change her mind. It's not fair. If a man spends money on a woman he has a right to some kind of "thank-you." If a woman passes out after drinking, she gives up her right to say "no". Sex is NEVER owed. Unfortunately, some men (and women) believe that, in some circumstances, a man has the right to sex. Some of these circumstances include: if he has spent money on her, if she has "led him on", if a woman has "given up" her rights by being drunk or stoned, or if a woman has chosen to respond sexually but then changes her mind. Regardless of the circumstance, no one has the "right" to sex. A woman owes her body to no one.

It is also important to note that men, like women, do not need to have sex once they are aroused – that's a myth. Men can control themselves once they are "turned on" and, will not experience critical pain if they are not sexually gratified. A woman is never obligated to relieve a man of sexual tension.

Some women ask for it.

If a woman wears sexy, revealing clothing she's asking to be raped.

Sexual assault is the only crime that blames the victim. No one asks a victim who has been mugged why he was wearing a gold watch, but a victim of a sexual assault is asked why she dressed or acted in a certain way. Regardless of what a woman or girl is wearing, doing, or saying, rape is never her fault. (Ironically, society encourages women to dress up for the approval of men, which includes encouraging women to dress in revealing clothing.)



Women often accuse innocent men of rape.

Women make false reports because they were dumped, jealous, or changed their minds after they had sex.

False sexual assault reports are as rare as false reports for other crimes. It is very uncommon. And, considering what the victim has to go through to report (medical examination, police investigation, lowered status in her community, stressful court appearance...), it is unlikely that she would make a false report.

When a woman says "no" she really means, "yes" or "convince me".

When a woman says "no" she means it and it should be respected. By saying "no" a woman is asserting her right not to have sex. It should not be taken as a personal rejection or teasing.

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Other myths to discuss

You have to have sexual intercourse to have been sexually assaulted. All rapists know they raped. If a woman asks the rapist to put on a condom then it can't be rape. If a woman DOESN'T say "no" it's not rape. Lesbians can't be raped. All rape victims know they've been raped. She's fat (or ugly) – she should be grateful for getting any at all.

Mythical Tic-Tac-Toe

Objective:

• To expose sexual assault myths

Materials:

- Tic-tac-toe board (could just be drawn on a flip chart)
- Flipchart (blank page) to write down exposed myths and markers
- 'Question's for Tic-Tac-Toe'
- 'Sexual Assault Myths (for reference and information). See Facilitator's Information.

Time:

• 25 minutes

This exercise is fun and informative. Plus, it works well with any age group.

- 1. First, divide the group into two teams and have each team sit together.
- 2. Tell them that you will read out questions to each team one after another. Together the team must come up with an answer.
- 3. If the team gets the answer correct they place an X or O in a square.
- 4. Then the second team will be given the same opportunity.
- 5. The winner is the first to get three X's or O's in a row.

If the question asks for a percentage, the answer must be within a range of 5%. For example if the answer is 80%, an answer from 75-85% will be accepted.

- 6. After each question is answered (and determined as correct or incorrect), write the whole myth on the flip chart. Then before going on to the next question, discuss the myth with both teams.
 - Are they surprised?
 - Have they heard this myth spoken before?
 - What are the consequences of this myth? (Look at the 'List of Myths' for more information)
 - The key to this game is the discussion of each myth. The participants will likely guess the right answer, but will learn more about the issue when you go over all the specifics.



Questions for Tic-tac-toe

- What percentage of sexual assaults occur between people who have met before?
 78% (Statistics Canada, 2000) Most rapes are not committed by strangers but by people known to the victims.
- 2. What percentage of sexual assaults is reported to the police?
 - 6% (Statistics Canada, 1996)
- 3. How many sexual assaults occur in Canada every hour?
 - Sixty. A woman or child is sexually assaulted every minute in Canada (CRIAW, 2001)
- 4. What percentage of victims are women?
 82% (Statistics Canada, 1999)
- 5. What percentage of attackers are men?
 - 98% (Statistics Canada, 1999)
- 6. What percentage of sexual assault survivors is physically injured?
 - 11% Only 19% of these women receive medical attention. (Statistics Canada, 1993)
- 7. During a sexual encounter is there a point when a man cannot control himself?
 - No. Men, like women, do not need to have sex once they are aroused that's a myth. Men can control themselves once they are "turned on" and, will not experience critical pain if they are not sexually gratified. A woman is never obligated to relieve a man of sexual tension. Men can always control their actions.
- 8. What groups are more at risk for becoming victims of sexual assault? Name one.
 - Women and girls with disabilities are four times more likely to be sexually assaulted. (Razack, 1994)
 - First nations women and women under 24 also have a higher risk of being assaulted. (McEvoy & Daniluk, 1995), (Statistics Canada, 1993)
- 9. Are women more likely to get away during a sexual assault if they are quiet and do what the attacker says? Or, will she be more effective if she fights back and yells?
 - More than 70% of women who fight back against a stranger sexual assault prevent it. Women who use one method of self-defence have a 60% - 65% chance of escape, women who use two methods have an 80% chance of escape, but women who use no method have only a 20% chance of escape. (Ullman, 1998; Easton & Summers, 1997)

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10. Where is the most common place for a sexual assault to occur?

• Someone's home. 67% of sexual assaults occur in the home of the victim, the attacker, a friend, or family member. (Statistics Canada, 1999)

11. Does alcohol cause sexual assault?

No, alcohol does not cause sexual assault, but it is often a factor. In many cases of sexual assault, either the victim or the attacker (or both) had been drinking. In 40% of violent acts against women the attacker was drinking. (Statistics Canada, 1993). It is important to let men know that if a woman cannot consent (for example if she is intoxicated and has passed out) then any kind of sexual touching is considered sexual assault.

12. If a man is so drunk that he doesn't know what he is doing, can he still be charged with sexual assault?

• Yes he can. Drunkenness is not a defence for committing sexual assault.

13. If there is no physical force can unwanted intercourse still be called rape?

• Yes. Physical force or injury is not required in order for an attack to be labelled 'sexual assault' or 'rape'. Most sexual assaults are committed by acquaintances. Rapists who are known to the victim are more likely to use verbal pressure, threats, tricks, or mild physical force (e.g. arm twisting) rather than a weapon or physical force.

14. If a woman doesn't say 'no' to intercourse, is it still rape?

• Yes. A woman may be unable to say 'no'. To give consent a woman must say "yes". And, she must say, "yes" without force.

15. All sexual assault victims know they have been raped. True or False?

- False. Many women do not realize that they have been sexually assaulted because they do not label it as a sexual assault or rape. This is especially true for date rape.
- 16. If a woman goes home and makes out (naked) with a man on the first date, is she giving her consent for intercourse?
 - No, just because a woman consents to one sexual act (making out), does not mean she is consenting to having sex.

17. Women fantasize about rape. True or False?

• True, some women do fantasize about being seduced, even taken by a handsome stranger but this fantasy does not mean that women want to be raped in real life. In a fantasy the woman has control over what she and the other person are doing. Actual rape takes away all control.



18. What percentage of women falsely reports sexual assaults?

- Only 2 3%. The number of falsely reported sexual assaults is the same number of false accusations for all crimes. Women do not report false sexual assaults anymore than someone would report a false break-in or robbery. (Katz & Mazur, 1979)
- 19. Resisting a rapist increases the likelihood of the victim being hurt. True or False?
 - False. Women who fight an attacker have an equal likelihood of being injured as a woman who did not fight back (Ullman & Knight, 1992)

20. What percentage of sexual assaults result in murder?

- .017% (less than 1%) (U.S. Department of Justice, 1997)
- 21. There are generally three very effective resistance strategies. Name one
 - a. Yell
 - b. Flee
 - c. Use of physical force (Easton & Summers, 1997)

22. There are generally four ineffective resistance strategies. Name one.

- a. Cry
- b. Plead
- c. Reason
- d. Threaten (Easton & Summers, 1997)

23. Most runaway children are sexual abuse survivors. True or False?

True. 86% of runaway girls and 50% of runaway boys are sexual abuse survivors (Welsh et al., 1995)

24. A woman can't get pregnant from rape. True or False?

False. 8% of women who experience forced intercourse become pregnant (Canadian Advisory Council on the Status of Women, 1985)

25. A woman will always scream, fight, and act hysterical if a guy tries to rape her. True or False?

False. A woman who has been assaulted may be hysterical, but she is just as likely to be in shock or disbelief. If this is the case the victim may appear calm, unruffled, and detached. Women and girls react in many ways both during, and after, a crisis. Rape is no exception. A woman's response does not indicate the rape's validity, severity, or emotional impact.

26. Rapists are mentally ill. True or False?

False. Studies and psychological testing overwhelmingly show that rapists are not mentally ill. Rapists are everyday "normal" men. They are boyfriends, husbands, friends, cousins, fathers, doctors, brothers, coaches, and teachers.



27. A man could legally rape his wife until 1983. True or False?

True. On January 24th, 1983 Bill C127 was passed. This bill made non-consensual sex illegal within marriage. Before this law a woman could not charge her husband with rape. Today a wife, at any time, has the legal right to say no to any sexual act.

- **28.** Incest tends to occur more often in families that are poor. True or False? False. Incest has no socio-economic or class barriers. Incest occurs in families regardless of class, race, or religion.
- 29. It's not a good idea for women to wear mini skirts, low cut tops or high heel shoes because she is just setting herself up to be raped. True or False? False. Sexual assault is the only crime that blames the victim. No one asks a victim who has been mugged why he was wearing a gold watch, but a victim of a sexual assault is asked why she dressed or acted in a certain way. Regardless of what a woman or girl is wearing, doing, or saying, rape is never her fault.



A Stereotypical Story

Objective:

• To help participants identify stereotypical images of rape (especially stranger versus acquaintance rape)

Materials:

- Flip chart and markers
- "Sexual Assault Myths" from the Facilitator's Section

Time:

• 20 minutes

This activity tends to be quite effective for all age groups. There is, however, a word of caution. Please stress that the participants are not to imagine themselves in the rape, but rather, they should try to imagine viewing it on television or in a movie.

- 1. Write the columns, Where/When/Victim/Attacker/Why on a flip chart or large piece of paper.
- 2. Say to the participants

"Imagine that we are writing a story with a rape /sexual assault scene in it. Please do not put yourself in the scene. Just simply imagine what most people think of when you talk about rape. What do you see?"

- 3. Use the following questions to guide their stories:
 - a. Where is this taking place?
 - b. What time of day is it?
 - c. What is the victim like (personality, appearance)?
 - d. How does the attacker enter the scene?
 - e. What is the attacker like (personality, appearance)?
 - f. What does the attacker do and say?
 - g. Why did the sexual assault happen?
- 4. It is a good idea to pick only one storyline and go with it (the most typical scene you would see on television is a good idea)...
- 5. When some of the participants visualize a scene based on the "stranger in the bushes" myth demystify this by giving statistics that show it is usually acquaintances who sexually assault women (see the statistics session) and often intimate friends.
- 6. When all the myths have been addressed, go through the questions again and ask the group, as a whole, to create another more realistic rape scene.



Mock Court

Objectives:

- To develop an understanding of sexual assault myths
- To help participants understand the court process

Materials:

- Chairs
- A sexual assault court decision from the newspaper
- "Sexual Assault: The Law" Handout (in the Facilitator's Manual)

Time:

• 30 minutes

Please be aware that this activity may be difficult for women who have gone through the court process as a sexual assault survivor.

- 1. Tell participants that they will be reading the details of a sexual assault court case and that they will be playing out the jury decision-making process. It is their job to determine whether the defendant is guilty or innocent.
- 2. The facilitator will play the judge and will answer any questions the jury may have about the assault and the attacker. You (the facilitator) may have to make some of it up.
- 3. When the participants are ready:
 - a. Read the details of the case (preferably a real case which has typical myths of sexual assault involved and where the attacker was found not guilty)
 - b. Do not, at this point, tell the participants the result of the case.
 - c. Read the definitions of sexual assault (you may want to put these on a flip-chart).
- 4. Inform the jury that they have 5 minutes to ask the judge (you) questions and then 10 minutes for discussion before they must vote on their decision and give the verdict of guilty or not guilty.
- 5. After the 10 minutes of discussion ask for a representative of the group to give the decision.
- 6. Once the decision is made ask the participants the following questions:
 - a. How did they reach this decision?
 - b. Did everyone agree?
 - c. How did they feel making the decision?
 - d. What myths emerged? Did these affect your decision?
- 7. If the case is from a real court case tell the participants the true verdict and discuss it.



Myths: A Safe Debate

Objectives:

- To be able to recognize rape myths
- To be aware of differing opinions regarding sexual assault

Materials

• "Sexual assault Myths" from the Facilitator's Information Section

Time:

• 20 minutes

This exercise gives participants an opportunity to safely explore arguments, for and against, sexual assault myths. It may be important for the facilitator to point out that these are not easy issues and that misconceptions about rape are common for all age groups.

- 1. Divide participants into two groups.
- 2. Assign each group a side (agree or disagree).
- 3. Choose a myth (from the 'Sexual Assault Myths') and read it to the group as a statement (do not tell them if it is true or false). Choose the myth based on what you see the group needs to discuss (e.g. if you have heard participants supporting some rape myths).
- 4. Give the groups 3 minutes to talk and come up with "arguments" for their side of the statement (either agreeing or disagreeing).
- 5. Ask group A to give one reason the statement is true. Ask group B to respond.
- 6. Ask group B to give one reason the statement is false. Ask group A to respond.
- 7. Repeat: Ask group A to give one reason the statement is true. Ask group B to respond. Ask group B to give one reason the statement is false. Ask group A to respond.
- 8. After this formal debate, have an informal discussion about the statement and expose it as a myth by using statistics or other materials.
- 9. Go on to another statement (myth) if you wish.
- 10. Alternatively, two people could debate while their team looks on and gives support or ideas if the debaters get stuck.



Myths Discussion

Objectives:

- To encourage discussion of sexual assault myths
- To reveal differing views of sexual assault myths
- To expose sexual assault myths

Materials:

• "Sexual Assault Myths" from the Facilitator's section

Time:

• 20 minutes

If the group is informal, if resources are slim or if the room is too small to move around in, this is a simple exercise that will get participants talking about sexual assault myths.

- 1. Explain to the group that they will be hearing some sexual assault myths.
- 2. Read out one of the myths.
- 3. Ask them to think about times they heard someone support the myth.
- 4. Encourage the participants to discuss these times without revealing the names of the people who said the myths.
- 5. Facilitators, it is important to encourage participants to thoroughly examine their thoughts and feelings behind each myth and to speak their mind.
- 6. Point out that there is to be no judgment or criticism even if someone says they think a myth is true. When this happens simply encourage all participants to consider the consequences of such a belief.



Challenging myths

Myths are...

Commonly held and inaccurate ideas: they are misconceptions that society teaches us to believe. It is crucial that we break down these myths.

Why are myths dangerous?

The victim is blamed

Myths encourage people to think that because the victim dressed, acted or behaved a certain way, it was her fault. This is inaccurate. A survivor is never at fault. No matter where she is, who she is, what she wears or what her sexual history has been, a victim should never be blamed for sexual violence. In a mugging, robbery or stabbing the attacker is at fault. The same is true for sexual assault - the attacker is at fault, not the victim.

Men are allowed to side-step responsibility

Myths that blame the victim allow men to side-step responsibility. Men are responsible for 98% of all sexual assaults (Johnson, 1996). Men who sexually assault women choose to do so and must be held accountable for their behaviour.

A false sense of security is developed

Sexual assault myths tell women that if they act, dress, or behave in a certain way they will be safe. This is not true. In reality, sexual assault myths put women at risk. Sexual violence is not avoidable if women are "nice girls," if they avoid certain places, or if they wear a "proper" outfit. Women are never entirely safe from sexual violence. Rapists are not strange men. They are everyday men from all classes, races, and ages. They are boyfriends, husbands, brothers, cousins, coaches, clergy, teachers, fathers, and sons. Rapists are not strangers; they are men women already know.

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Some common myths to challenge

Some women and girls are just asking for it. Rape typically happens in dark secluded places. Rapists are usually strangers. Girls can't be raped against their will. Only beautiful girls are raped. Physical force is always used during rape. Women often accuse innocent men of rape. Guys rape because they're sexually deprived. A husband cannot rape his wife.

Gender Stereotypes

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Why Are Stereotypes Dangerous?

What are stereotypes?

Stereotypes are overgeneralizations about groups of people that are generally false.

Stereotypes can be based on a group's race, culture, language, gender, class or appearance. For example: "Welfare recipients are lazy, blond haired women are dumb, black people are good dancers."

Why are stereotypes dangerous?

Stereotypes encourage people to expect people to act in a certain way.

Stereotypes put people in boxes and tell them how to behave. If a person doesn't behave like they 'should' they are negatively labelled and made to feel abnormal. Eventually, to feel accepted, people begin to act the way they are "supposed to."

What are gender stereotypes?

Gender stereotypes are over generalized statements about females and males, such as boys shouldn't cry or girls are weak. These statements are often unfair and unfounded.

Gender stereotypes tell women that they should be passive and they tell men that they should be aggressive. Gender stereotypes tell us that men have more power, that men should be in charge, and that women should not resist.

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How can gender stereotypes be dangerous?

- Because a man is brought up to believe that he should always be in control of his life, problems will occur when he is faced with a world that he cannot completely control.
- When a man is faced with a workplace or community that he cannot control he may feel the need to control something else often a woman.
- Because men are brought up to solve problems with physical aggression this man may attempt to take control of, and overpower, a woman through sexual violence (rape, sexual harassment, sexual assault).
- Because women are brought up to be passive, to please others, and to avoid confrontation, the woman in the situation will not resist so the man is successful.

A goal of 'The Empowerment Project' is to increase awareness by exposing gender stereotypes, as facilitators, you may want to watch for and discuss the following:

- Women need to be aware of how gender stereotypes influence their own behaviours.
- It is important for women to learn to communicate their needs, preferences, and expectations.
- Girls need to be taught that money implies power and control in our culture and that many people (including women) feel that money is a reasonable trade-off for sex.
- Women need to understand that many men have expectations about how a physical relationship will unfold.



Acting Up

Objectives:

- To show the types of gender roles men and women are expected to play.
- To define gender roles

Material:

Flip chart and markers

Time:

10 to 15 minutes

Divide the flip chart in half with your marker.

- 1. Write 'Act like a man' on one side.
- 2. Ask the group what it means to act like a man.
- 3. Write down their responses.
- 4. Write 'Act like a lady' on the other side of the flip chart.
- 5. Ask the group what it means to behave like a lady.
- 6. Write down their responses.
- 7. Put a box around both sets of responses and explain to the group that these roles put men and women into boxes. They limit how men and women feel they can behave. And, gender roles put pressure on men and women to do certain things (be dominant or passive...).

Act like a man	Act like a lady
Tough Aggressive Stay in control	Be nice and polite Don't hurt feelings
Don't cry Don't complain	Make sure you look pretty
Don't show your emotions. Be rich	Sit properly Smile
"Score with women"	Be the gate keeper for sex not too far
Be in charge Be the provider	Don't be aggressive

8. When the above is completed, use this information to explain the connection between sexual violence and gender stereotypes. Questions for such a discussion can be found below:

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Discussion Questions: Linking stereotypes to violence

Which of the stereotypes from the lists can lead to an unhealthy relationship?

- Any stereotype has the potential to cause problems in a relationship because it encourages one person to expect a specific kind of behaviour from the other person.
- If one person has expectations, and the other person doesn't meet those expectations the first person becomes disappointed.
- It's better to drop the stereotype and the expectations and get to know and accept the person for who he or she is.

Which stereotypes could lead to violence? How?

The stereotypes of men being in control, dominant, strong, independent and aggressive can lead to violence.

- If men believe that they have the right to be in control and make the decisions, they may see a woman who has any of these characteristics as threatening and disrespectful.
- Or if a man is brought up to believe that he should always be in control of his life, problems will occur when he is faced with a world that he cannot completely control.
- When a man is faced with a workplace or community that he cannot control, he may feel the need to control something else often a woman.
- Because men are brought up to solve problems with physical aggression a man may attempt to take control of, and overpower, a woman through sexual violence.
- If all this is paired with the belief that violence against women is acceptable (as often demonstrated by the media), then violence may be his choice to 'put her in her place'.

The stereotypes that women are passive, nice, weak and serve the purpose of satisfying men can also be dangerous for women and contribute to sexual violence.

- Because women may not see themselves as capable (too weak) to stand up against violence, they may not fight back when in an abusive situation.
- Stereotypes often suggest that being assertive is not 'ladylike'.
- Because women are brought up to be passive, to please others, and to avoid confrontation, women may not say 'no!' because they don't want to hurt the man's feelings.



The Power Date

Objective:

• To discuss power within relationships.

Material:

- Balloons for every person in the group
- Cards with relationship types written on them (see below)

Time:

- 15-20 minutes
- 1. Pair off participants into couples: tell the "couple" that they are now on a date.
- 2. Randomly hand out each 'couple' a card with a description of their relationship.

Relationship Types

- Heterosexual Traditional (male in control)
- Heterosexual Feminist (both equal)
- Heterosexual Typical or average
- Heterosexual Matriarchal (female in control)
- Homosexual One partner with power
- Homosexual Feminist (equal power)
- 3. Ask the participants to decide what role each partner is going to play.
- 4. Hand each person a balloon
- 5. Explain to them that you will be asking them some questions.
- 6. Tell them to decide on the answers together based on the type of relationship they are in.
- 7. After the question is asked, get the person who is in control and answered the question to breath into her balloon once, and hold the air in there. If they both answer, they both should blow in their balloon.

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Questions for the Couples

- Who asked the other out?
- Who decides where you are going on your date?
- Who decides when you are going?
- Who is driving?
- Who opens the car door for whom?
- Who decides when it is time to leave?
- Who pays the bill?
- Who makes the first intimate move?
- Who decides how far the intimacy will go?
- Who decides if there will be a second date?

8. After the participants have answered all the questions, ask them to look at their balloons and talk about the following:

Discussion Questions:

- Whose balloon is bigger? What does this mean?
- Do they think that the person with the bigger balloon had more power on the date?
- Do they agree that these questions could represent power?
- How did they feel if their balloon was the bigger/smaller one?
- Do different couples have different sized balloons? What does this say?

The balloon questions were used to demonstrate the basic types of power that happen in many relationships: the decision making, bill-paying, initiating of sex... etc.

If there is time, discuss these questions as well:

More Discussion Questions

- 1. What are the advantages of having the stereotypically "in charge" role?
- 2. What are the disadvantages?
- 3. What are the advantages of being taken care of?
- 4. What are the disadvantages?
- 5. When do you enjoy being in charge and why?
- 6. When do you enjoy being taken care of and why?
- 7. Why is it difficult for women to take control and be in charge?
- 8. It's important then for women to:
 - i. Communicate their expectations.
 - ii. Realize that money often implies power and control in our culture and that many people (including women) feel that money is a reasonable trade-off for sex.
 - iii. Understand what expectations a man might have if he is "in charge" of the date.
 - iv. Assert their right to be "in charge" of the dates on an equal basis.



Perceptions

Objective:

• To discuss gender stereotypes and myths

Materials:

- Perceptions: A Quiz (enough copies for each person). Found in the Handouts section.
- Pencils or pens

Time:

• 15 minutes

This activity works well with young participants (ages 14 to 20)

- 1. Hand out "Perceptions: A Quiz" to each person.
- 2. Ask the participants to answer them on their own (tell them that they will not have to reveal their answers)
- 3. When everyone is finished begin with the first question and start a discussion. Use the following points to help the discussion along.

Perceptions: The Answers

Question 1

False: This is simply not true. Men do not think about sex or want to have sex all the time. This is an unfair stereotype that puts pressure on men to have intercourse.

Question 2

True: Men do like kissing, cuddling and touching without intercourse. See number 1.

Question 3

False: This isn't true. But it does reflect the confusion many people have about "being romanced." If a woman says "no" – she needs to mean it, and no matter what it should be respected and honoured. She is asserting her right not to have sex. She is not trying to be a tease, nor is she necessarily rejecting the person.

Question 4

False: Sexual gratification is not the driving motivation. Sexual assault is a crime of power and dominance, acted through sexual means. Most rapists are men who have access to regular sexual relations.

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Question 5

True: Saying yes to sex once, doesn't mean you are saying yes to sex forever. Both women and men have the right to say no at any time regardless of what they have agreed to before. So yes, it's okay for a woman to change her mind.

Question 6

False: Men, like women, do not need to have sex once they have been sexually aroused – that's a myth. Men can control themselves once they've been turned on and, men are not put into critical pain if they are not sexually gratified. A woman is never obligated to relieve a man of sexual tension.

Question 7

False: Although a guy may pay for the date, the woman or girl is under no obligation to pay him anything in return. Women do not owe their bodies to anyone. Society does, however, perceive the person paying for the date as the person with more power. So to avoid that issue, consider sharing the costs of the date.

Question 8

False: In a healthy relationship no one needs to take control. Relationships should be equal partnerships.

Question 9

False: There is no evidence to support this myth. Women are subject to sexual assault at all ages, in all types of clothing. Most importantly, the victim is never responsible for the crime – regardless of what she is wearing! The rapist is solely responsible for the attack – only he has the choice not to commit the crime.

Question 10

False: A woman is free to carry on any behaviour she wishes and still not consent to sexual relations. She may invite him to her home, go to his home, be naked with him, receive oral sex from him, and still, she has the right to refuse any other sexual contact.

Question 11

False: Most sexual assaults are committed by men who are known to the women they attack (spouses, dates, neighbours, co-workers, boyfriends), not by strangers in a dark alley. The misconception about the stranger reinforces the myth that only sick, deviant men commit sexual assault. In reality, rapists are 'average' and 'normal' men.

Question 12

False: Sexual assault is an act of violence and aggression – not sexual desire. The attractiveness of the victim is irrelevant. All women and girls are potential victims for sexual assault. Rape is not isolated to a certain age, class, race, religion, lifestyle, or level of attractiveness. It is, however, important to note that young women are at the greatest risk for date rape.



What's My Type?

Objective:

• To explore different preferences in friends and romantic partners

Materials:

- "My Type" worksheets (enough copies for each participant). Found in the Handouts section.
- Pens and pencils

Time:

• 15 minutes

Why do some people tend to put up with more from their romantic partners than their friends? Or vice versa for other people? Maybe this activity will provide some insight into those questions.

- 1. Pass out "My Type" worksheet with pencils or pens.
- 2. Give the participants about 5 minutes to fill in the information.
- 3. Bring up the following questions (but explain that no one needs to share her answers contributing is voluntary).

Questions for discussion

- Are your lists the same or different?
- If they are different, why do you value different things in men, women and your romantic partners?
- Are there any potentially problematic characteristics on your lists? What are the consequences?

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- What would your romantic partner's list look like?
- What did you learn about yourself from this activity?

Perceptions: A Quiz

- 1. Men always want to have sexual intercourse. True False
- 2. Men enjoy kissing, cuddling and touching without sexual intercourse. True False
- 3. When a woman says 'no' she usually means 'yes' or 'convince me. True False
- 4. Men rape because they can't control their sexual impulses. True False
- It's okay for a woman say "yes" to sex and then five minutes later say "no – I've changed my mind." . True False
- 6. A man who is sexually aroused by a woman needs to have sex. True False
- 7. If the man pays, the woman owes him at least a kiss. True False
- 8. At some point men need to take control of the relationship. True False
- The way a woman is dressed is related to her chances of being sexually assaulted. True False
- 10. A woman who invites a man to her home wants sex. True False
- A woman is most at risk for rape walking alone at night. True False
- 12. A woman is more likely to be sexually assaulted if she's attractive. True False



Му Туре

First: Make a list of characteristics you look for in a female friend. **Second:** Make a list of characteristics you look for in a male friend. **Finally:** Make a list of characteristics you look for in a romantic partner.

Here is a list of words to get you started:

Strong, shy, outgoing, thoughtful, outrageous, friendly, irresponsible, moody, decisive, demure, popular, studious, serious, joking, quiet, talkative, sexy, adventurous, assertive, kind, sedate, dignified, protective, loyal, charming, beautiful, submissive, dependable, happy-go-lucky, intense, aggressive, intelligent, stud, fun, proper, silly, deep, colourful, considerate, jealous, handsome...

l like a female friend who is	l like a male friend who is	l like a romantic partner who is

Are the lists the same or different? If different, why do you value different things in men, women and your romantic partners? What did you learn about yourself doing this activity?

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Stereotypes & Labelling

Men learn that it's good to score, to brag, to exaggerate and even to lie about their sex life. These men are called "studs", "jocks", and "players."

Men who don't follow these guidelines are called "fags", "wimps", and "virgins." Women who act the same way, on the other hand, are called "easy", "sluts", and "whores." Women are supposed to be "good girls."

But women can't win because if they do follow the rules, they are called "teases," "frigid" or they're not called at all...

Labels often lead to sexual violence:

Men labelled as "studs" may feel obligated to be sexually aggressive so they can live up to their reputations.

Men who are labelled "virgins" are pressured to prove their masculinity by being aggressive and demanding sex. Women who are stuck with the label 'slut' are seen as likely targets for rape.

Women who are "frigid" are seen as challenges and women who are "teases" "have it coming to them" because they are unfair to men. All women are blamed for rape.

But, the bottom line is:

- even if you heard that a woman has a "bad reputation"
- even if you heard that she was a "tease"
- even if he is trying to prove he isn't a "virgin"
- even if she was wearing a mini skirt and a bikini top...

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sexual violence is never justified!

The Ma	adonna
Needs protection	Nurturer
Never complains	Perfect housewife
Passive	Needs decisions made for her
Obedient	Selflessly devoted to family
Virginal	Always happy
The V	 Whore
The V	Vhore
The V	Vhore Fast
Flirt	Fast
Flirt "Asking for It"	Fast Seen only in sexual terms
Flirt "Asking for It" Always available to satisfy men	Fast Seen only in sexual terms Sleeps her way to the top

Medía

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Medía 101

What is the mass media?

When we talk about the mass media we are talking about a multi-billion dollar industry:

- Television
- Radio
- Advertising
- Billboards
- Pornography
- Newspapers
- Magazines
- The Internet
- Music

The average person is bombarded with over 3000 ads a day... there's no way not to be influenced by advertising! *Jean Kilbourne*

Why is understanding the media important?

As a society we share similar ideas about:

- Who is valuable
- How men and women should behave

How do so many people come to the same conclusions?

- Many people argue that the media is one of the greatest (if not the greatest) teachers in society.
- Stories and images in the media have a great influence on people's perceptions. The media's impact grows over time and is mostly unconscious.
- The media shapes audiences' opinions, feelings, and behaviour.

Watching less than thirty minutes of television can alter a woman's perception of how large or thin she is. *Children Now*



What does the media tell us?

1. Who is valuable

Everywhere we turn, media messages tell us who is valuable and important. White, wealthy, able-bodied men are consistently shown in more important positions than women.

- The majority of "experts" seen on TV or in the newspapers are white, upper to middle class, well-educated men.
- If women are portrayed in the media, they look perfect and spend their time thinking about relationships with men.
- To be valuable, women must reach for the unattainable: a beauty ideal based on air brushed, perfected models. Specifically this formula includes the following features:
 - Tall
 - Thin
 - Blond
 - Young
 - Large breasted
 - No hips
 - Big eyes
 - Perfectly tanned skin
 - Large lips
 - Long legs

Berger (1973) explained the portrayal of men and women in the media as such: "Men act and women appear. Men look at women. Women watch themselves being looked at. This determines not only most relations between men and women but also the relation of women to themselves.

2. Who is not valuable

People who do not fit the boundaries of "normal" are shown in the media as deviants. Ultimately, women who do not fit the image of the stereotypically beautiful, innocent, sexy woman are shown as the bitch, the whore, or the butch.

• Media rarely shows overweight women in a positive light.

A generation ago, fashion models weighed 8% less than the average woman. Today, they weigh 23% less. *Mediawatch, 2001*



3. Who is powerful

Media tends to show the same types of people in the same powerful roles. Generally the people who are valued (white, wealthy, able-bodied men) tend to have the most important and influential positions.

• White men tend to be the "experts" in the media. Consequently, they have a lot of power to change other people's minds: they help make laws, hire and fire people, and socialize with other influential people.

The bombardment of anti-female messages may have a cumulative effect. While in elementary school, 60% of girls agree with the statement: "I'm happy the way I am." By the time they reach high school, though, only 29% feel that way. *Children Now*

4. How to behave (act like a lady or be a man)

The media provides strict guidelines that show women and men how they should behave: from which toys to use, to how to act in sexual situations. These messages are everywhere; eventually they sink in and influence how we act.

Women and girls

- The media generally presents women in limited roles. Girls and women are concerned about their appearances or about their relationships with men. Rarely are women and girls shown in work settings, or positions of authority.
- Women in the media are beautiful, but this beauty ideal is very narrow and nearly impossible to attain. As a result, when a girl or woman compares her real self with the media's image of perfection she feels unattractive, unwanted, and valueless.
- Generally a woman must appear beautiful, innocent, and sexy at the same time! The media also encourages women to be silent, passive, and submissive. If a woman doesn't fit these norms (which are impossible!), then the media portrays her in a negative light: as the bitch, the whore, or the butch.
- To become attractive, wanted, and valuable, the media insists women must purchase countless products. The subtle message is that if a woman buys a certain product, she will become more attractive and more popular. The problem is, there is always another product to buy!

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Men and boys

- Media consistently portrays the "ideal" male as cool, confident, independent, rebellious, powerful, physically strong, dominating, and violent.
- Rarely, does the male image include typically "female" characteristics like sensitivity, vulnerability, or compassion.
- A man or boy who does not have the cool "male" characteristics is often punished. He may be called a "nerd" or "wuss" or be shown getting beaten up. Basically, the media says: if a male has any "female" characteristics he should be ridiculed.
- Advertisers also offer to sell men products that will solve the "lack of masculinity problem." These products promise men they will be more powerful and sexy.

Relationships

- The media also shows men and women how they should relate to one another: in life, in love and during sex.
- Generally the man is portrayed as the one in control, the pursuer, and the sexual aggressor.
- Women, on the other hand, are shown as innocent, sexy, and passive.
- These stereotypes (that are reinforced by the media) can be dangerous...
 - Because the media says that a man should always be in control of his life, problems will occur when he is faced with a world that he cannot completely control.
 - When a man is faced with a workplace or community that he cannot control he may feel the need to control something else often a woman.
 - Because the media teaches men to solve problems with physical aggression men may attempt to take control of, and overpower, a woman through sexual violence (rape, sexual harassment, sexual assault).
 - Because the media teaches that women are supposed to be passive, to please others, and to avoid confrontation, women may not feel that they can resist an aggressive man.
 - This is how messages in the media can promote violence against women.

If everyone agrees that television has unrivalled efficiency at selling goods, services, politics, culture, music and fashion, why does the industry continue to claim that the one thing it cannot sell is violence? *Paul Johnson in The Spectator*



5. That women are sex objects

You may have heard the saying "sex sells." Regardless of whether it is true or not, sex is consistently used to sell products. In particular, it is women who are portrayed as the sex objects.

- When a woman is portrayed as a sex object, the media is saying that her sex appeal (how she looks) is the only thing that is valuable about her. Her role is simply to please men.
- Women's bodies are often turned into objects things. This is dangerous because it dehumanizes women. Turning a woman in to an object is the first step toward justifying violence.

By the time most children leave elementary school they will have seen approximately 8000 murders and more than 100 000 other acts of violence on television. *Children Now*

6. That violence is acceptable

The media continually shows men as dominant and women as weak.

- In sexual relationships, men are shown as aggressive and knowledgeable while women are portrayed as passive and innocent.
- The trivialization of violence is an ongoing theme in the media. Advertisements and rock videos often normalize and justify beating or raping women. In fact, many media sources show women enjoying violent sex and rape: women are asking for it they don't mean it when they say 'no'. Men learn that it is okay to act violently toward women.
- Consistently research indicates that the more television that we watch, the more likely we are to hold sexist views and to use violence to solve problems (Children Now: www.childrennow.org).

We never see men upside down, we never see men being tied up, we never see men being assaulted by women, being hit by things in the head, we certainly wouldn't see men enjoying it. *Chris McCormick, Saint Mary's University*

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Pornography 101

What is pornography?

Pornography is sexual imagery that presents people (most often women) as sexual objects that are used to sexually satisfy a viewer (most often men). The imagery often includes humiliation and violence.

The word "pornography" comes from the Greek words "Porne" meaning prostitute or female captive, and "Graphine" meaning the writing of or writing about. The definition is, therefore, "the writing of or about prostitutes."

What is erotica?

Erotica is a mutually pleasurable form of sexual expression between people who are there by choice. The word "erotica" comes from the Greek word "Eros" or "passionate love." The difference between erotica and pornography is based on the presence or absence of mutual pleasure and mutual respect. It is also shown in the presence or absence of violence, humiliation, and degradation. In pornography these characteristics are present in erotica they are absent.

What are the concerns with pornography?

Pornography is disturbing because it focuses on force and violence as natural and acceptable parts of human sexuality. People are not upset by the graphic nature of pornography, but rather they object to the values and messages about women that pornography promotes.

Pornography defines women as objects for men's sexual use. And, pornography consistently shows women as victims of violence and humiliation. Pornography justifies violence against women not only in sexual imagery, but also in society as whole.

In pornography, sex is used to reinforce the inequality between men and women. It presents female sexuality as defined by men. All the negative values about women in pornography are an extreme expression of negative values about women that exist in society as a whole.

Men act and women appear. Men look at women. Women watch themselves being looked at. This determines not only most relations between men and women but also the relation of women to themselves. The surveyor of woman in herself is male: the surveyed female. Thus she turns herself into an object – and most particularly an object of vision: a sight. *Berger, 1973*



A study of pornographic videos found that:

- 13% of scenes involved sexual violence, including rape
- 35% involved sexual harassment
- 17.5% involved sadomasochism
- 6% showed sexual mutilation

Canadians for Decency

Some facts about pornography:

- There are more hardcore pornography outlets than McDonalds in North America.
- The pornography industry is bigger than the United States movie and record industries combined.
- Playboy and Penthouse have a bigger circulation than Time and Newsweek put together.
- 70% of the pornography magazines end up in the hands of minors.
- The largest consumers of pornography in Canada are boys, ages 12 to 17.
- Based on interviews with 1,501 youth ages 10 to 17 who use the Internet regularly, approximately one in five received a sexual solicitation or approach over the Internet in the last year.
- "Nearly a third (31%) of kids age 10-17 from households with computers (24% of all kids 10-17) say they have seen a pornographic web site.
- The pornography industry grosses about 10 billion dollars a year.
- 85% of pornography is controlled by organized crime. *Canadians for Decency*

What does pornography tell us?

- 1. Women are sexual objects, to be used and abused for men's enjoyment.
- 2. Women are always willing to have sex anytime, anywhere, with anyone including multiple partners.
- 3. Normal sexual encounters include violence, women like it a little rough.
- 4. Sexualizing young children is okay
- 5. Women fantasize about being raped (she may say "no" but she really means "yes").
- 6. Men are in charge of defining women's sexuality.

Research conducted by Dr. William Marshall of Queens University shows 86 per cent of rapists are interested in hardcore pornography, and that even non-violent pornography can play a significant role in triggering sexually deviant behaviour.



Advertising 101

How much does advertising impact us?

Advertising plays a large role in our lives. Everyday we are bombarded with images; from the time we brush our teeth in the morning until we go to bed at night. Advertising tells us how we should act, what we should own, and who we should look like. As much as we would like to escape advertising, it is pretty much impossible. It's important, therefore, for participants to realize the incredible impact that advertising has on their experiences and their attitudes.

Who is making the ads?

To understand the role of the media in our lives we need to think about who is creating the advertisements and why. Basically, it is marketers. A marketer's job is to make money for the company that hires them. To do this a marketer must make the company's products appealing to consumers (us). Marketer's focus on creating needs ("You need this product to be happier, healthier, better looking...). If consumers don't feel that they need a product, then it won't sell. A marketer's job then, is to convince us that we need products, that our lives are not complete without them.

What are the themes in advertising?

There are some general themes in advertising. Keep them in mind when you do the media activities in your workshops. Specifically they are:

For Women

- Women as victims
- Women as passive and submissive
- Women as dependent on men
- Competition between women.
- Women of colour as exotic or animalistic
- Sexualization of young girls.
- Turning women into objects (cutting up women's body parts)
- Narrow, flawless, airbrushed images of beauty.
- Fascination with youth

For Men

- Men as aggressor
- Men as active
- Men are encouraged to solve problems with violence
- Men in control
- Men without emotion
- Men as independent

Young boys learn that to let a woman make decisions is to let her "wear the pants in the family." They come to admire women at a distance, to ogle them. Women learn to accept it and believe it's okay. *Blye Frank*



Puzzled Perceptions

Objectives:

- To point out the gender roles men and women are expected to play.
- To demonstrate how the media encourages these roles.

Materials:

- Magazine pictures of women and men (cross-cultural and with a wide age range) mounted on construction paper. Cut the pictures into a puzzle. These will be used to get participants into small groups of three or four.
- More magazine pictures of men and women on construction paper (not cut up) to be passed out after the groups get together.
- Flip chart and markers
- Questions on index cards

Time:

• 15 – 20 minutes.

This activity works very well when paired with "Acting Up" from the gender stereotypes chapter.

- 1. Decide how many groups you are going to have (approximately 3 people per group works well).
- 2. Write three of the following questions (or others made up by you) on each index card. You will need the same number of index card as small groups.

Questions

- If the people in the picture could talk, what would they be saying?
- According to these pictures, how are men and women supposed to act?
- In general, what are the women doing compared to the men?
- Who is in control of the situation? What is this saying?
- Complete this sentence separately for the woman, and then the man, in the picture. "I am sexy because..."
- According to these pictures, what type of woman is valued? What type of man is valued?
- What happened just before the picture was taken? Just after?
- Is violence portrayed as acceptable? Who is receiving it?



- 3. Pass out pieces of the magazine puzzles. Ask participants to find their group by completing the puzzle.
- 4. Once in groups pass out three things:
 - Additional magazine pictures (at least 2 or more for each group); mount them on construction paper or cardboard.
 - A piece of paper from the flip chart
 - The index card questions with the same questions for each group
- 5. Ask the participants to look at all of their magazine pictures and answer the index card questions on the flipchart paper.
- 6. Tell the participants you will give them about 5 minutes.
- 7. Ask the groups to select a presenter and go through the questions one by one. If you completed the "Acting Up" activity (from the gender stereotypes section) have the flip chart page out so the participants can see the gender roles they came up with earlier and compare them to what they found.
- 8. Open the activity up to discussion.



Unmasking Multi-media

Objective:

• To show the participants how the media promotes gender stereotypes (different media examples are used).

Materials:

- Flipchart (to write down ideas)
- Pen and paper for the participants

Time:

• Each activity takes about 15 to 20 minutes.

Here are 6 possible activities to show participants how the media encourages gender stereotypes. Choose one or two of the following media formats to demonstrate this. The media options are:

1. Fairytales

2. Music

Music Videos
 Television

5. Magazines 6. Advertising

7. Pornography

1. Fairytales

Talk about the following fairytales:

- Sleeping Beauty, where she is awakened and rescued by a prince who has fallen in love with her while she sleeps
- The Little Mermaid, where she gives up everything, her voice and family, to be with her Prince Charming.
- Then discuss the Paper Bag Princess. If they are not familiar with it, you can read it to them (borrow from the library) or given them a quick summary:

Elizabeth was a beautiful princess who lived in a castle, had expensive clothes, and was engaged to a prince named Ronald. One day a dragon kidnapped Elizabeth's fiancé, burned down her castle and set fire to all her clothes. So, Elizabeth decided to chase the dragon and get Ronald back. Dressed in nothing but a paper bag, Elizabeth out-smart the dragon by asking him to prove his greatness by performing difficult physical activities. Eventually, because he was exhausted from showing off to Elizabeth, the dragon fell asleep. Elizabeth was then able to free Prince Ronald. But, when she found the prince he said, "Elizabeth, you're a mess... and you are wearing a dirty old paper bag. Come back when you look like a real princess". So, she called him a bum, and decided not to marry him after all.



Discussion Questions for Fairytales:

- What roles do fairytales play in society? Do they reflect society's beliefs and preferences?
- What do fairytales say about gender roles?
- Do fairytales affect a child's perception of reality?
- Are fairytale characters role models for children?
- Did fairytales have an impact on your life (the participants) when you were young?
- What harm could fairytales do?

If time permits, ask the participants to re-write a traditional fairytale where the woman is the hero.

2. Music

Extra Materials

• Photocopies of song lyrics

Many people don't realize the impact of music on attitudes. But, when listened to closely, song lyrics have strong messages about stereotypes and gender roles. The following activity is very useful for young women for whom popular music plays a large role in their lives.

- 1. Ahead of time download lyrics from a popular song (this can be done on the internet at www.lyrics.com).
- 2. Photocopy the lyrics and pass them out to the group.
- 3. Ask the group to read them and then talk about what message(s) the song is giving.
 - What is the general theme or message?
 - What is the song saying about a woman's role in society? A man's role?
 - Is the relationship that the song is describing healthy? Why or why not?
 - Is violence given as a solution to the problem?



3. Music Videos

Extra Materials:

- Television
- VCR and VCR tape with rock videos (if cable television is not available)

This is another great activity for young people, but it also works well with older women.

- 1. Either record rock videos on a VCR and play it back to the participants or, take a chance and simply turn to MUCH MUSIC and watch the channel for about 5 minutes.
- 2. We suggest watching the videos with the music turned off so that the images can be focussed on.
- 3. Ask the participants what story the images are telling. Is the image of women positive? Are gender stereotypes common? Is violence a common theme?
- 4. If you have taped the videos you could pass out the lyrics (see www.lyrics.com) and discuss the song lyrics messages. Do they match the images?

4. Television

Ask the participants to discuss a television show that is familiar to everyone. Ask them to describe the relationships on the show, in particular the roles that women play. Are some better than others? Here are some ideas:

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- Everybody Loves Raymond
- Friends
- My Wife and Kids
- Buffy the Vampire Slayer
- The West Wing
- Law and Order
- ER
- Charmed

Extra Materials:

• Magazines pictures with models positioned in awkward poses.

This is a great activity to show participants how unrealistic magazine ads are.

- 1. Bring out a bunch of pictures and ask participants to pose like the models in the ads.
- 2. Ask the participants, how do they feel? Do they feel silly? Do those positions feel real or natural? Do magazines really portray women in natural, realistic poses?

6. Advertisements

This is a great activity if you have a multi-day workshop.

- 1. Ask the participants to count all the advertisements they see for twenty-four hours (or from the moment they leave until the next time next you meet) - Logos, billboards, newspaper ads, television ads. And, ask them to notice what kind of messages the ads are sending. Many people will probably lose count, but this activity will show participants just how many ads we are bombarded with everyday.
- 2. At the next meeting debrief the participants experience. How do they feel about all the ads? What messages were given? Do they think they influence us?

7. Pornography

Optional Materials

• "Maxim," "FHM," or "Stuff" magazines.

When discussing media and the messages it gives about women, men, sexuality and violence, pornography is an important part of understanding media. To best facilitate this activity, it is a good idea to have the facilitator's information on pornography nearby or, better yet, for the facilitator to have as much of the information, memorized, as possible.

This activity requires a great deal of openness and trust from the participants. Therefore, it may be most effective to do this exercise after previous discussions of other media, and specifically after participants have had a chance to get to know one another.

Be aware that some participants may react emotionally to the material. Remind everyone at the beginning that participation is optional and that they may leave at anytime.



- 1. Explain to participants that pornography is widely used (use the statistics from Pornography 101) and contains clear messages about women, men, sexuality and violence. Therefore, when talking about how the media shapes perceptions, pornography is an important part of the discussion.
- 2. Ask participants if anyone feels like sharing times when they have seen pornography. Alternatively, the facilitator may show a few men's magazines like "Maxim," "Stuff," or "FHM" – these are considered soft porn and depict women in passive, sexual roles.
- 3. The following offer some questions to guide discussion. Write the answers on a flipchart.

Pornography Discussion Questions

- Describe the images of women (poses, facial expressions, clothing, age, size, race).
- Describe the images of men (same as above).
- Describe the relationship between men and women.
- What kind of violence did you see?
- How do you think the makers of these images feel about women?
- If you were an alien from outer space and were learning about human sexuality from pornography, what would you learn?
- So, what are the basic messages that pornography gives about women, men, sexuality, and violence?
- How did you feel when you saw the material? Did you find the material surprising, arousing, or offensive?
- What messages does pornography send?

Adapted from "The Pornography Workshop for Women," Smith & Waisberg 1984

Over the course of the discussion the following points should be covered:

- Pornography defines women as sexual objects, to be used for men's enjoyment.
- Pornography justifies violence against women and suggests that normal sexual encounters include violence.
- Negative values about women in pornography are an extreme expression of negative values about women that exist in our society.
- Women are taught that it is normal for men to watch them and eventually women learn to watch themselves being watched.
- According to pornography women are always willing to have sex anytime, anywhere, with anyone including multiple partners.
- Pornography suggests that the sexualization of young children is okay



Medía Líteracy Resources

The average person is bombarded with over 3000 ads a day... there's no way not to be influenced by advertising! Jean Kilbourne

About Face www.about-face.org Canadian Broadcast Standards www.cbsc.ca

Adbusters Media Foundation www.adbusters.org Center for Media and Democracy www.prwatch.org

Canadian Assoc of Media Education http://uoregon.edu/MediaLit Center for Media Education www.medialit.org

Glamour magazine polled 33 000 American women. The majority of the women said they would rather be thin than loved.

Children Now www.childrennow.org

Jean Kilbourne www.jeankilbourne.com

Just Think Foundation www.justthink.org

Media and the Family www.mediaandthefamily.org Media Awareness Network www.media-awareness.ca

Mediascope www.mediascope.org

Mediawatch www.mediawatch.ca

Mediawatch USA www.mediawatch.com

The intense concern with appearance that is so common in our culture has not been the norm in most cultures. It is an artificial concern that we have acquired from living immersed in a society dominated by commercialism.

www.mediawareness.ca



Pornography 101

What are the messages from pornography?

- 1. Women are sexual objects, to be used and abused for men's enjoyment.
- 2. Women are willing to have sex anytime, anywhere, and with anyone.
- 3. Normal sexual encounters include violence, women like it a little rough.
- 4. The sexualization of young children is okay.
- 5. Women fantasize about being raped.
- 6. Men are in charge of defining women's sexuality.

Some facts about pornography:

- There are more hardcore pornography outlets than McDonalds in North America.
- The pornography industry is bigger than the United States movie and record industries combined.
- Playboy and Penthouse have a bigger circulation than Time and Newsweek put together.
- 70% of the pornography magazines end up in the hands of minors.
- The largest consumers of pornography in Canada are boys, ages 12 to 17.
- Based on interviews with 1,501 youth ages 10 to 17 who use the Internet regularly, approximately one in five received a sexual solicitation or approach over the Internet in the last year.
- "Nearly a third (31%) of kids age 10-17 from households with computers (24% of all kids 10-17) say they have seen a pornographic web site.

The Empowerment Project

- The pornography industry grosses about 10 billion dollars a year.
- 85% of pornography is controlled by organized crime.

Canadians for Decency

A study of pornographic videos found that:

- 13% of scenes involved sexual violence, including rape
- 35% involved sexual harassment
- 17.5% involved sadomasochism
- 6% showed sexual mutilation

Canadians for Decency

Advertising 101

How much does advertising impact us?

Advertising plays a large role in our lives. Everyday we are bombarded with images, from the time we brush our teeth in the morning until we go to bed at night. Advertising tells us how we should act, what we should own, and who we should look like.

What are the themes in advertising?

There are some general themes in advertising. These themes impact our attitudes, thoughts, and behaviours.

For Women

- Women as victims
- Women as passive and submissive
- Women as dependent on men
- Competition between women.
- Women of colour as exotic or animalistic
- Sexualization of young girls.
- Turning women into objects (cutting up women's body parts)
- Narrow, flawless, airbrushed images of beauty.
- Fascination with youth

For Men

- Men as aggressors
- Men as active
- Men are encouraged to solve problems with violence
- Men in control
- Men without emotion
- Men as independent

Young boys learn that to let a woman make decisions is to let her "wear the pants in the family." They come to admire women at a distance, to ogle them. Women learn to accept it and believe it's okay. *Blye Frank*

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Self-esteem, Self-worth, and Self-care

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Self-Esteem & Self-Protection

What is self-esteem?

- It's believing that you're worthy of happiness.
- It's knowing that you're able to cope.
- It's feeling that you can succeed.
- It's considering yourself worthy of fighting for!

Why is it important for self-protection?

• Self-esteem is essential for safety.

With healthy self-esteem a woman:

- Knows that she's worth fighting for.
- Trusts her intuition when she senses danger.
- Has the courage to stand up for herself and be assertive.
- Believes in her ability to handle difficult situations.
- Will recover from difficult or traumatic situations more quickly than a woman with low self-esteem.

Empowerment

Project

Facilitating Self-Esteem Exercises

First of all, let the participants know what self-esteem is:

- It's believing that you're worthy of happiness
- It's trusting that you're able to cope
- It's feeling that you can succeed
- It's knowing that you are worth fighting for!

They also need to know that... SELF-ESTEEM IS A PROCESS

It would be wonderful if we could envision ourselves with **perfect self-esteem** and then just be that way for the rest of our lives. But, it doesn't seem to work that way. Instead, the development of self-esteem tends to be a process, **a journey**, a practice...

Talk to the group about how difficult it is to keep up a perfect image. Maintaining an **ideal image** of a self-confident person can be **agonizing to live up to**. Self-confidence tends to ebb and flow as we value and devalue parts of ourselves. Perhaps the key is to **value ourselves as we are**, and recognize that **no matter what we're trying our best**.

During self-esteem exercises it is important to provide a safe place for the expression of **feelings** – people tend to feel vulnerable when talking about themselves and emotions. Because many women spend a great deal of time looking at themselves critically, rather than realistically, be attentive to discussions and ensure they stay on a positive note.



Self-Exploration and Self-Esteem

Before women can believe in their ability to protect themselves, they need to understand themselves. What is important to them? How do they feel about themselves? What are their strengths? What will they fight for?

Self-exploration activities build meaning into women's lives. They help put the pieces together. They help them figure out their strengths and determine how they talk to themselves: positively or negatively?

Steps to Building Self Esteem

1. GET TO KNOW YOURSELF

2. REALIZE THAT NO ONE IS PERFECT

3. RECOGNIZE MISTAKEN ASSUMPTIONS

4. CHALLENGE YOUR MISTAKEN ASSUMPTIONS

5. VALUE YOUR STRENGTHS

6. ACCECPT AND LOVE YOURSELF

For more detailed information see the handout with the same title.

Self-exploration activities build self-esteem by giving women a sense of control. Women write their own stories and look at their lives with no other influences or pressures from others. They own these experiences.

Finally, these activities are important because they give women the opportunity to look at boundaries. Women may not be able to define their boundaries or even fight for them yet, but they can at least take a look at them and begin the steps towards building self-esteem.



Life Collage

"Our head speaks to us in words. Our soul speaks to us in images." Cheryl Richardson

Objective:

• To help participants learn about themselves (what is important to them, how they see themselves).

Materials:

- Lots of magazines (at least one for each participant)
- Scissors, glue and large pieces of paper

Time:

• 40 minutes

This is a great activity to address the first of the six "Steps to Building Self-Esteem." For more information on these steps please see the Handouts section.

- 1. Ask participants to go through the magazines and pullout images, words, or phrases that catch their eye, evoke feelings (good and bad), or represent something important to them.
- 2. Ask them to cut out the images, adjust them how they see most fit, and paste them on a large piece of paper or cardboard.
- 3. When they are finished give the group the option of discussing their life collages. Let them know they are never obligated to share and they can always omit some information.
- 4. Or, create a Collage Gallery by hanging the collages around the room and giving participants post-it-notes so they can make positive comments.
- 5. Or, consider taking all the individual collages and creating a group collage that says something about the group.

Give participants a few (or all) of the following questions:

- What have I learned about myself?
- Are there any patterns?
- What symbols have I chosen? What do they represent?
- Does anything surprise me?
- What would I change?
- What's missing?
- What am I most proud of?
- What does my collage say about my self-image?
- What can I see on my collage that indicates my strengths? Weaknesses?



That's Unreasonable!

Objectives:

- To help participants recognize their own unreasonable beliefs.
- To assist participants in identifying how these unreasonable beliefs affect them, and their self-esteem.

Materials:

- Ellis's checklist of beliefs (to be found in the Handouts section).
- Pens or pencils, paper

Time:

• 15 – 20 minutes

According to Albert Ellis, a well-known psychologist, unhappiness and low self-esteem happens because people have unreasonable beliefs about themselves. Basically, these unreasonable beliefs pressure people to act in a certain way and eventually make them feel incompetent and unworthy.

Ellis suggests that people need to recognize when they are thinking unreasonably. When unreasonable thinking is recognized, people have the opportunity to change how they think, change how they behave, and change what they expect from themselves. Most likely then, they will be a little gentler on themselves and increase their self-esteem.

- 1. Ask participants to make an outline of the five most significant points in their lives (what events, actions, decisions... have led them to where they are today?). Examples could be career decisions, marriages, births, moving homes, deaths...
- 2. Once they are done pass out a copy of Ellis's Checklist of beliefs. Ask the participants to tick off any unreasonable beliefs they might have.
- 3. Explain the concept of unreasonable beliefs to participants (see notes above). Discuss how unreasonable beliefs shape everyday events, as well as, self-esteem and happiness.
- 4. Ask the participants to take a look at their life-lines and ask the following:
 - How do you feel about your unreasonable beliefs?
 - Have any unreasonable beliefs shaped your life or influenced your decisions?
- 5. Also, ask the participants:
 - Do your unreasonable beliefs affect your sense of self worth?
 - Do they affect your courage to stand up for yourself... to be assertive?
 - Do you think your unreasonable beliefs affect your self-esteem?



Adapted from Albert Ellis, www.rebt.org

An Optional Activity:

Dr. Ellis gives a series of questions to help overcome unreasonable beliefs:

- What beliefs do I want to dispute and overcome?
- What evidence exists of the falseness of this belief?
- Does any evidence exist of the truth of this belief?
- What are the worst things that could happen if I let my unreasonable belief go? For example, what bad things will happen if I don't expect perfection?
- What good things could happen if I do let my unreasonable belief go? For example, what good things will happen if I don't expect perfection?



Self-esteem: A Quiz

Objectives:

- To help determine participants level of self-esteem.
- To create an opportunity to discuss self-esteem.

Materials:

- Self-esteem Quiz (to be found in the Handouts section).
- Pens or pencils, paper

Time:

• 15 – 20 minutes

When participants in the workshop are younger (ages 13 to 20), this activity will work well and should get a discussion going.

1. Pass out a self-esteem quiz to each participant.

- 2. Ask the participants to answer the questions, but to keep their answers to themselves.
- 3. Remind everyone that sharing is optional but that you would like to discuss some of the topics from the self-esteem quiz. Ask participants to share only what is comfortable for them.
- 4. Here are some questions to get the discussion started:
 - Which of the questions do you think most people have trouble with?
 - How important is it to be able to spend time alone sometimes?
 - Does anyone ever feel jealous when a friend succeeds at something?
 - Who, in this room, is good at meeting new people? Explain what it is that makes you good at talking to people you haven't met before.
 - Does anyone here have trouble receiving compliments? Why?
 - How important is appearance? How do you know when you spend too much time thinking about how you look?
 - How do you usually react when someone criticizes you?
 - How do you feel when you find out someone doesn't like you? Is it realistic to think that everybody should like you?
 - Is it normal to feel lonely sometimes? What can be done to get over the feeling?
 - What are some examples of people putting others' needs before their own?
 - What's the key to feeling good about yourself?
 - Do you think this quiz is an accurate judge of self-esteem?



Sizing Up Self-Care

Objectives:

- To introduce the importance of self-care.
- To help participants assess their personal self-care needs.

Materials:

- "Self-Care Assessment" (enough for each participant to be found in the Handouts section).
- "What is Self-Care" handouts (enough for each participant)
- Pens or pencils, paper

Time:

• 15 – 20 minutes

Self-care is very important. It's about taking care of the most important person in women's lives - themselves. Women often pay attention to the needs of everyone else in their lives (children, partner, friends, co-workers, animals), but neglect their own needs. As caretakers, women tend to feel guilty and selfish about seizing self-care time.

The following activity will help workshop participants recognize their own personal self-care needs. And, will give the women a chance to discuss (and debrief) many of the pressures they feel in their lives.

- 1. Explain the concept of self-care.
- 2. Pass out the "Self-Care Assessments" to each participant.
- 3. Ask the participants to answer the questions.
- 4. Remind everyone that sharing is optional, but that you would like to discuss the selfcare assessment. Ask participants to share only what they find comfortable.
- 5. Here are some questions to get the discussion started:
 - Which of the questions do you think most people have trouble with?
 - Were you surprised at your answers? Pleasantly surprised or surprisingly disappointed?
 - How important do you think self-care is in your life?
 - What stops you from taking care of yourself?
 - How can women make time for themselves?
 - What are some different self-care ideas?
 - Handout "What is Self-Care?"



Scratching Backs

Objectives:

- To help participants recognize valuable aspects of themselves.
- To show participants that others perceive them positively.

Materials:

- Coloured Markers
- 'Thoughts on Me' worksheet (in the Handouts section -one for each participant)

Time:

• 5 - 10 minutes

This activity tends to work best when participants know each other fairly well. Therefore, if your participants already know each other this is a great way to increase group unity. Alternatively, this exercise will work well near the end of a session if the workshop has occurred over a long period of time (more than three hours).

There are two options for this activity:

Option 1 – Involving the whole group

- 1. Pass out the worksheet "Thoughts on Me," as well as a coloured marker to every participant.
- 2. Ask the participants to put their names on the sheet and pass the page to the person on their left.
- 3. Ask the participants to write something positive about the person whose sheet they hold in their hands.
- 4. Continue this around the circle until everyone receives her page back.
- 5. Ask everyone to read them over and then choose two (or more) to read out to the group. Explain that although this may be difficult, it is a good idea because we all have trouble saying nice things about ourselves. This provides a great opportunity without feeling like we are bragging.



Option 2 – Pairing Off: Back to Back

- 1. Ask the participants to pair off and sit back to back.
- 2. Pass out the worksheet "Thoughts on Me," and a coloured marker to every participant.
- 3. Ask the participants to write down positive things they have noticed about the other person for 3 or 4 minutes. They can draw or write.
- 4. Ask the pairs to exchange papers.

If the participants are having a difficult time getting started the following offer some ideas:

"Thoughts on Me" Ideas

- The wonderful thing I've noticed about you is...
- Thank you for...
- The gift you brought to this group was...
- One of your strengths is...
- I am glad I met you because...

Closing the Activity

- 1. Ask everyone to read their papers over and then choose two (or more) to read out to the group.
- 2. Explain that although this may be difficult, it is a good idea because we all have trouble saying nice things about ourselves. This provides a great opportunity without feeling like we are bragging.
- 3. Go around the room and ask participants to read out their favourite comments.
- 4. This is a great activity because at the end the participants will have a list of positive things about themselves. Encourage the participants to bring their list home and read it over every once in a while.
- 5. As an alternative consider collecting the papers and then mailing them to the participants at a later date.



Steps to Build Self Esteem

1. GET TO KNOW YOURSELF

Before you can believe in your ability to take care of yourself, you need to understand yourself. What is important to you? What are you passionate about? How do you feel about yourself? What are your strengths? What will you fight for?

2. REALIZE THAT NO ONE IS PERFECT

Self-confidence tends to ebb and flow as we encounter different situations. No one is ever perfectly self-confident in all circumstances. The key is to value ourselves as we are, and recognize that no matter what we are trying our best. So, forgive yourself for your mistakes and know that you are valuable and important without needing to be perfect.

3. RECOGNIZE MISTAKEN ASSUMPTIONS

According to Albert Ellis, a well-known psychologist, unhappiness and low self-esteem occur because people have unreasonable beliefs about themselves. Basically, these unreasonable beliefs pressure people to think and act a certain way and eventually make them feel incompetent and unworthy. What mistaken assumptions do you have? Do you believe that everyone should like you? Do you believe you should do everything well? Do you show you care by worrying? To boost your self-esteem, try to figure out your mistaken assumptions.

4. CHALLENGE MISTAKEN ASSUMPTIONS

Once you have identified your mistaken assumption, Ellis says you will have the opportunity to change how you think, how you behave, and what you expect from yourself and others. Most likely then, by decreasing your expectations and rethinking your mistaken assumptions, you will be a little gentler on yourself and increase your self-esteem.

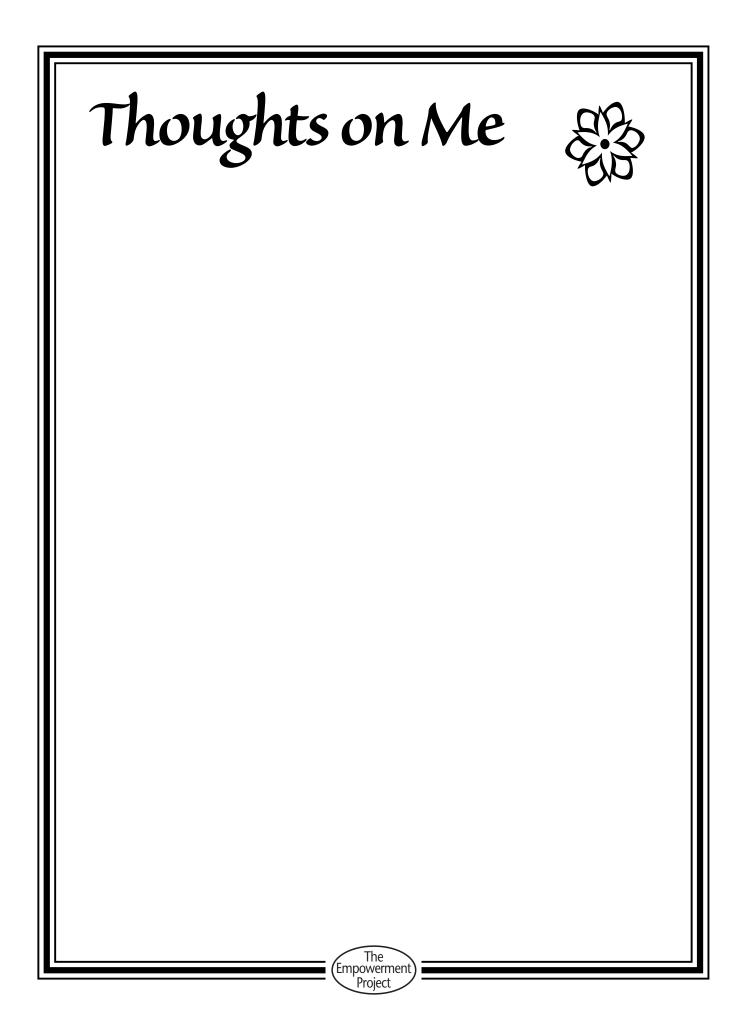
5. ACCEPT AND LOVE YOURSELF

Be kind to yourself and value your strengths. Treat yourself as you would treat someone you care deeply about. Know that bad things do happen to good people for no apparent reason. When life gets tough, be gentle with yourself. Ask yourself: what's the most loving thing I can do for myself right now? Then do it!

Ellis's Checklist of Beliefs				
Check the beliefs that you see in yourself:				
I should be perfect in pretty much everything I do.				
Even if I'm unhappy I should never give up because then I'm a quitter.				
I often (insert bad habit here). I know it's not good for me, but that's just the way I am, and I can't change it.				
When I worry about other people's problems, it shows that I care.				
I need to have my way most of the time.				
It's important that people like me, it upsets me when they don't.				
I shouldn't take risks: I should only make a decision when I'm sure it's right.				
I don't like it when other people's attitudes or feelings differ from mine.				
I find that worrying and thinking about things that upset me makes me feel more in control of my problems.				
If I'm having a problem with someone, I should just end the relationship.				
I must perform important tasks competently and perfectly well.				
According to Albert Ellis these beliefs are unreasonable and can cause unhappiness and low self-esteem because they pressure us to act in a certain way. Eventually they can make us feel incompetent and unworthy. Do you agree or disagree? Why? How do you think they affect you?				
Adapted from Albert Ellis				
(Empowerment) Project				

Self-Esteem Quíz					
 Do you enjoy being alone sometimes? Yes No Are you quick to blame yourself? Yes No 					
 2. Can you genuinely compliment your friends when they succeed? 8. Do you often feel lonely? Yes No 					
 9. Do you usually put others' needs before your own? 3. Are you confident when meeting Yes No 					
new people? Yes No 10. Do you often fear rejection or					
4. Can you give yourself a pat on the back? Yes No					
 5. Do you feel good about the way 5. Do you feel good about the way 					
you look? Yes No 12. Do you get jealous when your					
 6. Can you handle constructive partner sees friends without you? 6. Can you handle constructive Yes No Yes No 					
* * * * * * * * * * * * * * * * *					
Take two points for all "no" answers in this column. Take two points for all "yes" answers in this column.					
Total points 0 - 6Low Self-esteemTotal points 10 - 16 Good Self-esteemTotal points 6 - 10Moderate Self-esteemTotal points 16 - 20 High Self-esteem					
The					
Project					

A Self Care Assessment						
Check off all that apply to you:						
Do you drink six glasses of water a day?	Are you touched and hugged regularly?					
Do you eat lots of fresh fruits and vegetables everyday?	Do you get six to eight hours of sleep every night?					
Do you make time just for you?	Do you get enough sunlight?					
Do you listen to your body?	Do you get regular sexual fun?					
Do you make time for exercise?	Do you nurture your friendships?					
Do you release your emotions in a positive way?	Can you forgive yourself when you make a mistake?					
Can you remember the last time you laughed until you cried?	Can you ask for help when you need it?					
Do you have beauty in your home or office?	Do you visit your doctor regularly for a complete physical?					
Do you take time to enjoy nature?	Have you thought about your spiritual needs?					
Do you see a dentist twice a year?	Do you accept yourself for who you are?					
Adapted from Jennifer Louden's "A Woman's Comfort Book"						



What is Self-Care?

Self-care is very simple, it's about taking care of the most important person in your life – you. Women often pay attention to the needs of everyone else in their lives (children, partner, friends, co-workers, animals), but neglect themselves. As caretakers women tend to feel guilty and selfish about seizing self-care time.

Self-care could be:

- a bubble bath
- a cup of tea
- a day away from the children
- a facial or massage at a spa
- an hour of meditation
- reading a book
- taking the phone off the hook
- watching a sappy, feel-good movie
- enrolling in a class
- having a nap when you feel tired

Taking time for yourself (and away from family, friends, work or school) does not mean that other parts of your life are not priorities, or that you don't care about them. A woman's self-care is not just important, but essential for wellbeing. Rather, think about self-care time as a refresher – when you feel rejuvenated and happy you will be better able to support others.

Self-care can be anything you want it to be: anything that uplifts your mood, energizes you, and makes you feel better about yourself. So, whenever you feel scattered, upset, lonely, scared, angry... ask yourself:

What is the most loving thing I can do for myself at this very moment?

Then do it!



Get to Know Yourself!

The three "C's"

To feel good about yourself you need the three C's:

- Capable (the belief that you are worthy and can handle problems)
- Contribute (the belief that you make a positive difference in the world)
- Connected (the belief that you belong)

Take a look at your life and figure out which of the three C's you need to work on.

Create a self-esteem journal

Take some time each day to write down some of the following:

- What you are grateful for...
- What makes you happy...
- Something good you did for yourself lately...
- A list of your positive traits...
- Your negative self-talk write it down so you recognize it when you hear yourself.

What's your passion?

Quick: List 25 things you love (specifics not general like family or friends)! Examples could be writing, wine-tasting, horse-racing, skinny dipping... Often one of the main reasons for a lack of self-esteem is feeling purposeless. So figure out what you're passionate about and start incorporating it into your life. Here are some other questions to get you thinking!

- 1. If you knew you could not fail, what would you try?
- 2. What would you do if money was not a concern?
- 3. What did you love when you were a child?
- 4. What would you regret not having done if your life was ending?

Are you stressed?

Here are some questions to determine your stress level:

- 1. Are your thoughts racing?
- 2. Do you dwell on the same thoughts over and over?
- 3. Are your words rushed or high-pitched?
- 4. Are your shoulders up near your ears?
- 5. Are your toes or fingers clenched?
- 6. Is your heart racing past 30 beats in 20 seconds?
- 7. Are you taking more than 6 breaths in 20 seconds

If you answer yes to many of these questions it's REALLY time to take care of yourself!

Take Care of Yourself!

The new golden rule

"Do unto yourself as you would do unto others."

So often we treat and think about others better than we treat or think about ourselves. Stop it. Be aware of your thoughts and your negative self-talk. And, while you're at it – treat yourself! You probably do nice things for others, do the same for yourself!

Visualization

Take yourself on a mental vacation. Imagine a relaxing and safe place. The most important thing is to not only imagine the place, but to put yourself there! When you're there make note of your sensual surroundings. How does it smell? What's the temperature? Is there a breeze? How do you feel? Then, whenever you begin to feel tense go back to your safe, calm place and relax!

Posture

Check your posture! Are you slouching? Where's your head? Is it way out in front of your body? Try to remember to pinch your buttocks when you stand it keeps your back straight and your head back. Are your shoulders up by your ears? Check this throughout the day. A good way to get them down is to practice taking deep full breathes from your stomach. Your shoulders should lower naturally. Lowering your shoulders can actually change your hormone levels and ease a lot of pain.

Live in the Moment

When you're feeling stress ask yourself: Am I okay at this very moment, this second? Even in the most difficult times we are usually okay second by second, it's when we let ourselves get caught up in the past or the future that we tend to feel overwhelmed.

Create a Comfort Box

Get a box and fill it with things that make you happy – letters, leaves, ticket stubs... It's a great tool when you're feeling down: look through it and remind yourself of the good.

MORE Take Care of Yourself!

Make Your Bed a "Sacred" Place

Your bed is the most important piece of furniture in your house. This is where you sleep and relax. Make your bed a "stress-free" zone. Don't do work in bed, don't even make a grocery list in bed – your mind will start associating bed with work and you won't be able to sleep or relax. Save your bed for pleasure reading, for sleeping and for spending intimate time with your partner. f you and your partner are fighting in bed, it might be a good idea to move locations.

Write a Letter

Write a letter to yourself about everything you think is really great about you! Then address it to yourself and mail the letter. When you get it back, sit in a quiet place, and read it as though it is from another person whose opinion you deeply value.

Overwhelmed by things to do?

Maybe you can't get away from it but you can make it easier. First, buy a notebook. Second, sit down and write out everything you need to do. BUT! Act like it's a grocery list – don't get emotional about it. Next, take each task (separately) and break them down into smaller achievable tasks. Finally, get out a calendar and assign reasonable times for completion of each task. This will increase self-esteem because it breaks the tasks down so you can cross things off and feel like you've accomplished something.

Move it!

We've heard it a million times but honestly... studies do show that when people get out and do things – especially something physically oriented – they feel better (especially the next day). So find something you like – table top dancing - whatever! And do it...

Make a Date

Set aside a time every week to spend time with yourself – a date with just you and yourself. It can be very simple, for example if you choose Sunday nights, then you could simply turn off the phone, spend time journaling, reading, or relaxing in a hot bath. Other times you could go alone to a movie or favourite restaurant for dinner.

Assertíveness

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Assertíveness

The Definitions

Assertiveness

• An honest expression of one's wants, needs, and values, stated clearly and directly, without violating the rights of others. Being assertive is different from being angry or rude. It is simply being confident and knowledgeable in one's rights and preferences.

Verbal Assertiveness:

• A verbal expression of feelings, needs, and rights, expressed in the person's own words. An assertive statement avoids attacking, analyzing, lecturing, arguments, and namecalling. It is a clear statement best begun with "I."

Non-verbal Assertiveness:

• A non-verbal expression of confidence and self-knowledge. Good eye contact, a clear, firm voice, a suitable volume, and a straight posture. The goal is to be consistent in what is said and how one behaves.

My life does not belong to others, and I am not here on earth to live up to someone else's expectations. *Nathaniel Branden*

Goals of Assertiveness

There are three objectives in an assertive interaction:

- To speak one's feelings and desires in a positive, self-assured manner.
- To express one's feelings so that the other will understand.
- To illicit a positive response (if possible) from the person with whom the person is communicating.

The Empowerment

Project

Passive * Aggressive * Assertive

Passive Behaviour:

Passive behaviour happens when a person holds in feelings like anger, hurt, and frustration. The person is not upfront about her displeasure instead, she expresses her unhappiness in hidden ways.

- Emotions are kept inside or denied to exist.
- Behavioural choices include spreading rumours, seeking revenge, not speaking to the person or holding a grudge.
- The underlying message is that my feelings are not okay so I will deny them. I am afraid of my feelings.

Aggressive Behaviour:

Aggressive behaviour is intended to hurt another person, physically, emotionally, or psychologically. One individual is often attempting to over-power another.

- Emotions are expressed outwardly in a threatening or hurtful way.
- Behavioural choices include putting others down, yelling, threatening, and hitting.
- The underlying message is my feelings are not okay so I am going to take them out on someone else. I will blame others for my emotions because I am uncomfortable with my emotions.

Assertive Behaviour:

Assertive behaviour respects all persons and acts to equalize power among them. The intention in this form of communication is to improve the relationship. Assertive persons recognize the naturalness of upsetting emotions but remain responsible for how they act on those emotions.

- Emotions are expressed directly, in a non-threatening way.
- Behavioural choices include making "I" statements, journal writing, engaging in physical activity, and acknowledging emotions.
- The underlying message is that my feelings are okay. I accept my feelings because they are an important part of who I am.



Steps to Assertiveness

Assertiveness is basically the art of clear and confident communication. The ability to express oneself clearly and confidently is an essential skill for self-defence. Unfortunately, society puts a stigma on sexual communication, resulting in a great deal of miscommunication. Often, women feel either afraid or unsure of how to talk about sex. Add to this, women's general fear of hurting people's feelings, and it becomes understandable why it is difficult for women to communicate their sexual needs and limits.

For many women the solution to their discomfort is to avoid saying anything, to follow the media's message and just "let sex happen". Although silence may appear easier at the time, in the long run avoiding sexual discussion causes problems and decreases a woman's control over her sexual relationship. Unfortunately, many men misinterpret silence for consent. They think "if she doesn't say anything, she must want it." As survivors have too often explained, their silence was not a yes. To remedy this situation, two things need to change. First, men need to be encouraged to ask for consent; they need to hold off until they hear a definite "yes." Second, women need to be encouraged to speak up, to voice their desires, their needs, and their limits.

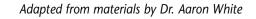
The following "Steps To Assertiveness" gives you, the facilitator, the structure to teach assertiveness skills and concurrently encourage women to express their sexual needs and limits. Although the suggestions are laid out in a step-by-step manner, you may wish to concentrate on one or two steps rather than go through them all. Descriptions of each step can be found on the next page and throughout this chapter. Activities and handouts are suggested after the descriptions to you structure your workshops.

The Empowerment

Project

Ten Steps to Assertiveness

- Step 1 Know that you are important
- Step 2 Recognize and establish boundaries
- Step 3 Trust your intuition
- Step 4 Establish eye contact
- Step 5 Refuse to show fear
- Step 6 Display strong body language
- Step 7 Put a barrier between you and the aggressor
- Step 8 Maintain a neutral and calm tone of voice
- Step 9 Use "I" instead of "you" statements
- Step 10 Repeat your message



Ten Steps to Assertiveness

Step 1 – Know that you are important

The "Steps to Assertiveness" program is based on the belief that self-esteem is an important element in the development of assertiveness. To be assertive a person must recognize her needs as important. She needs to know that she is valuable, capable, and worthy. She needs to know that she is worth defending. She needs to know she is worth having limits.

Activities: "Worth Workout" For more activities see the chapter on Self-Esteem Handouts: "A Woman's Bill of Rights" "My Assertive Self"

Step 2 – Recognize and establish boundaries

Recognizing personal needs and wants is an important step to developing assertiveness. Once a person knows her boundaries she can recognize when others cross them. Help participants define their personal boundaries and figure out where they are letting others intrude.

Activities: "Revealing Relationships" "Passive or Assertive?" "Boundary Basics" Handouts: "Revealing Relationships" "Passive or Assertive?" "Boundary Basics"

Step 3 – Trust your intuition

Help participants understand their intuition (their 'spider senses'). Encourage participants to trust their intuition and act on it when they feel the need.

Activities: "Intuitive Boundaries," "Intuitive Reactions," and "Do You Déjà Vu?" Handouts: "What is Intuition?

Step 4 – Establish eye contact

Eye contact indicates confidence and courage. It shows that the person is not afraid. Talk to participants about the importance of maintaining eye contact, even when they don't want to look at the aggressor. Explain that eye contact is essential when expressing feelings or thoughts.

Activities: "Step by Step" "Kris and Kasey" "Dramatic Differences" Handouts: "Steps to Assertiveness" "Assertive Communication"

Step 5 – Refuse to show fear

Even if an individual feels uncomfortable or fearful, it is effective if she can fake a confident attitude and not show fear. How a person thinks often sets the tone for how a person feels. Therefore, if a woman acts like she is not afraid, she may feel that she is not afraid, and the other person will believe she is not afraid.

Activities: "Step by Step" "Kris and Kasey" "Dramatic Differences" Handouts: "Steps to Assertiveness" "Assertive Communication"



Adapted from materials by Dr. Aaron White

Step 6 – Display Strong Body Language

Sixty percent of communication comes from body language. It is important that women present a complete image of control and ability. Centring or grounding one's self can be done by taking a deep breath and placing the feet a shoulder's length apart. If this is done a woman will feel more in control. Remind the participants to be consistent in what they say and what their body language looks like. Saying no and smiling at the same time gives a mixed, confusing message.

Activities: "Step by Step" "Kris and Kasey" "Dramatic Differences" Handouts: "Steps to Assertiveness" "Assertive Communication"

Step 7 – Put a barrier between you and the aggressor

A simple way to get some breathing space is to put a hand (or some other barrier) between the aggressor and the targeted individual.

Activities: "Step by Step" "Kris and Kasey" "Dramatic Differences" Handouts: "Steps to Assertiveness" "Assertive Communication"

Step 8 – Maintain a neutral and calm tone of voice

Expressing your thoughts and feelings in a non-aggressive manner and with a calm tone of voice demonstrates that you are reasonable, composed, and in control. **Activities:** "Step by Step" "Kris and Kasey" "Dramatic Differences" **Handouts:** "Steps to Assertiveness" "Assertive Communication"

Step 9 - Use "I" instead of "You" statements

A person who begins a sentence with 'I feel' rather than a command, like "you should" is articulating her wants without being aggressive. This is one way to avoid beginning, or escalating a conflict.

Activities: "Step by Step" "Kris and Kasey" "Dramatic Differences" Handouts: "Steps to Assertiveness" "Assertive Communication"

Step 10 – Repeat your message.

Encourage participants to handle an aggressor in the following manner. First, instruct the participants to give the message assertively. If the person continues the behaviour encourage them to repeat the message. If the inappropriate behaviour continues, repeat the message again. If the behaviour is repeated a third time, instruct the participants to give the message one more time, but to get out of the situation. The person is obviously not listening or respecting the person's wishes.

Activities: "Step by Step" "Kris and Kasey" "Dramatic Differences" Handouts: "Steps to Assertiveness" "Assertive Communication"



Boundaries

Boundaries empower women. They give women a sense of control over who they are, what they want, and what they will not accept. Boundaries teach women that they have a choice. They can choose whom to let into their lives, what the relationship will be like, and how close (physically and emotionally) the relationship will become.

Learning to identify boundaries is an important step in self-defence. If a woman does not know her boundaries, she cannot know when to defend herself. To take action against date rape a woman needs to identify her sexual limits before she becomes intimate. If she waits until the heat of the moment to decide her limits, she will not be thinking clearly.

Unfortunately, even when a woman knows her boundaries, it is often difficult to express them in an intimate relationship. Women tend to put their needs second. They may see their boundaries as less important than the desires of their partners. They may not want to express their boundaries because they fear upsetting or losing their partners. Or, they may put their needs aside because they see their role as that of pleaser: to grant the wishes of others. These perceptions must not continue. Women must value themselves and recognize the importance of their boundaries. An equal, healthy relationship is not possible unless both partners' desires and limits are considered.

To create better sexual relationships women need to know how to have conversations about sex. They need to know that it's okay to talk about what they want, and don't want.

As a facilitator, let your participants know the following about boundaries:

- 1. It is important to think about personal boundaries before a relationship gets started. Examining thoughts and feelings is a crucial first step.
- 2. Once a woman knows her likes and dislikes, it is a good idea if she uses this information to make a firm outline of her exact boundaries. (E.g. I will not have sex on a first date.)
- 3. With a firm set of boundaries established, a woman may then consider how she will communicate her boundaries. The "Ten Steps to Assertiveness" offers an excellent approach.
- 4. Finally, a woman must consider when she will no longer accept disrespect or excuses from a sexual partner. At what point, will she choose to leave the relationship? This too is best to be considered before the relationship begins.



Intuition

Women are equipped with their own best defence: **intuition is a key part of selfprotection**. When a woman recognizes, trusts, and responds to her instincts (gut feelings) she is one step ahead of potential danger. What is intuition? It is basically a combination of actual knowledge, past experiences and clues from our subconscious.

When you talk to participants, emphasize the **importance of trusting and reacting to gut feelings**. If they are suspicious of a situation tell them to put kindness and politeness aside. They need to **respond quickly and assertively**. Tell them to address the aggressor assertively, **flee from the situation**, make a scene, yell, whatever it takes... Although these suggestions may seem excessive, research indicates that they are the best resistance strategies. Suffering short-term embarrassment is better than dealing with the long-term effects of sexual assault.

Having said this, however, stress to participants that no matter what the woman decides to do, it is never her fault. A woman may instinctively know that not fighting back is her best response. She may be shocked and confused and not able to run, yell, or fight. In these circumstances a woman is doing the best she can to survive an ordeal that she did not create. Sexual assault is never the woman's fault. She is not to be blamed because she did not fight. A woman will respond in the way that is best for her.

When facilitating activities about intuition, the facilitator's job is to:

First, tell the participants that:

- Everyone is intuitive
- People experience intuition differently.
- A person must first learn to recognize intuition before she can trust it and respond to it.

Second, it will be helpful if you:

- Help participants understand how they feel intuition.
 - Do they feel strong emotions?
 - Do their hands get cold or clammy?
 - Do they feel tingling sensations or nausea?
- Validate any examples participants give of intuitive experiences.
 - Let them know that, yes that was intuition. And yes, it is important to trust one's self-knowledge.

Empowerment

Project

Feeling"Yes" / Feeling"No"

A simple way to recognize intuition involves understanding "feeling yes" and "feeling no." Once a person can distinguish between "yes" and "no" feelings, she can learn to recognize sexual coercion.

Feeling "Yes"

Learning to recognize and act on "yes" feelings is a positive experience. Feeling attracted to someone, caring about someone, getting tingling sensations when he or she is around is all part of feeling "yes."

Unfortunately, fears of appearing pushy or promiscuous hold women back from expressing "yes" feelings. Women and girls need to overcome these fears because it is important to express feelings of warmth and attraction to a partner so that the partner learns the difference between interest and disinterest.

Feeling "No"

A feeling of nausea, a tingling sensation up the neck, the words "warning" or "danger" coming to mind..., these are all "no" feelings. They are important to recognize because it is one of the first signs that a sexual assault (or some other unwanted event) could happen.

How are these feelings different from the nervousness a person might experience at the beginning of a relationship? Nervous, good feelings tend to disappear, while "no" feelings usually persist and become more intense.

There are two barriers to recognizing and acting on "no" feelings. They are:

- A fear about what others will think. Women may deny their "no" feelings because they don't want to look ridiculous; "I'll look stupid if I just get up and leave. I'm probably over-reacting."
- A need to remain positive about people we love and trust. It is difficult to admit that a trusted friend, romantic partner, or family member could be unkind or hurtful. To acknowledge this "no" feeling means that the relationship will likely change and that trust will be broken.



Speaking Your Mind

Maintain a neutral and calm tone of voice

Often, a person's tone of voice is more important than the words she chooses. Assertive words, spoken in a timid whisper, will not sound very convincing. Expressing thoughts and feelings in a slow, non-aggressive manner, with a calm tone of voice demonstrates that the individual is reasonable, composed, and in control. Tell the participants that anger or fear in one's voice indicates a loss of control.

Also mention that in arguments with acquaintances it is NOT effective when a person increases her volume (especially to a shout). The more successful volume levels tend to be lower (even a slight decrease in a person's normal volume often strengthens a message.) Communication experts point out that a high-pitched voice sends a message of inability and immaturity. In contrast, a low-pitched voice is heard as a sign of power and control.

Finally, maintaining a calm tone of voice will help a woman feel calm. If she hears control in her own voice, she may believe she is calm and in control. This will help her think clearly, and express her needs accurately and assertively.

Use "I" instead of "You" statements

Once the participants learn the importance of tone, talk to them about the actual words they can say. The most effective type of communication is the use of "I" messages. "I" messages are used to communicate feelings, thoughts, limits and needs. When a person makes statements based on her needs and feelings ("I" statements) she is more likely to be heard. "You" statements, on the other hand, often provoke defensiveness and anger. "I" statements tell someone what is going on without blaming them for it. It is difficult to argue with someone who is simply explaining how she feels.

Examples of "I" instead of "You" statements are:

- "I feel angry" instead of "You make me angry."
- "I feel upset when..." instead of "You make me upset when..."

Here's an effective "I" message formula to teach participants:					
l feel(en(en In the future, I want If this change does not h		(specific change in be	(behaviour). haviour). ic behaviour).		



Assertíveness Ice Breaker

Objective:

• To point out the female tendency to come across as uncertain.

Materials:

None

Time:

• 5 minutes

Use this activity to begin your assertiveness activities and/or discussion. This exercise works best with less than 12 participants.

- 1. Ask the participants to form a circle.
- 2. Beginning with the woman on your left, ask each person to say her name. (Don't tell any one what this exercise is about).
- 3. When everyone is finished, point out that many women state their names with a rising intonation at the end of the word, as if they were asking a question. You will be surprised at how many women in your group give their name as a question, rather than a statement.
- 4. Point out that men usually give their name confidently, as a statement, not a question.
- 5. Go around the circle again, this time ask each woman to say her name as a confident statement, not as a question.
- 6. Keep going until everyone says their name with confidence and self-assurance.



Adapted from Martin (1992) A Life Without Fear

Worth Workout

Objective:

- To provide participants with a list of reasons why they are worth defending.
- To develop self-esteem

Materials:

- Index cards
- "My Worth" Worksheet
- Brightly coloured markers or crayons.

Time:

• 30 minutes

This exercise has been identified as a favourite by a number of past participants. It is suitable for all groups (except those with writing difficulties). It is especially popular with high-school students.

- 1. Ask participants to take the same number of index cards as participants (if there are 6 participants, each person should have 6 index cards). Facilitators may join in this activity; they just have to give each participant one more index card.
- 2. Instruct participants to write the name of a different participant on each index card (Bahar's name on one card, Jill's on another, Ling's on another, etc...). As participants are doing this you may want to play some relaxing music in the background (Sarah McLaughlin, Lorenna McKennit, Enya...).
- 3. Ask the group members to complete the following sentence for each participant (including themselves). "____(Name)____ you make a positive difference in the world because _____." Here's an example:

Bahar you make a positive difference in the world because you make people feel comfortable and interesting when you meet them.

- 4. When they have written a "positive difference" statement for each participant, ask them to hand the cards to the names on the card. Each participant should end up with a "positive difference" statement from each participant.
- 5. Pass out a "My Worth" worksheet to each participant.



6. Ask participants to write out "I am worth fighting for because ______" and then complete the sentence with the suggestions from the other group members (there should also be a suggestion from themselves.) Here's an example:

I'm Worthy Because...

I am worth defending because I make people feel comfortable and interesting when I meet them.

I am worth defending because I volunteer for the food bank and help feed hungry children.

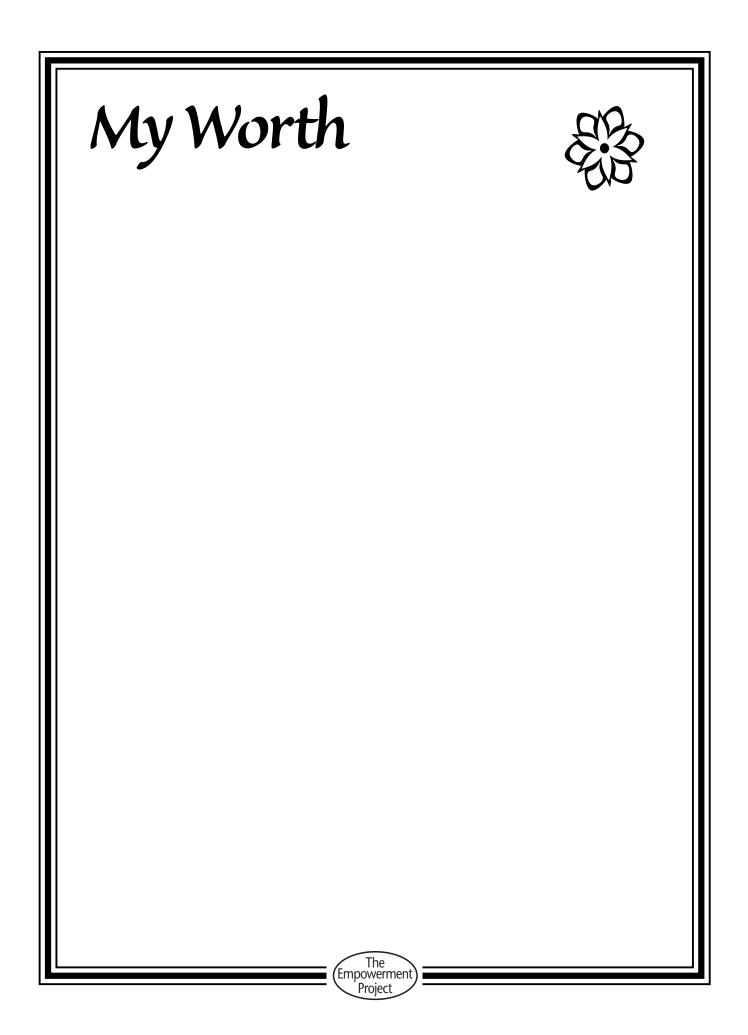
I am worth defending because I am a good listener.

I am worth defending because I help stop racism by not laughing at racist jokes.

I am worth defending because I have a great smile

- 7. When everyone is finished talk to participants about the difficulty women have accepting compliments. Ask the women why do they think this is?
- 8. Explain to participants that to help them accept compliments, everyone is going to read out their "My Worth" Worksheet (mention that they don't have to read them all out loud if they are too uncomfortable).
- 9. After each person speaks, ask them one of the following questions (or one of your own questions):
 - What was your initial reaction to these compliments?
 - Do you agree with these statements?
 - Do you find these statements difficult to read out loud? Why?
 - Will you think of one of these statements when you consider why you are worth fighting for? Which one?
- 10. When everyone has read their statements out loud, mention that each participant now has a list of reasons why other people think they are worth defending. Encourage participants to read this worksheet whenever they are feeling unhappy, fearful, or depressed.





Revealing Relationships

Objective:

• To help participants figure out how they communicate with different people.

Materials:

- "Revealing Revelations" handout (enough copies for each person) is in the Handout section.
- Pencils or pens

Time:

• 15 minutes

This activity works well for most groups. It may, however, be challenging for participants with low literacy levels.

- 1. Pass out the "Revealing Relationships" handout to each person.
- 2. Summarize definitions of passive, aggressive, and assertive (they can be found on the bottom of the handout, or in the facilitator's section).
- 3. Ask the participants to fill in the boxes on their own (tell them that they will not have to reveal their answers).
- 4. When everyone is finished, ask the group to consider the following questions for themselves. Ask them to make notes about these questions on the backside of their piece of paper.
 - a. In general, do you see yourself as passive, aggressive, or assertive?
 - b. Are you passive or aggressive with some people and not with others? If so, how do you explain the difference? Is it because of the age, sex or status of the person? Is it because the relationship is a close relationship?
 - c. Are you happy with your communication style? If not, how might you want to change? List three things you could do to become more assertive.



Passive/Assertive: Which are you?

Objective:

• To help participants determine their particular communication style: passive or assertive.

Materials:

- "Passive or Assertive Quiz" Handout (enough copies for each person) is in the Handout section.
- Pencils or pens

Time:

• 15 minutes

This activity works well for most groups. The quiz may also be given as a handout at the end of the workshop.

- 1. Pass out the "Passive or Assertive Quiz" handout to each person.
- 2. Ask the participants to fill out the quiz on their own (tell them that they will not have to reveal their answers).

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- 3. When everyone is finished, ask the group the following questions (but remind them that participation is voluntary):
 - a. Are you surprised with your results?
 - b. Are your results accurate?
 - c. Are there any consequences to being passive?
 - d. Are there any consequences to being assertive?
 - e. Do any of you think you need to work on your communication style?
 - f. If so, what might you do to improve your communication style?

Boundary Basics

Objective:

- To encourage discussion around sexual boundaries
- To help participants identify their personal sexual boundaries

Materials:

- Photocopies of the 'Boundary Wheel' Worksheet
- Photocopies of the 'Boundary Basics' Handout (See the Handouts Section)
- List of Intimate Activities (See the Handouts Section)
- Flipchart, pens and pencils

Time:

• 20 minutes

Sex is often a difficult topic for people to discuss. Therefore, it is important for facilitator's to decide ahead of time whether they will be comfortable doing this activity since it requires a great deal of explicit talk about sex. It is a good idea to be sensitive to the needs and maturity of your group. This activity may not be appropriate for all participants.

Before the Activity

- 1. Photocopy the "Boundary Wheels" Worksheet and "Boundary Basics" Handout (enough for each participant).
- 2. Read the facilitator's section on Boundaries and "Ten Steps to Assertiveness"
- 3. Prepare a flip-chart on the importance of boundaries (use the information in the facilitator's section).

Educating the Participants

- 1. When you are ready to begin the activity, explain to participants that you are going to talk about the importance of sexual boundaries.
- 2. Use the information in the facilitator's section (and your flipchart) to explain the importance of knowing sexual boundaries BEFORE a relationship starts.

Beginning the Activity

- 1. Pass out the photocopies of the 'Boundary Basics' Worksheet along with a pen or pencil for each participant.
- 2. Explain to participants that you are going to read out a list of intimate activities.



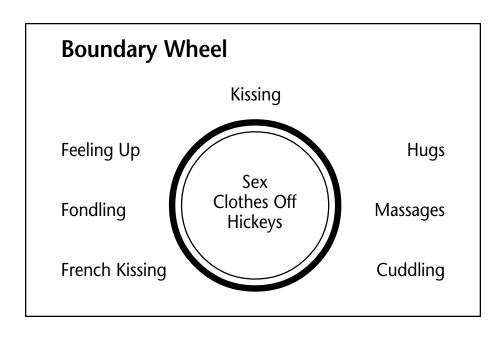
- 3. On their worksheet they are to place the activities that, in an intimate relationship, they want to do on the outside of the circle. On the inside of the circle, they are to write the activities that they do not want to do.
- 4. Stress that this is a very private activity and that the participants are not to show or discuss their 'Boundary Wheels' with others.
- 5. Next, read out the list of intimate activities and ask the participants to put each activity in the appropriate area on their worksheet. Again, if the participant is comfortable performing this activity, the activity will be written on the outside of the circle. If the participant thinks she will be uncomfortable doing the activity the subject she should write the activity on the inside of the circle.
- 6. When you are finished reading out all the intimate activities ask the group if they wish to discuss any of the activities (again, stress that discussion should be limited to general concerns. Participants should not feel the need to expose their "Boundary Wheels").
- 7. Debrief as long as you feel it is necessary.
- 8. Let participants know that you will be available to talk about this activity on a personal level. Give a time and place.

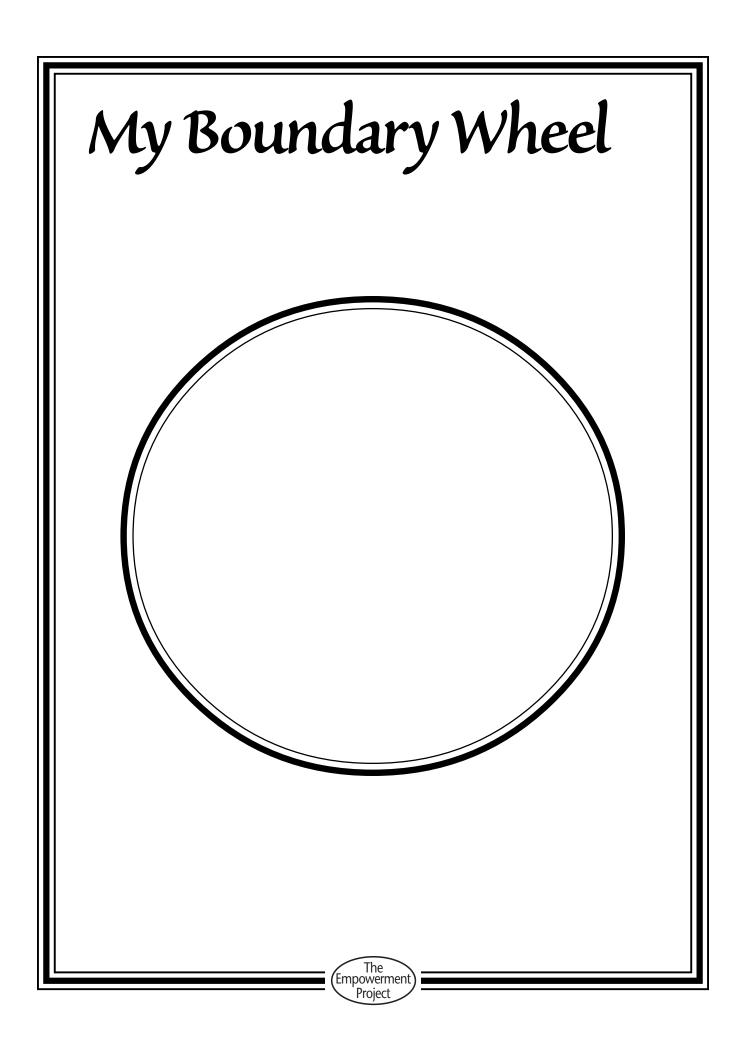
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9. Hand out the "Boundary Basics" Handout for more information.

Example of a Completed Boundary Wheel





Intuitive Boundaries

Objectives:

- To help participants recognize their boundaries.
- To give participants the chance to assert their boundaries.
- To help participants recognize intuition.

Materials:

• None

Time:

• 10 minutes

This activity does an excellent job at helping participants recognize their intuition.

- 1. Ask the participants to pair up with someone they don't know very well.
- 2. Ask the pairs to choose who will be Person A and who will be Person B.
- 3. Person A will walk toward person B until person B feels that her space is being invaded.
- 4. Person B will indicate her boundary to Person A. The participants may indicate personal boundaries in any way (speaking, yelling, putting a hand up... whatever...).
- 5. Ask the participants to switch places and repeat the process.
- 6. After everyone has completed the exercise, ask the group:
 - What made you stop the other person at that particular moment?
 - How did you know where your boundaries were? Did you feel something in your bodies? ...a tingling sensation? ...a queasiness in the stomach? ... a general sense of discomfort? This is intuition.
 - Why do you think you chose that particular distance to stop the other person? How do we get these boundaries? Why are they important?
- 7. Discuss the importance of recognizing intuition and boundaries (as they relate to self-protection) and, the importance of being able to say stop when someone enters our personal space. See the facilitator's section for more information.

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- 8. The key for facilitators is to let participants know that:
 - Everyone is intuitive
 - People experience intuition differently
 - Recognizing, trusting, and acting on intuition is an important step in self-protection and assertiveness.
- 9. Sometimes participants will say they don't have any boundaries and that they are fine if someone walks right up close to them (perhaps even nose to nose). If this happens there are a couple of things you can do:

If Person A says she doesn't have any boundaries and shows this by letting Person B walk right up to her nose, ask Person B if she is comfortable with this.

- a. If she says 'No, I am not comfortable,' talk about how people have different boundaries. Although one person may feel comfortable a certain distance apart, the other person might not – so be mindful of this.
- b. If she says 'No' you can also ask Person B how she knows she is uncomfortable at this distance. (See the questions above).
- c. If she says 'Yes, this is comfortable for me' ask the two participants to stay that close to each other for a couple of minutes (it is doubtful that they will be able to do this). Periodically, ask them if they are still comfortable. When they begin to pull away, ask them to stand far enough from each other that they feel comfortable standing there for a five-minute conversation. Then ask them the same questions as above.
- 10. It is important to recognize that cultural differences may play a role in personal space. No participant should feel uncomfortable because her preferred space is less or more than others. The purpose of this exercise is not to establish a common degree of personal space for all people but rather, to encourage participants to figure out their own personal space boundaries.
- 11. For more discussion, some questions for the group might be:
 - Why do we have personal space boundaries?
 - Do we have the right to voice our personal space boundaries? Why?
 - What are the most effective ways to let others know they have invaded our personal space?
 - How might your personal boundaries be different with someone you know? Are boundaries more difficult to assert if the person is liked?



Intuitive Reactions

(An exercise that can be paired with 'Intuitive Boundaries')

Objectives:

• To learn how one usually reacts when boundaries are not respected.

Materials:

• None

Time:

• 5 – 10 minutes

This is an advanced exercise and may not be appropriate for groups who do not know each other well, or groups who have identified safety as a concern. It is important that no one feel threatened or scared in any way. If, as a facilitator, you recognize that this activity is upsetting or uncomfortable for even one participant, stop the activity and move on to something else.

- 1. Ask the participants to pair up with one another and choose who will be Person A and who will be Person B.
- 2. Person A will walk toward person B until person B feels that her space is being invaded.
- 3. Person A will indicate to Person B where her boundary is. The participants may indicate personal boundaries in any way (speaking, yelling, putting a hand up... whatever...).
- 4. Warn Person B that this exercise is different from the 'Boundaries" exercise. Tell them, however, that they will be safe. Also tell Person B that it is a good idea for Person B to watch herself and be aware of how she reacts to the situation.
- 5. Instruct Person A (out of earshot of Person B) to begin the exercise in the same manner as "Boundaries". But, when Person B indicates her boundaries, have Person A ignore her indication and continue to approach her.
- 6. Person B will likely respond in the way that she usually does when people do not respect her boundaries.
- 7. When the exercise is finished, discuss the activity by using the questions on the following page.



Discussion Questions

- How did Person B react? Laugh? Yell? Move away?
- Was Person B's reaction typical to what she usually does when people disrespect her boundaries?
- What does this reaction say about Person B?
- Did Person B know Person A well? Did Person B react differently because she knew Person A well?
- What would Person B do if Person A was someone Person B was romantically interested in?

Part 2 – Reversing the roles

- 1. Reverse the roles and get Person B to approach Person A.
- 2. Tell Person B (out of earshot of Person A) that when Person A indicates her boundaries Person B should continue and then take it a step further by touching her hand, shoulder, hair...
- 3. Person A will likely respond in the way that she usually does when people do not respect her boundaries.
- 4. Ask the same questions of Person A, as you did of Person B the last time.



Do You 'Déjà vu'?

Objective:

- To help participants recognize their intuition.
- To validate past intuitive experiences

Materials:

• Paper and pencils (optional)

Time:

• 10 minutes

This activity is effective if the facilitator is looking for something that will jumpstart a discussion about intuition. The key point for the facilitator to emphasize is that a person must first learn to recognize intuition before she can trust it and respond to it.

- 1. Ask participants to think about a time when they knew something was going to happen before it happened (a phone call from a friend) or they knew something about a person they had just met (that they knew they would be good friends). Emphasize that these memories do not have to be about something unpleasant.
- 2. Give them the option of writing them down or just thinking about them.
- 3. When everyone is ready, go around the group and ask them to describe their experience.
- 4. In this exercise the job of the facilitator is to
 - Tell the participants that a person must first learn to recognize intuition before she can trust it and respond to it.
 - Validate the participants' experiences: let them know that they were using their intuition.
 - Tell the participants that people experience intuition differently.
 - Let the participants know that everyone experiences intuition, although experiences are often quite different.
 - HELP participants recognize their personal intuition signals. Do they feel tingling sensations? Do they feel strong emotions? Do their hands get cold or clammy? Do they feel nauseous?



- 5. Here are a few questions to ask the participants as they explain their stories:
 - How did they "know"?
 - Is an emotion often tied to their intuitive experiences?
 - Where did they "feel" it? In their stomach? Heart?
 - How did they react to this feeling?
 - Did they react to this feeling?
 - Did they doubt what they were feeling?
 - Did they recognize this feeling as intuition?
 - Will they recognize this feeling as intuition from now on?



Step by Step

Objective:

• To help participants develop steps four through ten of the "Ten Steps to Assertiveness".

Materials:

- Index cards with the role-plays and instructions written on them.
- Steps four through ten of the "Ten Step to Assertiveness" written on the flip chart.

Time:

• 15 minutes for each role-play (practicing and acting out for the group).

These "Step by Step" role-plays can be used to develop all seven assertiveness skills, or a facilitator may choose just one skill (and one role-play) to work on with participants.

- 1. Explain and demonstrate steps four through ten of the "Ten Steps to Assertiveness." It is a good idea to have these seven steps written on the flip chart before the workshop begins.
- 2. Ask participants to find a partner.
- 3. Pass out an index card to each pair and ask them to follow the instructions on the card. Each index card should have a different assertiveness skill and role-play written on it. The role-plays and skills can be found on the following page.
- 4. Give the participants 5 minutes to practice the role-play.
- 5. When the pairs are ready, ask the participants to act out their scene and talk about the assertiveness skill that they are practicing. Other participants may ask questions or make comments.
- 6. When all the role-plays have been acted out you may:
 - a. Stop the role-plays and have a general discussion about the different assertiveness skills
 - b. Ask the pairs to exchange index cards and act out the new role-play (and new skill) in addition to the skill they learned in the previous role-play. Keep passing around the index cards until everyone has learned (and practiced) all the assertiveness skills. This option may work well if the group is meeting once a week for a number of weeks. Each week, then, participants can learn a new assertiveness skill.



Objective

• To practice assertiveness by using "eye contact"

Eye contact indicates confidence. Eye contact is essential when expressing feelings or thoughts. Practice maintaining eye contact as you perform the following role-play:

"Pat and Sean are house-sitting Pat's parents' home. Sean wants to have sex on Pat's parents' kitchen floor. Pat doesn't."

Show No Fear

Objective

• To practice assertiveness by not showing fear

Even if an individual feels uncomfortable or fearful, it is effective if she can fake a confident attitude and not show fear. How a person acts and thinks often sets the tone for how a person feels. If a woman acts and thinks that she is not afraid, she may feel that she is not afraid, and the other person will believe she is not afraid. Practice showing no fear as you perform the following role-play:

"Moesha is at work. Her supervisor storms in and yells at her for being late. Moesha, however, is not late. The supervisor forgot that he changed her starting time."

Stand Your Ground

Objective

• To practice assertiveness by standing ground.

Centring or grounding one's self can be done by taking a deep breath and placing the feet a shoulder's length apart. If this is done, a woman will feel more in control. Practice standing your ground as you perform the following role-play:

"Ling is at a barbeque party. Someone makes a cruel joke about a friend who isn't there. Ling stands up for the person and everyone attacks her saying that she "ruins all the fun."



Adapted from materials by Dr. Aaron White

Put a barrier between you and the aggressor

Objective

• To practice assertiveness by putting a barrier between you and the aggressor.

A simple way to get some breathing space (and get a chance to think) is to put a hand (or some other barrier) in between the aggressor and the targeted individual. Practice putting up a barrier as you perform the following role-play:

"After work Bahar and her friends go to a pub for a drink. A very drunk person has been watching her from the corner of the bar for an hour. Soon the person walks over and insists she dance. The person gets closer and closer. "

Maintain a neutral calm tone of voice

Objectives

• To practice assertiveness by maintaining a neutral calm tone of voice.

Expressing thoughts and feelings in a non-aggressive manner and with a calm tone of voice demonstrates that the individual is reasonable, calm, and in control. Practice maintaining a neutral and calm tone of voice as you perform the following role-play:

"A co-worker (or friend of the family) is always touching Onica and rubbing her shoulders. Onica doesn't like it and wants it to stop. She has decided she is going to do something about it. "

Use "I" instead of "You" statements

Objectives

• To practice assertiveness by using "I" instead of "You" statements.

A person who begins a sentence with "I feel" rather than a command like "you should" is communicating her wants without being aggressive. This is one way to avoid beginning, or escalating, a conflict. Practice using "I" instead of "You" statements as you perform the following role-play:

"Rajinder is upset because she saw her partner looking at pornography on the Internet."

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Repeat your message

Objectives

• To practice assertiveness by repeating the message.

When you are being assertive give your message. If the person doesn't hear you, say your message again. If the person still doesn't hear you repeat the message. If the person doesn't listen the third time, repeat the message but remove yourself from the situation. The person is not respecting you or your wishes.

Joan and Hugh are going to have sex. Joan asks Hugh if he has a condom. Hugh says he doesn't but tells Joan not to worry because he will pull out before he comes. Joan is not comfortable with this. She wants to have sex, but does not want to become pregnant.



Adapted from materials by Dr. Aaron White

'Kris' and 'Kasey'

Objective:

- To demonstrate the difference between assertive and passive communication.
- To explain and demonstrate steps four through ten of the "Ten Steps to Assertiveness"

Material:

- Flipchart and markers
- A copy of the steps to develop assertive skills
- Steps four to ten of the "Ten Step to Assertiveness" written on the flip chart.

Time:

• 20 minutes

This activity works best with two facilitators, one to play each role. Alternatively, a workshop participant could play the role of the aggressor.

- 1. Ask the participants to create a scenario that requires assertiveness (or choose one of the following suggested scenarios):
 - a. Kris and Kasey are a newly dating couple. Kasey is pressuring Kris to stay over night, even though Kris has said 'no'.
 - b. Kasey and Kris (they are married) are getting ready for bed. Kasey is pressuring Kris for sex.
 - c. An older relative (Kasey) keeps rubbing Kris's shoulders; Kris really doesn't like it.
- 2. During the first role-play the facilitators act out the scenario with Kris acting passively (not making eye contact, giggling, speaking in a soft voice, poor posture, looking afraid, letting Kasey get too close). The facilitator playing Kris should try not to do the things the "Ten Steps to Assertiveness" suggests.
- 3. When the scene is finished draw a line down the middle of a flipchart and ask the participants the following questions:a. What did Kris do that didn't work?b. What could Kris have done differently?
- 4. On one side of the flipchart paper write down the things Kris did that didn't work.
- 5. On the other side of the flipchart paper write down what participants think Kris could have done differently.

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- 6. When the participants are finished compare, their list to steps four through ten of the "Ten Steps to Assertiveness." This should be written on a flipchart piece of paper.
- 7. Compare both lists by circling the skills that the group mentioned and that are on the "Steps to Assertiveness" list. Discuss the importance of the ones they mentioned as well as some of the others.
 - a. Why are these skills important?
 - b. Why could they make a difference?
- 8. Ask the group to choose the three skills Kris needs most to improve her communication with Kasey.
- 9. Do the role-play again, but this time include the three assertiveness skills that the participants identified as most important.
- 10. Discuss with the participants the differences between the two role-plays.
 - a. Was Kris more effective the second time?
 - b. Why was she more effective?
 - c. Did the assertive behaviour make it more difficult for Kasey to bully?
 - d. Which one made Kris feel better?
- 11. If there is time, ask the participants to act out both roles plays. The first time ask them not to use the assertiveness skills. The second time ask them to choose threeskills and act out the role-play again.



Dramatic Differences

Objective:

- To learn the difference between passive aggressive and assertive behaviour
- To practice responding assertively rather than passively or aggressively.

Materials:

• Role plays written on the index cards

Time:

• 20 minutes

This activity is most effective with participants who are under 25 years of age. If your participants find reading difficult, suggest that the groups create their own role-plays.

- 1. Ask the participants to form groups of three.
- 2. Pass out the index cards with the role-plays on them.
- 3. Two participants will act out a role-play three times (once aggressively, once passively and once assertively). The third participant will guess which type of response was given.
- 4. When the role-plays are finished, bring the whole group back together and talk about which of the response were the most successful and most effective.
- 5. If there is time, ask the participants to demonstrate one of their role-plays to the whole group and then discuss it.

SITUATION

Joti has been on a date with Pat once before. Joti had an okay time, but she is not interested in more than friendship. The phone rings and it is Pat calling to ask Joti to go to a movie next weekend. Joti doesn't want to go. What does Joti say?

REACTION

Passive

• "I've already seen it. Maybe some other time."

Aggressive

• "I've got better things to do than to sit in a movie with you."

Assertive

• "I'm happy to go as your friend, Pat, but I'm not interested in anything more than friendship."



SITUATION

Brea and Kris are on a date and have been driving around having a lot of fun. They have had sex before but Brea doesn't want to have sex tonight. Kris drives Brea to the city lookout, and they start to make out. Soon it becomes passionate and heavy. Kris starts pushing toward sex. What should Brea do?

REACTION

Passive

• Brea should start pushing Kris's hands away, get quiet, not react and hope Kris realizes she's not into it. Or, Brea should tell Kris she has to go to the washroom.

Aggressive

• Say: "What are you some kind of sex fiend? Relax, you jerk!"

Assertive

• Say: "Y'know, being with you is fantastic, but I don't want to have sex tonight. I will, however, _____ (enter the sex act you feel comfortable doing)".

SITUATION

Fatima and Alex are at a party together. Fatima is having a great time with Alex, but now everyone is pairing off and going into bedrooms. Alex wants Fatima go up to a bedroom together. Fatima doesn't want to and is uncomfortable with the situation. What should she say?

REACTION

Passive

• "Well, just for a few minutes, I have to go home soon."

Aggressive

- "The trouble with you is that you think that I'll do whatever everybody else is doing." Assertive
- "I'm having a great time, but I don't want to. I'm not ready for that."



SITUATION

Melba is in her car alone. The car breaks down. A stranger comes along, stops, and offers to drive her to the nearest garage. She doesn't want to leave her car and go with him. What does she say?

REACTION

Passive

• "OK, thanks."

Aggressive

• "Are you kidding? You could be a murderer or something!"

Assertive

• "I never take lifts, but you can call the police for me. Thanks for your help."

SITUATION

Marie and Guy are on their second date. They have been having a good time.Guy suggests going back to Marie's home. Marie senses that Guy wants to have sex. She knows that she doesn't want to have sex with Guy yet. What does she say?

REACTION

Passive

• "I guess that's fine."

Aggressive

• "No way. You're just typical. You're trying to get me into bed."

Assertive

• "I've had a lot of fun, but I don't go home with someone until I get to know them better."

SITUATION

Liz and her friends are at a dance. Someone she doesn't know well and really doesn't like asks her to dance. Liz accepts. The music changes to a slow song. The person moves very close to her and holds her too tightly. What does she do?

REACTIONS

Passive (avoid the issue)

- As soon as the music ends, I'll make an excuse; "See you later I'm meeting a friend" **Aggressive** (attacks the person)
- "Get lost! Get your ruddy hands off me!"

Assertive (direct)

• "Don't hold me so tightly please"



My Assertive Self

Sentence completion helps a person better understand herself. **Without thinking**, add to the following sentence stems. Write as many endings as you can. Don't be concerned about whether the sentences make sense or not. Just write something. Then ask yourself, what do these sentences say about me? What do they say about my assertiveness?

Assertiveness is _____

If someone told me my wants were important _____

If I had the courage to treat my wants as important _____

When I ignore my wants_____

If I were willing to voice my opinions more often_____

When I remain silent about what I want

When I hide who I really am_____

If I want to live more completely ______

I can express my wants by _____



A Woman's Bill of Rights

Every woman has rights, boundaries, limits... These basic rights don't sit well with many women because they sound selfish. Women are often taught to give up their rights in order to keep peaceful relationships. It's time for women to reclaim their rights, to put themselves first. Add your personal rights to the following list:

I have the right to trust myself above all others.

I have the right to be safe.

I have the right to please myself before I please others.

I have the right to mutually pleasurable sex.

I have the right to disagree with my partner.

I have the right to have my opinions respected.

I have the right to say 'no' at anytime.

I have the right to change my mind.

I have the right to leave any situation if I 'feel' it's not right.

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I have the right to be loved.

I have the right to trust myself above all others.

Revealing Relationships

	Passive	Aggressive	Assertive
Romantic Partners			
Co-Workers			
Boss			
Mother			
Father			
Children			
Friends			
Strangers			

How do you behave with each of these persons... passively, aggressively, or assertively? Mark an X in each appropriate box.

Passive Behaviour

Passive behaviour occurs when a person keeps upsetting feelings like anger, hurt, and frustration inside them. When angry the person may spread rumours, keep silent, or hold a grudge. The underlying message is that my feelings are not okay so I will deny them.

Aggressive Behaviour

Aggressive behaviour is intended to hurt another person, physically, or emotionally. One individual is often attempting to over-power another. Emotions are expressed outwardly in a threatening or hurtful way (putting the other person down, yelling, or hitting). The underlying message is my feelings are not okay so I am going to take them out on someone else.

Assertive Behaviour

Assertive behaviour respects all persons and acts to equalize power among them. The intention in this form of communication is to improve relationships. Assertive people recognize that they are not responsible for how they feel, but they are responsible for how they act. Emotions are expressed directly, in a respectful way. Behavioural choices include making "I" statements, journal writing, engaging in physical activity, and acknowledging emotions. The underlying message is that my feelings are okay; they are an important part of who I am.



Passive or Assertive? Which are you?				
Check the questions that apply to you:				
Do you sacrifice your needs and rights to avoid a confrontation?				
Do you try to be nice to everyone – even if a person is unkind to you?				
When your ideas are challenged do you change your views?				
Do you feel selfish when you take time for yourself?				
Is it more important for people to like you, than for you to like them?				
Do you avoid setting boundaries because you know you won't keep them?				
Do you put others' needs before your own?				
Do you avoid looking people in the eye?				
Do you hide your feelings, but then show unhappiness in other ways?				
Do you avoid people who anger you?				
Do you know that your needs, feelings, and desires are important?				
Do you try to please as many people as you can?				
Do you follow others even when the choice is not right for you?				
Do you say nothing to avoid an argument?				
Do you set boundaries only to allow others to cross them?				
If you answered, "yes" to five or more of these questions you likely use a passive form of communication. Improve your assertiveness skills by following the exercises in this book.				
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Boundary Basics

It is important to think about personal boundaries before a relationship gets started. Here's a step-by-step guide to help you examine your relationship needs.

- **1. Examining your thought and feelings about sex is a crucial first step.** a. Which sexual activities do I enjoy?
 - b. Which activities do I find unpleasant?
 - c. Do I want to become pregnant? How will this affect my sexual decisions?
 - d. What precautions will I take to avoid AIDS and sexually transmitted infections?
- 2. Once a person knows her likes and dislikes, the next step is to use this information to outline her exact boundaries.
 - a. Which sexual activities will I always do?
 - b. Which activities will I only do with someone I trust?
 - c. Which activities will I only do with someone I love?
 - d. Which activities will I only do in a long-term relationship?
 - e. Which activities will I never do?
 - f. Which activities will I not do if I am drinking?
- 3. With boundaries firmly set, you can then consider how you will communicate them.
 - a. When will I tell an intimate partner my boundaries? (Research shows the earlier the better)
 - b. How will I express my boundaries? What will I say? How will I say it? What will my body language look like?
- 4. Determine your limits on disrespect (know this before the relationship begins).

a. What signals will show me that my partner does not respect me? b. How will I know when I need to leave the relationship? How will I do it?

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List of Intimate Activities

(To be used with the activity "Boundary Basics")

Ask the participants to place these activities inside the circle. ("No, I will not do this") or outside the circle. ("Yes, I will do this") of their Boundary Wheels:

- Hand Holding
- Hugs
- Cuddling
- Massage
- Kissing
- French Kissing
- Hickeys
- Fondling
- Feeling Up
- Clothes Off
- Phone Sex
- Cyber Sex
- Masturbation
- Oral Sex
- Intercourse

Choose and add your own based on the age and general feeling of the group.

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What is Intuition?

Simply speaking, intuition is a feeling. It is a feeling that people experience in different ways. Some women get a chill or prickly feeling in their stomachs, others in their chests, feet, or in the back of their necks. It's important to identify where you feel intuition, and then start listening to it.

Intuition is "knowing" something without knowing why or how you know it. We cannot rationally describe why our bodies "know" things, but they do. Sometimes our intuition doesn't make sense – still, it's important to trust it.

There are three things to remember about intuition:

- It is always in response to something.
- It always has your best interest at its root.
- You are the expert on your own intuition.

Intuition can be a response to a number of things: it can be triggered by a happy event or potentially dangerous situation. Intuition helps us form opinions, it gives us a sense of who someone is when we first time meet them. Intuition let's us know when to trust someone and when to be wary.

The key to intuition is: 1. Recognize it! 2. Trust it! 3. Act on it! Get yourself out of a situation if your intuition gives you a "warning!"

If you start to feel apprehension or fear, it is time to trust and respond to your intuition – get away. If you're unsure that your situation is dangerous, ask your body. Our bodies generally react to danger faster than our minds.

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Body signs of fear and anxiety are:

- Tightness in the chest
- Shallow or fast breathing
- Sweaty palms

- Nails digging into palms
- Feeling of being trapped
- Tightness of muscles

Steps to Assertiveness

Step 1 – Know that you are important.

Self-esteem is an important element in the development of assertiveness. To be assertive you must recognize that your needs are important. You need to know that you are valuable, capable, and worthy: you are worth defending.

Step 2 – Recognize and establish boundaries

Recognizing personal needs and wants is an important step to developing assertiveness. Once you know your boundaries you will recognize when someone crosses them.

Step 3 – Trust your intuition

Trusting intuition (your 'spider senses') is key for self-defence. Everyone experiences intuition differently. Figure out how your intuition works, then trust it, and act on it when you feel it.

Step 4 – Establish eye contact

Eye contact indicates confidence. It's essential when you are expressing feelings or thoughts. Without it you appear uncertain and insecure. Practice using eye contact.

Step 5 – Refuse to show fear

Even if you feel uncomfortable or fearful, it is effective if you can fake a confident attitude and not show fear. If you act like you are not afraid, you likely will not feel as afraid, and the other person will believe you are not afraid as well.

Step 6 – Display Strong Body Language

Centre or ground yourself by taking a deep breath and placing your feet shoulder length apart. You will feel more in control. Also, remember to be consistent with what you say and what your body language portrays. Saying no and smiling gives a mixed, confusing message.

Step 7 – Put a barrier between you and the aggressor

A simple way to get some breathing space is to put a hand (or some other barrier) in between you and the aggressor.

Step 8 – Maintain a neutral and calm tone of voice

Expressing your thoughts and feelings in a non-aggressive manner and with a calm tone of voice demonstrates that you are reasonable, composed, and in control.

Step 9 - Use "I" instead of "You" statements

If you begin a sentence with 'I feel' rather than with "you should" you will be expressing your wants without being aggressive. This is good way to avoid increasing a conflict.

Step 10 – Repeat your message.

Give your message. If the person continues the behaviour, repeat the message. If the inappropriate behaviour continues repeat the message again. If the behaviour is repeated a third time, give the message one more time, but get out of the situation. The person is obviously not listening to you or respecting your wishes.

Adapted from materials by Dr. Aaron White



Assertive Communication

Eye Contact

Eye contact indicates confidence and courage. It shows that you're not afraid. Maintain eye contact, even when you don't want to look at the other person.

Show No Fear

Even if an individual feels uncomfortable or fearful, it is effective if she can fake a confident attitude and not show fear.

Display Strong Body Language

To feel more in control centre or ground yourself by taking a deep breath and placing your feet shoulder length apart.

Put a barrier between you and the aggressor

A simple way to get some breathing space is to put a hand (or some other barrier) in between the aggressor and the targeted individual.

Neutral Calm Tone

Expressing thoughts and feelings in a non-aggressive tone shows that you are reasonable, composed, and in control.

Use "I" instead of "You" statements

A person who begins a sentence with 'I feel' rather than a command, like "you should" can express her wants without being aggressive or creating a conflict.

Repeat your message

Give your message. If you are not heard, repeat the message. If you are still not heard, repeat the message again. If, after the third statement, your wishes are still not heard repeat them again, but get out of the situation.

The Empowerment Project Adapted from materials by Dr. Aaron White

Verbal Coercion

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Verbal Coercion

What is Verbal Coercion?

Verbal Coercion is the use of words to pressure someone into an unwanted activity. During a sexual assault, verbal coercion occurs when a person uses words to convince, pressure or force sexual activity.

Who is usually Verbally Coercive?

Most often, a woman will hear verbal coercion from a man that she knows; most likely a romantic partner, friend, or acquaintance.

How does Verbal Coercion happen?

Verbal coercion is a serious problem because it is difficult to recognize. Verbal pressure is not obvious. It is not like physical force. Instead, the words spoken during verbal coercion can sound wonderful, caring, and even loving. Here are some examples:

Verbal Coercion that sounds caring:

- "If you love me, you'll want to share this with me..."
- "I just want to show you how much I care..."
- "You are so beautiful I can't help wanting you..."

Or the words can sound threatening or guilt-inducing.

Verbal Coercions that produces guilt or fear:

- "I'll tell everyone you did anyway..."
- "Fine, I'll go find someone who really does appreciate and love me..."
- "Why would you come back to my place if you didn't expect to have sex?"

Empowerment

Responses to Verbal Coercion

Responding to verbal coercion is difficult because many women have feelings for the person pressuring. Because of this women don't want to hurt or push the person away. In many cases the woman may not want to end the relationship, but rather just wants to slow the relationship down. She may fear, that if she says 'no' she will not only stop the sexual pressure, but also end the relationship.

How can a woman stop the sexual pressure, but keep the person liking her?

Research shows that there are ways to respond to verbal coercion that will both stop the pressure and maintain the relationship. Generally, people appreciate it when a person clearly and honestly states her sexual intentions as early as possible. People tend to feel less 'led on' when they know the other person's sexual boundaries and expectations before they become intimate.

Responses that work:

- "I really care about you, but I'm not ready. Let's slow down and wait until I feel the relationship is stronger."
- "I really like kissing you, but I don't want to have intercourse with you tonight. I want to keep it at this level until I'm ready to go further."

These response show that putting limits on sex at the moment does not mean that the woman will never want to go further in the sexual relationship later on.

Responses that don't work:

- "I'm not sure we should..."
- "I'm scared to..."
- "I'm afraid of getting pregnant..."

These responses are unclear, and may be interpreted as 'convince me'.

If the man that a women likes continues to pressure her for sex after she has asked him to stop, then the women's safety must become more important than what the man thinks of her. When you talk to the participants ask them: Do they want to spend time with someone who doesn't listen to them? Who disrespects their wishes? These may be the signals to move on.



Types of Sexual Coercion

The following describe different types of emotional coercion that are often found in abusive relationships and are used to coerce someone into sex.

Emotional Blackmail

The person uses manipulation to gain control. The abuser may use the victim's loving feelings toward him to manipulate her. He may play on the victims' fears and guilt by saying "If you loved me you would..." or "Nice girlfriends give as well as take..."

Unrealistic Expectations

If a partner expects sex all the time, his constant demands may wear a woman down. Eventually, she may 'give in' to the constant pressure for sex because it's easier to 'get it over with' than to be forever saying 'no'.

Attacks on Reputation

Another common pressure tactic is to threaten a woman's reputation. A person might say, "Even if we don't do it, I'll tell everyone we did, and they'll think you're a slut anyway". A victim may feel like she has no choice but to do what the aggressor says.

Emotional Abuse

Frequent name-calling, threats, and humiliation can make a woman doubt her self-worth and personal judgment. The aggressor may accuse her of being "abnormal" because she doesn't want sex, or suggest that nobody wants her except him so she should be grateful. Eventually, she may give into sexual pressure because she doesn't value herself.

Financial Abuse

This is often used in long-term relationships, and is especially common if the aggressor is the main moneymaker. The woman may feel that she has to give in to sexual advances so she can receive an 'allowance', or money for clothing and food.

The The Empowerment

Sexual Coercion in Long Term Relationships

Sexual coercion can happen in a variety of relationships, but look different in long-term relationships. The following are some common examples of sexual coercion in long-term relationships.

Women in long-term relationships may feel it is their 'duty' to have sex whenever their partner wants it.

By law, women are under no obligation to have sex with long-term partners. Sex should be pleasurable for both people, it should not be seen as a duty.

Women in relationships may use sex to 'keep the peace'. "It's easier to give in than to argue."

Using sex to 'keep the peace' will not solve problems in the relationship. No one should ever feel guilted into having sex.

The woman's partner may sulk, become angry, or unpleasant if he feels that sex is being 'withheld'.

Sex is an experience to be shared by both partners, not a right that one partner has and the other has to endure.

Women fear the consequences of saying 'no'.

Consequences might be loss of finances, threats, bullying, or violence. Consequences, such as these, may indicate an abusive relationship. Women must be able to say 'no' without fear of negative consequences.

It is often difficult to say "no" to the one that you love. However, if a woman does not want to have sex, that is her right. She need not feel guilty; sex is for her pleasure as well as her partner's. And, a "normal" sex life does not depend on how often a couple has sex. There is no "right number."



"The Lines"

Objective:

• To educate and encourage responses to verbal coercion.

Material:

- Index cards with 'The Lines' written on them not the responses. (See the Handouts Section).
- Flipchart and markers.
- Extra blank index cards.
- List of Sexual Communication Strategies (See the Handouts Section)

Time:

• About 20 minutes.

This activity tends to work well for all age groups. If the women are older, include examples of sexual pressure in long-term relationships (ideas can be found in the Facilitator's Information section).

Preparing for the Activity

- 1. Before you begin this activity be sure to read the facilitator's section on verbal coercion. It will give you background information on the different types of sexual coercion as well as the most appropriate responses.
- 2. Before the group meets, write five or six of the Sexual Communication strategies on a flipchart. For this exercise we will assume that "the lines" violate the women's boundaries. The next step then is to respond assertively. To formulate a response we find the following strategies most effective (be prepared to explain and demonstrate each one):

The Empowerment

- a. Eye Contact
- b. Calm Voice
- c. Be Clear
- d. Use "I" Statements
- e. Be consistent
- f. Don't accept disrespect

Educating the Participants

- 1. When you are ready to begin the activity, ask the participants to sit in a circle.
- 2. Talk to the participants about "the lines" women are often given to pressure them into sex. Ask the group how women tend to feel when they are given "the lines."
- 3. Ask the group if anyone can think of some lines. If they can, ask them to write the lines on a blank index card (include these in your index cards).
- 4. Explain to the group that "the lines" men use are a form of coercion or pressure and that the following activity will help them think about how to respond to "the lines."
- 5. Remind participants that the speaker of the lines is likely someone that the participants care about, someone they may be interested in romantically. Ask the group: will this make it more difficult for you to respond assertively? For most people it does.
- 6. Bring out the flip-chart with the Sexual Communication strategies written on it.
- 7. Explain the strategies one-by-one (if you have two facilitators you can do a role-play to demonstrate the strategies). You may encourage participants to practice with you.

Launching the Activity

- 1. Tell participants to use these strategies in the next activity.
- 2. Ask one participant to draw a card and read aloud 'the line' written on it.
- 3. Her neighbour, immediately to her left, has the first opportunity to respond to the line. (The neighbour may pass if she wishes and open 'the line' up to the group instead.)
- 4. After she responds open the discussion up to the group.
 - a. What other responses might work for this line? (Have "The Lines" sheet in front of you so you will have a response to add if no one can think of one.)
 - b. Encourage more than one response.
- 5. Write the responses on the flipchart.
- 6. Continue around the circle until everyone has a chance to respond to a line.



Travelling with 'The Lines'

Objective:

• To educate and brainstorm responses to verbal coercion.

Materials:

- Flip chart paper with one of 'The Lines' written on each piece. "The Lines" can be found in the Handouts section.
- Markers for the participants.
- List of Sexual Communication Strategies (See the Handouts Section)

Time:

• About 20 min. depending upon how many of "The Lines" are placed around the room.

This activity works best with groups of 6 or more, and in a room that is large enough to have at least 3 small groups talking at the same time.

Preparing for the Activity

- 1. Before you begin this activity be sure to read the facilitator's section on verbal coercion. It will give you background information on the different types of sexual coercion as well as the most appropriate responses.
- 2. Before the group meets, write five or six of the Sexual Communication strategies on a flipchart. For this exercise we will assume that "the lines" violate the women's boundaries. The next step then is to respond assertively. For this activity, we find the following strategies most effective (be prepared to explain and demonstrate each one): a. Speak Up
 - b. Calm Voice
 - c. Be Clear
 - d. Use "I" Statements
 - e. Be Specific
 - f. Don't accept disrespect
- 3. From the handout "The Lines" write one line at the top of each piece of flipchart paper. The number of lines (and pieces of flipchart) depends on the number of groups you will have. Keep group numbers at a maximum of three participants.
- 4. Space the pieces of flip-chart paper around the room.



Educating the Participants

- 1. When you are ready to begin the activity, talk to the participants about "the lines" women are often given to pressure them into sex. Ask the group how they think women feel when they are given "the lines."
- 2. Explain to the group that "the lines" men use are a form of coercion or pressure and that the following activity will help them think about how to respond to "the lines."
- 3. Remind participants that the speaker of the lines is likely someone that the participants care about, someone they may be interested in romantically. Ask the group: will this make it more difficult for you to respond assertively? For most people it does.
- 4. Bring out the flip-chart with the Sexual Communication strategies written on it. Explain the strategies one-by-one (if you have two facilitators you can do a role-play to demonstrate the strategies). You may encourage participants to practice with you.

Launching the Activity

- 1. Divide the participants into groups of two or three.
- 2. Send each group to one of the pieces of paper.
- 3. Give the groups three minutes to write down all the responses they can think of to "The Line" written on their piece of paper.
- 4. At the end of the three minutes, ask the groups to rotate. Instruct the groups to add as many new responses to "The Line" that they can think of. The time for this round should be shorter because they will only be adding new responses, not starting from scratch.
- 5. Continue in this fashion until all groups have visited every station.
- 6. When everyone is finished ask the groups to remain at their last station, and have someone from the group read aloud all the responses.
- 7. Discuss the responses (have your responses so you can add to the list).
- 8. Ask the group the following questions:
 - i Do they think all the responses are effective?
 - ii What would the reactions be to some of the responses?
 - iii Could any of the responses make the situation better? Worse?
 - iv Based on the Sexual Communication strategies, choose the two best responses.



Creative Coercion

Objectives:

• To get participants thinking about coercive situations and how they might respond.

Materials:

- Flip chart paper
- Markers
- List of Sexual Communication Strategies (see the Handouts Section)

Time:

• About 30 minutes

This activity works best with groups of 6 people or more, and in a room that is large enough to have at least 3 small groups talking at the same time.

Preparing the Activity

- 1. Before you begin this activity be sure to read the facilitator's section on verbal coercion. It will give you background information on the different types of sexual coercion as well as the most appropriate responses.
- 2. Before the group meets, write five or six of the Sexual Communication strategies on a flipchart. For this activity we find the following strategies most effective (be prepared to explain and demonstrate each one):
 - a. Know Your Boundaries
 - b. Be Clear
 - c. Be Specific
 - d. Use "I" Statements
 - e. Don't apologize
 - f. Don't accept disrespect
- 3. Tape pieces of flip-chart paper around the room. The number of pieces of paper should be the same as the number of groups you will have.
- 4. If you want the scenes to be more specific, write a key word at the bottom of each flipchart page (for example "friendship scenario," "romantic relationship scenario," "long-term relationship scenario," "co-worker (or boss) scenario" etc...)



Educating the Participants

- 1. When you are ready to begin the activity, talk to the participants about verbal coercion.
- 2. Remind participants that the person being verbally coercive is often a person that the woman cares about, someone they may be interested in romantically. Ask the group: will this make it more difficult for women to respond assertively? For most people it does.
- 3. Bring out the flip-chart with the Sexual Communication strategies written on it. Explain the strategies one-by-one (if you have two facilitators you can do a role-play to demonstrate the strategies). You may encourage participants to practice with you.

Launching the Activity

- 1. Divide the participants into groups of two or three and ask them to go to one of the pieces of paper around the room.
- 2. Give each group about five minutes to write a scene where one person tries to convince another to do something.
- 3. After the five minutes is over, ask the groups to rotate around the room.
- 4. Now their job is to come up with responses to the situations that their fellow participants have described.
- 5. Continue rotating the groups, getting each group to respond to all scenarios.
- 6. When the groups reach their own scene ask them to add their own response.
- 7. When everyone is finished ask the groups to read their scenario and responses aloud.
- 8. Discuss the scenes and response with the group.
- 9. Ask the group that wrote the scenario if these were some of the responses that they envisioned. Will these responses be effective? Do they fit the sexual communication strategies?

*** If you have time ask the groups to choose one of the responses and act their scene out. Encourage feedback from other participants after each group has presented.



What's Your Line?

Objective:

• To practice role-playing responses to verbal coercion.

Materials:

• Role-plays printed on index cards

Time:

• 20 minutes

The following exercise is best suited to women under 25 years of age. For participants with low literacy, the instructor could read out the scenarios and have the group act them out or discuss different response options.

Preparing the Activity

- 1. Before you begin this activity be sure to read the facilitator's section on verbal coercion. It will give you background information on the different types of sexual coercion as well as the most appropriate responses.
- 2. Write (or print out) the role-plays on index cards.
- 3. Before the group meets, write five or six of the Sexual Communication strategies on a flipchart. For this activity we find the following strategies most effective (be prepared to explain and demonstrate each one):

The Empowerment

- a. Eye Contact
- b. Calm Voice
- c. Be Clear
- d. Be Consistent
- e. Use "I" Statements
- f. Don't Accept Disrespect



Educating the Participants

- 1. When you are ready to begin the activity, talk to the participants about verbal coercion. Remind participants that the person being verbally coercive is often a person that the woman cares about, someone they may even be interested in romantically. Ask the group: will this make it more difficult for women to respond assertively? For most people it does.
- 2. Bring out the flip-chart with the Sexual Communication strategies written on it. Explain the strategies one-by-one (if you have two facilitators you can do a role-play to demonstrate the strategies). You may encourage participants to practice with you.

Launching the Activity

- 1. This activity can be done in three ways:
 - a. The participants can be split into groups (that play out the roles together and then discuss). If you are going to place participants into groups, separate them into groups of three (two actors and an observer who gives feedback).
 - b. The facilitator can play one of the parts opposite a participant (and then have the discussion with the entire group)
 - c. A game show format can be employed. In this set-up, three (or more) contestants are chosen from the participants. The participants are each given a scenario to respond to. Before they respond they may ask one of the audience members (the other participants) for help. They can either use the audience members response or their own. When the contestant has given her final response the facilitator writes it down and asks the audience to assess its effectiveness on a scale of 1-10. (A hint for the audience is: does the response contain the sexual communication strategies?) Prizes can be given to the winner (although we find it most effective if everyone wins including the audience).
- 2. Scenarios #1-3 are non-sexual situations and scenarios #4-#11 are 'date' situations or romantic situations. Initially, young women may find it easier to respond to coercive situations without sexual undertones.



Scenario #1 - Glass of Milk

At a dinner party, the host offers you a glass of milk. Even though you don't like milk, you don't want to be rude so you accept it. Halfway through the meal the host points out that you haven't touched your milk. The host begins to pressure you by saying things like "It's fresh from my neighbour's farm – you'll like it!" "You can't let it go to waste, it's already been poured", "What's wrong with my milk?" What's your line?

Scenario #2 - Best Friend's Dog

Your best friend is going away for the weekend, and wants you to look after her dog. You love dogs, but this particular one is yappy, sheds, and slobbers everywhere. You planned to get a lot of work done over the weekend, and know you won't be able to get any done with the dog around. The dog owner says things like: "Don't you like him anymore? Oh, look Spunky's hurt you don't want to spend time with him." "I guess I could find a REAL friend who's willing to do this for me." What's your line??

Scenario #3 – Borrowing a Sweater

Your best friend is planning a big outing (a date, an anniversary dinner), and she wants to borrow your brand new sweater. You paid more money than you usually do for this sweater, and you haven't had a chance to wear it yet. You really love your best friend, but know that sometimes she is careless with your belongings. Your best friend gives you lines such as "You just don't want me to look good, you're jealous", "If you really cared about me, you would loan it to me", "Your clothes are so much nicer than mine, you have such great taste", "I promise I'll take good care of it, you can trust me". What's your line?

Scenario #4 – Old Friend

You are coming home from a movie with an old friend, someone you only want to be friends with. As you walk home your friend tries to kiss you and tells you he has liked you for a very long time. What's your line?

Scenario #5 - Buying a Gift

There is a watch at a department store that you really like, but you can't afford it right now. You are out shopping with a person you just started dating, and you mention how much you like the watch. Your date offers to buy it for you. You really want the watch, but you don't know what it means for your relationship. Does it mean the relationship is becoming more serious (you're not sure if you want it to)? Does it mean that you owe him something? The date says, "I just want to show you how much I care", "Does this mean you don't care about me?" What's your line?

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Scenario #6 – At a Dance

You and your friends are at a dance. Someone you don't know well asks you to dance. You accept. The music changes to a slow song. The person moves very close to you and holds you too tightly. What's your line?

Scenario #7 - First Date

You are out on a first date. You look really good in your new dress, and you invite your date back to your apartment. You decided beforehand that you would like to make out, but you know you don't want to have sex. You are making out with your date and you say 'no' when your date's hand starts to lift up your skirt. The date says things like: "Well, why did you invite me back here then?" "You flirted all night, and now you're backing off". "You just need a little convincing." What's your line?

Scenario #8 – No Parents

Someone you are interested in invites you over to watch a movie. When you get there his parents are not home. You start to kiss and you sense he wants to go a lot further. You ask him to slow down but he says "you must want me if you came over." He doesn't stop and keeps pressuring you. What's your line?

Scenario #9 – Isolation

You are on a date. Your date takes you to an isolated spot to talk. Your date kisses you passionately. Your date says something like: "You turn me on so much, I can't help myself." You have a bad feeling about this. What's your line?

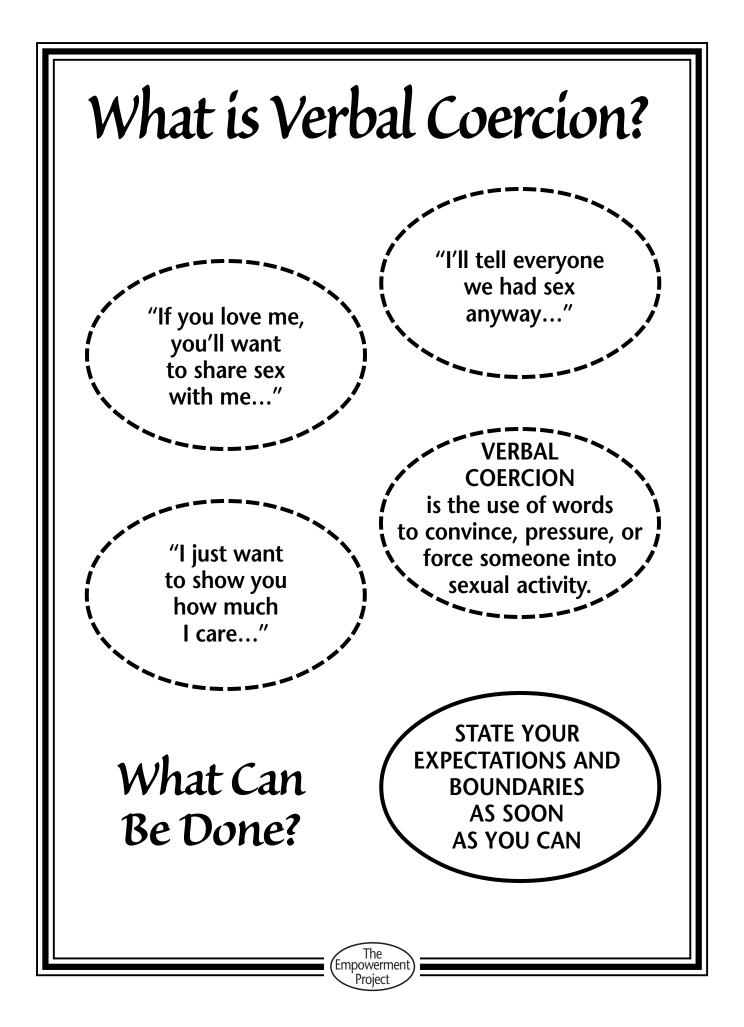
Scenario #10 – At a Party

You and your boyfriend are at a party. Couples start heading to bedrooms. You and your boyfriend find a room and start making out. You care about him more than anyone else you've ever dated. Your boyfriend tries to undress you even though you've told him you're not ready for that. Your boyfriend says: "We've been together for six months, I can't wait anymore." What's your line?

Scenario #11 - Committed Relationship

You have a lot of work to do before your class/job tomorrow. Your partner comes over, and starts kissing your neck. You nudge your partner away, and point at your reading. Lines the partner could say might be: "We don't do it enough anymore." "Is there someone else?" "Don't you love me anymore?" "Am I not attractive?" What's your line?





Stop Verbal Coercion

What is Verbal Coercion?

Verbal coercion is the use of words to pressure someone into an unwanted activity. During a sexual assault, verbal coercion occurs when a person uses words to convince, pressure, or force sexual activity.

It is often someone we like that ends up pressuring us for sex. Responding to this pressure can be difficult, because we want the pressure to stop but we don't want to upset the person or make the person not like us. So, we may respond by smiling when we say 'no' or making excuses. These responses don't work. We must respond in a way that will let them know that 'no' means 'no'.

What works?

- Let the person know your sexual expectations and limits early on.
- Use "I" statements rather than "You" statements.
- Use eye contact
- Tell them exactly what you want to do and what you do not want to do.
- Be clear and consistent with your words and body language.

For example:

- "I don't want to have sex with you tonight. Let's give each other massages instead."
- "I like you, and really like kissing you, but I don't want to have intercourse with you."

What doesn't work?

- Expecting the person to read minds and body language.
- Saying 'no' and smiling coyly.
- Using language that implies you are unsure.

For example:

- "I'm not sure we should..."
- "I'm scared to..."
- "I'm afraid of getting pregnant..."

Research shows that women who say, "I only want to kiss, I don't want to have sex", are equally as attractive as women who don't set boundaries.

These responses are unclear, and may be interpreted as 'convince me.'

If someone you like continues to pressure you for sex after you have asked him to stop, then your safety must become more important than what the man thinks of you. Ask yourself: Do I want to be with someone who doesn't listen to me? Who disrespects my wishes? It may be time to move on.



YES Means YES

"No means No" is a phrase used by many self-protection programs.

But...before a woman learns to say "NO" she has to know that it is okay to say "YES!"

In our society we are taught that women who enjoy sex are bad (sluts). "Good girls don't like sex so never initiate sex and for gracious sake, don't talk about it!!"

But...Good girls do like sex!

Unfortunately, it's hard to unlearn the whole "sex equals slut" thing. So, because women grow up thinking they're not supposed to like sex, they sometimes feel that they have to say 'no' to sex, even if they want sex. That's not fair to women, or to their partners. Women, therefore, need to keep in mind:

It's okay to express desires! It's okay to want sex!

And a few other things

- Saying "yes" tonight doesn't mean a woman has to say, "yes" tomorrow.
- It's okay for a woman to say 'yes' and then change her mind a few minutes later.
- The key is to learn the difference between "yes" feelings and "no" feelings. By learning to trust her instincts a woman will know when "yes" means "yes" and "no" means "no."



Coercion and Child Sexual Abuse

Some of the ways child abusers pressure/force girls into sex are:

1. Enticement

- Bribery: "If you do this for me, I'll buy you tickets to a concert."
- Games: "I want to teach you this fun game."

2. Blackmail

- Guilt: "You have to do this, I got you on the volleyball team, and you owe me!"
- Fear: "If you don't do this I'll have to tell your parents that you're smoking"

3. Verbal Threats

- Threat of harm to the victim "You're really going to get it if you don't"
- Threat of harm to the abuser "If you tell, I'll go to jail"
- Threat of withdrawal of affection "If you don't do this, I won't love you anymore"
- Threat of family breaking up "If you tell it will really hurt your mom"

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• Threat to loved ones "I'll hurt your mother if you don't do it"

4. Persuasion

- "It's okay everybody does it, it's part of growing up."
- "I'm just checking you out, now that you're getting older"
- "What's the matter? Don't you like me?"

5. Use of Physical Force

Sexual Communication

KNOW YOUR BOUNDARIES: Know your sexual limits and expectations before you enter a relationship. Then, discuss your boundaries with your partner early on so there is no miscommunication when you become intimate.

SPEAK UP: Expecting a person to read your mind or body language is dangerous. Unfortunately, many people misinterpret silence for consent. Stop this from happening by letting your preferences be heard. Speak up.

BE CLEAR: State exactly how you feel, directly and honestly. Making excuses ("I'm not sure we should..." or "I'm afraid of getting pregnant...") implies that you are unsure. The other person may feel that you just need to be convinced.

BE SPECIFIC: Tell the person exactly what you want and do not want to do. For example: "I like kissing you, but I don't want to have sex." Suggest other options.

USE "I" STATEMENTS: Avoid "You" statements that attack or put down the other person ("You make me feel..." or "the trouble with you is..."). Owning your feelings ("I don't want to..." or "I feel...") is a much more effective strategy.

DON'T APOLOGIZE: There is no need to explain or apologize for saying 'no.' It is your right to decide what is best for you. Guilt is unnecessary.

AVOID INSULTS: Although you may be deeply upset with the person, it is more effective to reject the person's behaviour, not the person.

BE CONSISTENT: Match your body language to what you are saying. Smiling when you say 'no' gives mixed messages.

KEEP A CALM VOICE: Your tone of voice can be more important than the words you choose. A timid voice will not be taken seriously. Shouting will escalate the conflict.

USE EYE CONTACT: Use direct eye contact to demonstrate strength and courage. Eye contact shows you mean what you say.

BE AWARE: Be mindful of gender stereotypes that stop you from stating your feelings & rights. The pressure to "be a lady" can stop women from being assertive.

DON'T ACCEPT DISRESPECT: If you repeat your boundaries and the other person does not listen or respect your wishes, get out of the situation.



The Lines * The Responses

The following are examples of "The Lines" that women are often fed; they are also examples of verbal coercion. Sometimes "The Lines" are said by people we are attracted to and want to like us. This can make our responses more difficult. To give you some options we have listed a number of responses to "The Lines". Try not to use a response if you don't mean it. Your response will be most effective if you are genuine and honest.

The Lines

- 1. If you love me you'll have sex with me.
- 2. I just want to show you how much I care.
- 3. There are plenty of other women who would, you know.
- 4. You are soooo beautiful I can't help wanting you.
- 5. Oh, come on, you know you want to.
- 6. Why did you come back to my place if you didn't expect to have sex?
- 7. Don't you find me sexy? Don't you want me?
- 8. After everything I did for you (e.g. Dinner, foreplay), this is the least you can do for me.

9. Trust me.

The Responses

- 1. If you love me, you'll respect my feelings and not push me into doing something I'm not ready for.
- 2. We can do (this). It shows we care about each other just as much.
- 3. There isn't another one of me. If you want to be with me you will respect my wishes.
- 4. Thank you. I'm glad you think that I'm beautiful, but that doesn't mean we have to have sex.
- 5. No, I really don't. I've got a lot of plans for my life, and getting pregnant would screw them up.
- 6. I came to your place to have fun, we can have fun without having sex.
- 7. I do find you sexy, but we don't have to have sex to prove it.
- 8. I appreciate those things but I will not have sex with you to repay you.

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9. I do trust you; I wouldn't be with you right now if I didn't.

The Lines

- 10. Everyone else is doing it, why can't we?
- 11. I've waited this long, I can't hold out any longer.
- 12. I'll tell everyone you did anyway.
- 13. We did last night, what's so different now?
- 14. I'm so turned on I can't stop now!
- 15. Is there someone else?
- 16. It will be okay. I promise I'll be gentle.
- 17. Don't you know that most couples have sex at least once week?
- Maybe you don't want a relationship maybe we should break up.

The Responses

- I'm not everybody. Besides, I don't believe everybody is doing it – it's just a bunch of talk.
- 11. Well, I want to wait. I know it's hard but I know that is best for me. It shows that you respect me.
- 12. That's manipulative and abusive. And, it won't change my mind.
- 13. Last night, I wanted to have sex with you, I don't tonight. I have the right to change my mind.
- 14. I'm turned on too, but I won't go any further. Let's do (this) instead.
- 15. Because I won't have sex with you doesn't mean I am with someone else. It's you I want to be with.
- 16. The most gentle thing you can do is respect that I don't want to have sex.
- Do you want to have sex once a week? I feel uncomfortable setting targets for our sex life.
- 18. I don't understand how not wanting sex is the same as not wanting a relationship.

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Resistance

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Physical Resistance

Women are fighting hundreds of years of culture and heritage that portrays sex as a commodity, women as weak conquests, and men as powerful aggressors. This must change. Women can no longer tolerate being intimidated into submission. By standing up and resisting, women give the message that we will not be victims.

There are many ways to stand up and give the message that women will not be victimized. Social, economic and political activists fight this battle everyday. But women, on an individual level, can also make strides toward a personally free and empowered lifestyle. Women do not have to wait until society changes, but rather, we can take personal empowerment into our own hands.

The goal of this manual is to encourage women's personal empowerment and control. This chapter is dedicated to extending that empowerment to physical safety and security. Women need not fear the strength and physical power of men. Nor, do they need to look to men as protectors. Women are capable of protecting and defending themselves. The following chapter outlines the basic components of physical self-defence. Once a woman understands the basic self-protection components, she may build a personal selfprotection strategy. Because women's experiences and methods of action are different, each woman's self-protection strategy will be unique. This chapter encourages women to personalize and individualize their protection strategies to serve their personal needs and circumstances.

Although this chapter encourages women to develop personalized protection strategies, research indicates that some strategies are more successful than others. Studies also suggest that the most successful self-defence strategies use many different techniques. Therefore, a woman will be more prepared if she develops a self-defence plan that includes a number of different techniques. The key is to teach women that if one approach doesn't work they can try something else. The more strategies used, the more likely they are to get away. Later in this chapter, the most successful self-defence strategies, as well as, a method for creating a plan will be given to help women feel more secure.

In general research shows that women who defend themselves are less likely to be raped and are no more likely to be injured than those who resisted weakly or not at all. Research also indicates that women who resist cope better with the trauma after the event. Having said this, however, no matter what a woman chooses to do, action or inaction, sexual assault is never the woman's fault. When a woman is attacked, she must do what she thinks is best to survive.



Facilitating Self-Defense

You do not need to have a black belt in karate to teach physical self-protection. Nor, do women need martial arts training to defend themselves. Self-protection is unique to every person. Only the woman, herself, knows what she is capable of and willing to do. Therefore, the job of the facilitator is to raise awareness and teach basic techniques that the women may choose from.

Here are a few tips to help facilitate self-defense:

1. Teach your participants to make a plan!!

- a. Explain that having a plan will prevent panic and can help women get away.
- b. Clarify that a plan does not mean that an attack will happen, but rather, that it's insurance: the plan is there, ready to use if an attack happens.
- c. Teach both stranger and acquaintance/date rape plans. Participants will need both.
- d. Encourage the participants to visualize themselves successfully resisting an assault (being specific and using the techniques). Ask them to end it by running to safety.

2. Stress the importance of using the VOICE AS A WEAPON.

- a. Urge women to use their voices as their first weapon.
- b. Explain that a technique is more effective if she also yells loudly and fiercely.

3. Teach women their weapons and men's targets.

- a. Explain that weapons and targets are keys to self-defence.
- b. Encourage women to add a lower body weapon to their plans; women are much stronger in the lower body than the upper body.
- c. Know that some women may not be able to fight with all parts of their body; legs, arms, voice, ears, eyes may be disabled. Encourage individual strengths; help these women figure out how they can most effectively fight back.

4. Know a few specific techniques, such as the foot stomp or groin pull.

a. Participants will have questions about specific situations (what if someone approaches from behind?); these techniques will help you answer their questions.

5. Be aware of the laws surrounding self-defense.

- a. Explain that a woman is allowed to use as much force as needed to escape an attack.
- b. Inform them that a woman is allowed to strike an attacker first it is reasonable to believe, based on the attacker's words or actions, that he is going to be, or is, a physical threat.

6. Know that the thought of hurting someone will upset a lot of women.

- a. Stress that the participants are worth fighting for and that their safety is more important than the attacker's safety.
- b. When a man assaults a woman he is making a choice: he is choosing to give up his right to fair play. He does not have the right to attack, but a woman does have the right to protect herself any way she can.



Steps to Resistance

The following "Steps To Resistance" gives you, the facilitator, the structure to understand the different elements of self-defence and resistance. Although the components are laid out in a step-by-step manner, you may wish to discuss different elements in a less structured manner throughout your workshops.

Ten Steps to Resistance

- Step 1 Confidence
- Step 2 Knowledge
- Step 3 Commitment
- Step 4 Awareness
- Step 5 Intuition
- Step 6 Assessment
- Step 7 Escape
- Step 8 Yelling
- Step 9 Physical Resistance
- Step 10 Targets and Personal Weapons

Step 1 – Confidence

The foundation of self-protection is self-esteem: a person must recognize herself as important. She needs to know that she is valuable, capable, and worthy. She needs to know that she is worth defending. Encourage women to recognize their worth and acknowledge they are worth fighting for.

A woman who knows she is worth fighting for has an advantage over her attacker. Attackers, both acquaintances and strangers, are looking for someone they can overpower. Attackers don't want to pick a woman who will fight back. A woman who carries herself in a confident, purposeful, and self-assured manner gives the message "Attacking me will be difficult, I'm going to fight." A preoccupied, aimless, hesitant appearance gives the message "I'm vulnerable, I won't fight back."

Even if a woman doesn't feel confident and strong, it is important that she appear to be. If she appears capable, alert and self-assured, she has a much better chance of being left alone.



Step 2 – Awareness

As a facilitator, it is a good idea to have the following information memorized and then, to intersperse it throughout the workshop. You may want to put a few statistics on the board. But be wary of using too many statistics, they tend to bore people unless they are relevant and given in small chunks.

To protect herself, a woman needs to be aware of the following:

- Strangers do not commit most sexual assaults. Research shows that 78% of attackers are known to the victim prior to the assault.
- 98% of sexual attackers are men.
- 50% of sexual offenders are **married** or living common-law, have children, and are considered responsible members of the community. Men who sexually assault are **not mentally ill or sexually starved**.
- Women aged 18 to 24 are over three times more likely to experience sexual assault.
- The majority of date and acquaintance rape victims are young women aged 16 to 24.
- Girls with disabilities are four times more likely (than the national average) to be sexually abused.
- 67% of sexual offences occur in the home.
- 22% of sexual assaults involve a weapon.
- A firearm is involved in less than 1% of sexual assault cases in Canada.
- In more than 40% of incidents of violence against women the attacker is drinking.
- Rapists do not become more violent or abusive if the victim fights back.
- Women who fight an attack are injured no more than women who do not fight.
- 70% of women who fight back against a stranger sexual assault prevent it.
- When attacked, women who run, yell, or use physical force tend to avoid rape.

Step 3 – Commitment

A commitment to resist is an important part of self-defence. Before a situation occurs, a woman must decide what resistance techniques she is willing to use. She must ask herself: "Am I willing to say 'no,' yell, make a scene? Will I run, flee, or strike if the situation calls for it?"

To protect herself, a woman may need to hurt her attacker. For many women, the idea of hurting someone is difficult to imagine doing. It is often easier for a woman to receive pain than it to cause it. The fear of fighting back and causing pain is cultural, and comes from years of conditioning. Girls are told not to fight, but rather, to be kind, considerate, and compliant. If a woman says that she will not hurt an attacker, talk to her about society's gender roles. Let her know that she has the right to make any choice, but that her welfare should come before the welfare of her attacker. Encourage her to challenge her fears around physical resistance and consider that she is worth defending. Finally, when she creates her plan ask that she include at least one physical defence strategy so that she has options to choose from should an attack occur.



Step 4 – Intuition

Intuition is thousands of years of evolution working to keep a woman safe. Unfortunately, intuition is often ignored. Trusting and acting on intuition is an important step in self-protection. By being aware of signs that indicate danger, women will be one step ahead of an assault. Intuition signals can be physical sensations (shivers, feeling of nausea etc...) or mental warnings. Women must learn to recognize, trust, and act on their intuition. The fear of making a scene may be natural but must not come before personal safety.

Step 5 – Assessment

Once a woman recognizes a potentially dangerous situation, it is wise for her to take a deep breath and assess her degree of danger: Are people nearby? Can she get to a safe place? Her second assessment is to determine what he expects. An effective defence technique is to do the opposite of what he expects: surprise him, foil his expectations, and set him off guard. How can a woman damage an attacker's expectations? She can take advantage of his needs and fears:

He needs:

- Time
- Safe place
- A willing victim

He fears:

- Failure
- Loss of power and control
- Pain
- Getting caught

Step 6 – Escape

The ultimate goal of self-defence is to get to safety. To do this a woman need not get into a confrontation with a potential attacker. Her intent should be to resist and run, not retaliate and cause harm. The sooner a woman gets away the better. The key to self-defence, then, is to recognize a potentially dangerous situation and get away as quickly as possible.

If a woman is confronted by an attacker, who demands that she go with him somewhere else, it might seem rational for her to follow his orders. But, she must not go with him! Even if he says he won't hurt her, she must not believe him! If a woman leaves and goes to a second location with an attacker, the likelihood of her avoiding harm is slim. The first location, known as the primary crime scene, is dangerous for the attacker because he has little control over the victim or his surroundings (he may be seen or heard by others). The second location is much more dangerous for the woman because he chose it. There, he has complete control over the victim and the situation. At the second location his risk of being caught is small. It is likely, therefore, that the victim will be harmed.

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Step 7 – Yelling

Yelling "help" is one of the simplest and most effective ways to attract attention. By making as much noise as possible, a woman draws attention to herself and the attacker (something the attacker desperately wants to avoid). Yelling gives the woman a strong advantage. By making a lot of noise, the woman is showing the attacker that she is in control of what happens to her, not him; she is not the easy victim that the attacker thought she was.

Yelling is also an effective self-defence tool because it forces the woman to breathe. Many people, when confronted with danger, go into shock and stop breathing. Yelling "help" brings air into the lungs, and takes oxygen to the brain and muscles. Consequently, with oxygen flowing through her body, the woman will be better able to think out a plan, and physically react to the situation at hand.

Step 8 – Physical Resistance

The most effective physical self-defence moves are simple and personally chosen. They should also be easy to remember, and easy to perform. When are they used? Physical defence is used when the woman has no other options; she is unable to flee or yell to bring someone to her aid.

The primary goal in physical resistance is to hit hard and fast, and then run toward lights, people, and safety. A woman doesn't need to be a martial-arts expert to defend herself. She just needs to know where and when to strike so that she may reach her goal of getting away.

There are generally two types of physical defence techniques: distraction and destruction. A distraction technique will force the attacker to focus on himself (which makes him take his hands off the woman). This will enable the woman to follow up with a more destructive technique so that she can get away without him following her. The destruction technique is important. Women should be careful not to stop too soon and assume the attacker is out of action. After the distraction technique, the destruction technique is often needed to ensure that she is able to run to safety.

Distracting techniques

- Eye Jab
- Throat jab
- Palm strike (to Adam's apple or nose)
- Ear box
- Foot stomp
- Finger break

Destructive techniques

- Knee to the jaw, solar plexus, or groin
- Kick to the knee or groin
- Grab of the hair
- Elbow to the jaw or ribs
- Hand pull of the testes
- It is helpful to remember that men, who are most often the attackers, have been conditioned to expect women to submit. When a woman reacts differently, it takes the attacker by surprise. A key element in physical resistance is surprise. The attacker isn't expecting the woman to fight back. Women can take advantage of his surprise and confusion by striking hard and fast and then running to safety while the attacker is recovering.



Step 9 – Targets and Personal Weapons

To be most effective, a woman needs to strike the most vulnerable parts of the attacker's body (his targets) with the strongest parts of her body (her personal weapons). A woman should not underestimate her strength. It takes little power to break a foot, dislocate a knee or blind an eye. These moves will make an aggressor unable to continue attacking a woman or chase her as she runs for safety.

Targets

- Eyes
- Throat
- Solar Plexus
- Groin
- Knees
- Feet

Weapons

- Voice
- Head
- Hand
- Fingers and thumbs
- Knees
- Legs

Step 10 – Making a Plan

The best defence tool a woman has is her brain. Thinking about different possibilities and planning how she might respond to those situations will help a woman feel prepared should an assault occur. To make a plan it is important that a woman know the most effective and least effective self-protection strategies. Research reveals the following:

Most Effective Strategies

- Running away
- Causing a scene
- Yelling
- Fighting back physically
- Verbal assertiveness
- Multiple strategies

Less Effective Strategies

- Begging or pleading
- Crying
- Reasoning
- Ignoring
- Trying to please
- Talking him out of it

Research also shows that women who chose to fight back when assaulted felt better 50% faster than women who did not fight back. These women felt they had exerted some control or influence over the attack and thought of themselves as survivors, not victims.

An important note

Stress to participants that no matter what a women decides to do, sexual assault is never a woman's fault. A woman may instinctively know that not fighting back is her best response. She may be shocked and confused and not able to run, yell, or fight. In these circumstances a woman is doing the best she can to survive an ordeal that she did not create. Sexual assault is never the woman's fault. She is not to be blamed because she did not fight. A woman will respond in the way that is best for her. This is especially important to get across to survivors.

It is also important that survivors not be set up as either heroes (those who resisted) or failures (those who chose to submit). Women's decisions, to resist or not, must be supported, and their ability to make the best decision at the time must be honoured.



Resistance: Research and Statistics

Statistics

- Women who used one method of self-defence had a 60-65% chance of escape. Women who used two methods of self-defence had an 80% chance of escape. Women who used no method of self-defence had a 20% chance of escape (Easton & Summers, 1997).
- 70% of women who fought back against a stranger sexual assault prevented it (Quinsey & Upfold, 1985).

What was effective?

- When attacked, women who ran, yelled, or used physical force avoided the rape (Easton & Summers, 1997).
- Research has found that the most effective resistance matches the level of forcefulness set by the attacker (Siegel et al. 1989; Ullman & Knight, 1992).
- Forceful resistance does tend to increase the likelihood of avoiding rape (Ullman 1998).
- Women who avoided rape used more and different resistance strategies than women who were raped. Specifically, those who avoided rape tried to flee, yelled, or used physical force (Easton & Summers, 1997).

What was not effective?

• Women who did not escape were more likely to use no self-defense strategy or they were more likely to plead, cry, reason, or threaten (Easton & Summers, 1997).

Injury and Resistance

- Rapists did not become more violent or abusive if the victim fought back (Ullman, 1998).
- Women who fought an attack were injured no more than women who did not fight (Ullman & Knight, 1992).
- The strongest determinant of victim injury is the severity of the offender's attack (Ullman & Knight, 1992).
- It is important that women learn that using mace, stun guns, pepper sprays, or similar devices may give them a false sense of security (Easton & Summer).

*It is important to note that a woman's intuition may be her best defence. Each situation is different. A woman's response will depend on her assessment of the situation. Safety must come first. And regardless of her choice, sexual assault is never the victim's fault.



Resistance Myths

Women can't resist because they are weaker than men.

This myth is based on perceived gender roles. Girls learn that women do not fight. As Laura Martin (1992) suggests, it is often easier for women to receive pain rather than inflict it. In reality, fighting back physically is only one resistance technique. There are many ways to resist an attack: time, place, escape routes, other people, surprise, and the attacker's commitment all play a role in a woman's ability to resist. The woman's objective is simply to fight back enough so that she may escape and run toward safety. Escape can be achieved with words, screams or as a last resort, a physical blow.

Willingness is an important aspect of resistance. If a woman is unwilling to resist an attack no amount of training will change her decision not to fight back. A woman must decide what she is willing to do to resist. Is she capable of yelling, screaming, making a scene? Will she run, flee, or strike if the situation calls for it? These are things a woman must consider as soon as possible.

To successfully resist an attack, a woman must hurt or kill the attacker.

Physical force is not the most important aspect of self-defence. The most important approach is to react quickly and flee! If fleeing doesn't work, physical resistance can be effective. The victim does not have to hurt or kill, just shock and surprise the attacker long enough to get out of the situation. It is important that women not confuse resistance with retaliation. Resistance is the intention to get away, to avoid being hurt – a personal commitment not to cooperate with someone who intends to do harm. Retaliation is the intention to commit revenge and to harm the other.

Reasoning, pleading, begging, threatening, or talking are effective resistance strategies.

Studies show that talking with the attacker is not effective. Trying to convince the rapist to change his mind increases the time spent with him, and increases the possibility of losing further control of the situation.

Resistance will enrage the attacker and increase the likelihood of injury.

Research shows that, in most cases, rapists do not become more violent or abusive if the victim fights back. Generally, they found that women who fought an attack were injured no more than women who submitted. If a woman strikes and then flees she will not be around to see if he is angry. He may be mad after a knee to the groin, but she will be long gone when he finally gets up.

It is likely that a man with the intention to rape is feeling powerless and is attempting to gain power by dominating someone else. Resistance will likely surprise him and decrease his power because he expects fear rather than resistance or assertiveness.



The Legalities of Self-Defense

Many women may be concerned about the legal consequences of fighting back. Basically, a woman is allowed to use as much force as needed to escape from her attacker. More specifically, the Criminal Code of Canada states:

Section 34. (1)

Everyone who is unlawfully assaulted without having provoked the assault is justified in repelling force by force if the force he uses is not intended to cause death or grievous bodily harm and is no more than is necessary to enable him to defend himself.

Section 34. (2)

Everyone who is unlawfully assaulted and who causes death or grievous bodily harm in repelling the assault is justified if:

- He causes it under reasonable apprehension of death or grievous bodily harm from the violence with which the assault was originally made or with which the assailant pursues his purposes; and
- He believes, on reasonable grounds, that he cannot otherwise preserve himself from death or grievous bodily harm

Section 37. (1)

Everyone is justified in using force to defend himself or anyone under his protection from assault, if he uses no more force than is necessary to prevent the assault or the repetition of it.

Section 37. (2)

Nothing in this section shall be deemed to justify the willful infliction of any hurt or mischief that is excessive, having regard to the nature of the assault that the force used was intended to prevent.

Legally, a person may defend herself if:

- She did not provoke the assault;
- She had a reasonable fear of injury to herself;
- She used no more force than was necessary and reasonable;
- She did not use more force than was necessary in relation to the nature and level of force she was faced with;
- She only used force that could cause death or grievous bodily injury if she believed she was going to be seriously injured or killed;
- She had no other options available other than to defend herself physically.

Also, a person is allowed to strike an attacker first if there is reasonable grounds to believe, based on the attacker's words or actions, that he is going to be, or is, a physical threat.



Sexual Assault and Sexual Harassment Compared

How are they similar?

- 1. Both are about power; they are meant to show power over women.
 - a. In **sexual assault** a man shows dominance by overpowering a woman with threats, physical force, or a weapon. **Sexual assault** is an exercise in power because it forces the woman into sexual activity.
 - b. In **sexual harassment** a man shows dominance over a woman by making unwanted, demeaning, and derogatory comments. **Sexual harassment** is an exercise in power because it forces a woman to change: she may walk three blocks out of her way to avoid a construction site, she may submit to his wishes to keep her job, or she may drop a class to avoid an instructor.
- 2. Both blame the victim.
 - a. In both **sexual assault** and **sexual harassment**, society blames the victim's outfit, behaviour, or personality. As a result victims feel they are being judged for actions directed against them.
- 3. In sexual assault and sexual harassment victims are rarely believed.
 - a. Accusations abound of women who make "false" reports to ruin the lives of men.
- 4. Reporting rates for both sexual assault and sexual harassment are very low.
 - a. Women are afraid to report because they fear being chastised, blamed, or not believed.
- 5. Sexual assault and sexual harassment are both perceived as personal, individual problems rather than social and cultural issues.
- 6. Victims of both **sexual assault** and **sexual harassment** share common feelings of guilt that they may have caused the unwanted attention.
- 7. Both **sexual assault** and **sexual harassment** use sex (directly or indirectly) as a way to hurt women.





Sexual Harassment: True or False?

There are many myths concerning sexual harassment. The following sorts them out:

Women often dress or behave in ways that invite sexual harassment.

False. Accusing women of inviting sexual harassment because of their appearance or behaviour is a blatant example of blaming the victim instead of the harasser. Women should not have to change to avoid abuse. Moreover, women are often sexually harassed no matter what they wear.

Some people like to be sexually harassed.

False. Sexual harassment is not a compliment. Compliments are meant to make a person feel good. Sexual harassment makes a woman feel uncomfortable, not flattered. If a comment hurts, then by definition, it is not a compliment.

People often make false reports about sexual harassment.

False. False accusations are rare, but they receive so much attention that the legitimate cases are often doubted. Many women are not believed; they are alienated, or labelled "trouble makers." Consequently, it is common for women to hesitate before reporting sexual harassment.

Disabled women experience more sexual harassment than non-disabled women.

True. Disabled women are targeted more often. Harassers may see disabled women as more vulnerable and easier to harass (DAWN, 1995).

Sexual harassment is simply a fact of life. It's no big deal. It doesn't hurt anyone.

False. Victims report suffering from tension, anxiety, anger, and fear. They can experience headaches, ulcers, and insomnia. Many victims end up making major changes in their lives to avoid harassment. Considering the high percentage of women in the workplace who are harassed, sexual harassment is " a big deal." The physical and emotional stress experienced by many women who are sexually harassed means that sexual harassment is hurtful and should not be tolerated.

Anyone who is offended by a dirty joke has a poor sense of humour.

False. Some jokes offend because the point of the joke is to make someone feel worthless or humiliated. If someone feels less valuable than others when they hear a joke, then it's not a joke. Sexual harassment is not humorous because it is harmful. It is degrading, humiliating, and can cause psychological, emotional, financial, and physical difficulties.

It's okay to tell someone you think they look really nice.

True. Compliments, comments that are intended to please, are usually appreciated.

Staring at someone's body shows that you really like them.

False. A quick glance or a smile is usually considered flirting; constant staring is harassment.

If nobody complains about a T-shirt with a sexual message then it's not offensive.

False. A lack of complaints does not infer that the message is acceptable. If someone is offended, little might be said because of fear of judgement, ridicule, or retaliation.



Resistance Tic-Tac-Toe

Objective:

• To educate women about resistance.

Materials:

- Tic-tac-toe board (could just be drawn on a flip chart).
- Flipchart (blank page) and markers to write down statistics and myths.
- Questions for Resistance Tic-Tac-Toe.
- "Resistance Myths," "Resistance Statistics," and "Steps to Resistance" (for reference and information). These can be found in the Facilitator's Section.

Time:

• 25 minutes

This exercise is fun and informative. Plus, it works well with any age group. Although the resistance information suggests that some techniques are more effective than others, stress to participants that no matter what the woman decides to do, the outcome is never her fault. Survivors must not be set up as either heroes (those who resisted) or failures (those who chose to submit).

Women's decisions, to resist or not, must be supported, and their ability to make the best decision at the time must be honoured. This is important to keep in mind since you may have a survivor in your group that did not use the "effective" techniques. She may question her choice and ask you if she could have prevented the assault. Let her know it was not her fault! A woman may instinctively know that not fighting back is her best response. She may be shocked and confused and not able to run, yell, or fight. In these circumstances a woman is doing the best she can to survive an ordeal that she did not create. Sexual assault is never the woman's fault. She is not to be blamed because she did not fight. A woman will respond in the way that is best for her.

Before the activity

- 1. Create the tic-tac-toe board and choose the questions you are going to ask.
- 2. Read the "Resistance Myths" and "Resistance Statistics." It is also a good idea to read the "Statistics" and "Myths" sections because questions are often asked that go beyond the scope of resistance information.

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Launching the activity

- 1. First, divide the group into two teams and have each team sit together.
- 2. Tell them that you will read out questions to each team one after another. Together the team must come up with an answer.
- 3. If the team gets the answer correct they place an X or O in a square.
- 4. The winner is the first to get three X's or O's in a row.

If the question asks for a percentage, the answer must be within a range of 5%. For example if the answer is 80%, an answer from 75-85% will be accepted.

- 5. After each question is answered (and determined as correct or incorrect), write the whole myth on the flip chart. Then before going on to the next question, discuss the myth with both teams.
 - a. Are they surprised?
 - b. Have they heard this myth spoken before?
 - c. What are the consequences of this myth? Look at the "List of Myths" for more information.
 - d. The key to this game is the discussion of each myth. The participants may guess the right answer, but will learn more about the issue when you go over all the specifics.



Resistance Questions

1. If a woman takes a self-protection course she will not be raped. True or False?

False. Unfortunately no woman, even if she has a black belt in karate, is 100% safe from sexual assault. A self-protection course will increase a woman's awareness, but cannot guarantee safety.

2. What percentage of sexual assault survivors is physically injured? 11% - Only 19% of these women receive medical attention. (Statistics Canada, 1993)

3. Resisting a rapist increases the likelihood of the victim being hurt. True or False?

False. Research shows that, in most cases, rapists do not become more violent or abusive if the victim fights back. Generally, they found that women who fought an attack were injured no more than women who did not fight. If a woman strikes and then flees she will not be around to see if he is angry. He may be mad after a knee to the groin, but she will be long gone when he finally gets up (Ullman & Knight, 1992).

- **4.** What percentage of sexual assaults result in murder? .017% (less than 1%) (U.S. Department of Justice, 1997)
- **5. What percentage of sexual assault cases in Canada involved a gun?** Less than 1% (Uniform Crime Reporting, 1992).

6. If an attacker, who has a gun, demands that a woman get into his car she is less likely to be injured if she agrees. True or False?

False. If a woman leaves and goes to a second location with an attacker, the likelihood of her avoiding harm is slim. The first location, known as the primary crime scene, is much more dangerous for the attacker because he does not have control over the victim or the environment (he may be seen or heard by others). The second location is more dangerous for the woman because the attacker chose it. There, he has complete control over the victim and the situation. At the second location his risk of being caught is small. Consequently, it is very likely that the woman will be harmed (Laur & Laur, 1999)

In these circumstances, most self-defence experts would urge a woman to run. Bullets travel in a straight line, and it is EXTREMEMLLY difficult, even for experienced shooters, to hit a moving target. For this reason it is effective to run away in a zigzag pattern.

Having said this, it is a very difficult decision. When a gun is involved, a woman may choose submission as her defence. This is an appropriate choice. If she lives through the attack she made the best choice for her.

Stress to participants that no matter what the woman decides to do, it is never her fault. A woman may instinctively know that not fighting back is her best response. She may be shocked and confused and not able to run, yell, or fight. In these circumstances a woman is doing the best she can to survive an ordeal that she did not create. Sexual assault is never the woman's fault. She is not to be blamed because she did not fight. A woman will respond in the way that is best for her.



7. Is a women more likely to get away during a sexual assault if she is quiet and does what the attacker says? Or, will she be more effective if she fights back and yells?

More than 70% of women who fight back against a stranger sexual assault prevent it. Women who use one method of self-defence have a 60% - 65% chance of escape, women who use two methods have an 80% chance of escape, but women who use no method have only a 20% chance of escape. (Ullman, 1998; Easton & Summers, 1997)

8. The goal of self-defence is to win a confrontation with an attacker. True or False?

False. The most important part of self-defence is getting to safety. To do this a woman need not get into a confrontation with a potential attacker. Her intention is to resist and get away, not to retaliate and cause him harm. The key to self-defence, then, is to recognize a potentially dangerous situation and get away as quickly as possible.

9. Pepper Spray is always an effective self-defence tool. True or False?

False. Pepper spray is only effective if the woman has it in her hand when she is attacked, if the attacker has a physical reaction to the spray (15-20% of people don't), if the spray is working correctly, if the attacker doesn't come at her from behind, if the attacker doesn't wrestle it away from her, and if the wind is not blowing (Martin, 1992).

10. Name one thing a stranger attacker fears.

He fears:

- Failure
- Loss of power and control
- Pain
- Getting caught
- In her self-defence a woman can take advantage of an attacker's fears.

11. Research shows that there are three resistance strategies that are more effective than other strategies. Name one.

- a. Yell
- b. Flee
- c. Use of physical force (Easton & Summers, 1997)
- 12. Studies of sexual assault survivors indicate that there are generally four less effective resistance strategies. Name one.
 - a. Cry
 - b. Plead
 - c. Reason
 - d. Threaten (Easton & Summers, 1997)

13. Stranger rapists often carefully choose their victims. True or False?

True. Stranger rapists look for women who will not resist. Specifically, they are looking for women with low self-esteem and who are unaware of their surroundings (Wiseman, 1994).



14. Name two effective self-defence weapons a woman has on her body.

- Some of the weapons on a woman's body are:
- Voice
- Hands
- Fingers and Thumbs
- Knees

15. Name two effective targets a woman can aim for on a man's body.

- Targets
- Eyes
- Throat
- Groin
- Knees
- Feet

16. If a man is so drunk that he doesn't know what he is doing, can he still be charged with sexual assault?

Yes he can. Drunkenness is not a defence for committing sexual assault.

17. If a woman doesn't say "no" to intercourse, is it still rape?

Yes. A woman may be unable to say "no". To give consent a woman must say "yes". And, she must say, "yes" without being forced.

18. A woman will always scream, fight, and act hysterical if a guy tries to rape her. True or False?

False. A woman who has been assaulted may be hysterical, but she is just as likely to be in shock or disbelief. If this is the case the victim may appear calm, unruffled, and detached. Women and girls react in many ways both during, and after, a crisis. Rape is no exception. A woman's response does not indicate the rape's validity, severity, or emotional impact.

19. A woman is justified in using as much force as necessary to prevent an attack. True or False?

True. According to Section 37 of the Criminal Code, "Everyone is justified in using force to defend himself or anyone under his protection from assault, if he uses no more force than is necessary to prevent the assault or the repetition of it" (Laur & Laur, 1999).

20. During self-defence, a woman is legally justified to kill the attacker if she believed her life was in danger and could not think of another way to escape. True or False?

True. According to Section 34 of the Criminal Code: "Everyone who is unlawfully assaulted and who causes death or grievous bodily harm in repelling the assault is justified if:

- He causes it under reasonable apprehension of death or grievous bodily harm from the violence which the assault was originally made or with which the assailant pursues his purpose; and
- He believes on reasonable grounds, that he cannot otherwise preserve himself from death or grievous bodily harm." (Laur & Laur, 1999).



"Romeo and Juliet"

Weapons and Targets Activity

Objective:

• To familiarize participants with the strongest parts of a woman's body (her personal weapons) and the most vulnerable parts of a man's body (the targets).

Materials:

- Two life-size or large human outlines, one of "Romeo", the other of "Juliet" (These will take some time to prepare before the workshop)
- Weapons and targets printed individually on different coloured Post-it notes.
- Targets and Weapons Handouts.
- Extra post-its notes for other suggestions.

Time:

• 10 – 15 minutes

People seem to have a lot of fun with this activity. It is visual and appropriate for all age groups.

Before the activity

- 1. Draw two life-size human outlines. Label one of them "Romeo" and the other "Juliet". You will be pointing out the targets and weapons on these human figures. It is best not to write directly on the outlines if you want to use them for future workshops.
- 2. Write out all the weapons and targets individually on Post-it notes (for example one post-it note will say "eyes" another "groin" etc...) You will be placing the post-it notes on the human figures to demonstrate the locations of the weapons and targets.

Launching the activity

- 1. Post "Juliet" and "Romeo" on the wall.
- 2. Talk to participants about the myth that, women cannot physically defend themselves against men. This is not true; women have effective weapons already on their bodies. To be effective, a woman needs to strike the most vulnerable parts of the attacker's body (his targets) with the strongest parts of her body (her personal weapons).



- 3. Ask the participants where they think a woman's "weapons" are. As they point them out, put a post-it note over the body part. When they are finished brainstorming, add to "Juliet" any that they missed ("the voice" is often not named.)
- 4. Now point out "Romeo" to the participants. Tell them that there are specific parts on a man's body that are more vulnerable than others. These make good 'targets' for physical defence.
- 5. Ask the participants to point out the "targets" on Romeo. Again place the post-it notes on the corresponding body part.
- 6. Use the information from the "Targets" and "Weapons" handouts to talk to participants about why these targets are vulnerable, and how to effectively use a woman's weapons on the targets.
- 7. Consider having the participants practice this activity. However, stress the importance of not touching the other person, but rather just feeling out how the action might occur. If this warning is not heeded, injury could occur.

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Making a Plan

Objective:

• To help participants prepare a personal sexual assault prevention plan.

Material:

- Flip chart and markers.
- Paper and pens for participants.
- The "Romeo and Juliet" activity.

Time:

• Twenty minutes for each plan

It is important to note that there are no "right" answers for this exercise. No selfprotection plan is better than another. Every woman must decide what she is willing and unwilling to do for protection. Whatever she decides cannot be argued; it is, undeniably, the plan that is best for her. The key to this exercise is that, when finished, each participant will have a personalized self-defence plan.

Before the workshop

- 1. Decide if participants will make a stranger, acquaintance, or date rape plan. Stranger resistance plans are important, however, because 78% of sexual assaults are committed by men the victim knew prior to the assault, it may be practical to create acquaintance or date sexual assault as well.
- 2. Write out the following information on a piece of flipchart paper.
 - a. Women who used one method of self-defence had a 60-65% chance of escape. Women who used two methods of self-defence had an 80% chance of escape. Women who used no method of self-defence had a 20% chance of escape (Easton & Summers, 1997).
 - b. When attacked, women who ran, yelled, or used physical force avoided the rape (Easton & Summers, 1997).
 - c. Women who did not escape were more likely to use no self-defense strategy or they were more likely to plead, cry, reason, or threaten (Easton & Summers, 1997).
 - d. Women who fought an attack were injured no more than women who did not fight (Ullman & Knight, 1992).



e. Regardless of whether the women decides to fight or not, it is never her fault. A woman is doing the best she can to survive an ordeal that she did not create. Sexual assault is never the woman's fault. She is not to be blamed because she did not fight. A woman will respond in the way that is best for her.

Educating the participants

- 1. First set up the flipchart and ask the participants to sit so they can see it.
- 2. Reveal the information and go over it with them
- 3. Ask the participants if they have any questions about this information. Talk about the importance of having this information in mind when they are creating their self-protection plan.

Launching the activity

- 1. Read one of the scenarios, found below, or ask the participants to come up with a scenario that concerns them.
- 2. Ask the participants to think about how they might respond to this situation. Ask for some suggestions and write them on the flip chart. The suggestions should be divided into three components
 - i. Before the event (how they might prepare).
 - ii. Once they know they are in danger.
 - iii. During an Assault.
- 3. When the participants are finished brainstorming ideas, go through the targets and weapons. Use the "Romeo and Juliet" activity to show participants the parts of the body that can be used as weapons, and the vulnerable parts of the male body that can be used as targets. Keep "Romeo and Juliet" on the wall as you continue with the activity.
- 4. With this done, pass out paper and a pen to each participant. Ask the participants to draw a line down the middle of the page.
- 5. Ask the participants to look at the list of suggestions on the flipchart, as well as the targets and weapons (Romeo and Juliet), and consider what will work best for them. a. What can they see themselves doing?
 - b. What couldn't they do? Some women cannot imagine themselves gauging out an attacker's eyes, but they have no problem kneeing an attacker in the groin. There is no point including a technique that a woman finds difficult, or repulsive.



- 6. Once the participants have considered what they will and will not do, ask them to write down everything they will do on the left-hand side of their page. This may take a couple of minutes since women may want to discuss some of the techniques.
- 7. When they have their list, ask them to create a plan by writing down five of their items in order. These should include the three components (Preparation, Knowledge of Danger, During an Assault). For example:

In a Date Rape Scenario I would...

- 1. Know my boundaries before the date.
- 2. Tell him (with eye contact) I do not want to have sex.
- 3. Try to get away.
- 4. Yell "NO" as loud as I can (and not care if I look or sound stupid).
- 5. Knee him in the groin and run to safety.
- 8. With this done, the participants will have a plan set for either a stranger, acquaintance, or date sexual assault.
- 9. When the plans are finished, ask the participants to pair up and act out the scene using their plan. Ask them to consider how comfortable they are with their plan. Do they see the need for revisions? Walk around the room as they practice. There will likely be many questions about targets, weapons and techniques.
- 10. Encourage participants to go over the plan in their heads once in awhile or whenever their intuition tells them something is not right. It will give them confidence and it will prepare them to act so that they will know exactly what to do if they find themselves in a dangerous situation.
- 11. If you have time, move onto the next type of scenario (it is a good idea to form different plans for stranger and date sexual assault).



Stranger Scenarios

- You are walking down the street on your way home from work and someone steps out of an alley and blocks your path.
- You are at a hotel alone; you awake to find a man standing in the doorway.
- You are leaving the grocery store, carrying numerous bags. You are struggling to get your key in the door. A man, who you've never seen before, appears and asks you if he can help you with your bags.
- You have a funny feeling that someone is following you as you walk to a friend's house.
- A man knocks on your door, telling you that his car has broken down and he needs to use the phone. What do you do? Would you act differently if the person were female?

Date Scenarios

- You're on a date with a man you have been interested in for months. You are having a wonderful time. When he drives you home, you ask him if he wants to come in and have a cup of coffee. He accepts. You chat, he kisses you and then forces himself on top of you. He becomes very aggressive and you begin to feel very afraid.
- You are at a party with friends. You meet Bob, who your friend Julie has been trying to set you up with for months. Everyone is having a great time so you decide to have a couple more drinks than you usually do. You and Bob get talking in a corner. All of a sudden you realize that everyone has left but the two of you.
- For participants who are no longer dating, suggest that they create a plan based on someone they know who makes them feel uncomfortable, someone who sets off their intuition.

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Acquaintance Scenarios

- You are expecting someone to come over and repair your broken airconditioner. You are home alone. He arrives, you let him in, and he begins the repairs. Looking around he asks you if you're the only one home.
- You are in your home alone; you turn around to find your neighbour, Jim standing behind you.
- It is eleven o'clock at night and your doorbell rings. When you ask who it is, it is a man saying that he's just moved into your building and needs to borrow a thermometer because his daughter is sick.
- You've missed your bus, and it is a long walk home. A man that you've met once or twice through some "friends of friends" pulls over and asks you if you need a ride.
- Your partner falls asleep while watching television. His best friend comes upstairs to see you in your bedroom because he wants "to talk."
- Your doctor had an emergency and is not available for your annual check-up. While performing your PAP test you feel the substitute doctor's hand rub your clitoris.



Harassment Help

Objectives:

• To help participants respond to sexual harassment scenarios.

Materials:

- "Sexual Harassment Strategies" Handouts
- "What is Sexual Harassment?" Handouts
- Flip chart paper
- Markers

Time:

• 20 minutes

This activity works best with groups of 6 people or more, and in a room that is large enough to have at least 3 small groups talking at the same time.

Preparing the Activity

- 1. Before you begin this activity be sure to read the facilitator's section on sexual harassment. It will give you background information on the issues involved and possible questions that may be asked.
- 2. Before the group meets, write the following Sexual Harassment Responses on a flipchart. Be prepared to elaborate on them. Use the handout "Sexual Harassment Strategies" for additional information.
 - a. Don't blame yourself.
 - b. Don't ignore the harassment.
 - c. Label it as harassment.
 - d. Assert that the behaviour is unwelcome.
 - e. Be clear

- f. Keep strong body language.
- g. Record the details of every incident.
- h. Report the harassment.
- i. Get support from others.
- 3. Tape pieces of flip-chart paper around the room. The number of pieces of paper should be the same as the number of groups you will have.

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4. If you want the scenes to be more specific, write a key word at the bottom of each flipchart page (for example "street scenario," "school scenario," "authority figure scenario," "co-worker (or boss) scenario" "bar scenario" etc...)

Educating the Participants

- 1. When you are ready to begin the activity, talk to the participants about sexual harassment. Use the handout "What is Sexual Harassment?" to help explain what it is.
- 2. Bring out the flip-chart with the Sexual Harassment Strategies written on it. Explain the strategies one-by-one (if you have two facilitators you can do a role-play to demonstrate the strategies). You may encourage participants to practice with you.

Launching the Activity

- 1. Divide the participants into groups of two or three and ask them to go to one of the pieces of paper around the room.
- 2. Give each group about five minutes to write a scene where one person sexually harasses the other person.
- 3. After the five minutes is over, ask the groups to move to the next piece of paper.
- 4. Now their job is to come up with responses to the situation that their fellow participants described.
- 5. Continue moving the groups from one scenario to the next. Ensure that each group is given the opportunity to respond to every scenario.
- 6. When the groups return to their own scene ask them to add their own response.
- 7. When everyone is finished ask the groups to read their scenario and responses aloud.
- 8. Discuss the scenes and response with the group.
- 9. Ask the group that wrote the scenario if these were some of the responses that they envisioned. Will these responses be effective? Do they fit the sexual communication strategies?

*** If you have time ask the groups to choose one of the responses and act their scene out. Encourage feedback from other participants after each group has presented.

10. Pass out the handouts "Sexual Harassment Strategies" and "What is Sexual Harassment?"



Handling Harassment

Objective:

• To practice role-playing responses to sexual harassment.

Materials:

• Role-plays printed on index cards

Time:

• 20 minutes

The following exercise works well with many groups. Consider creating other scenarios that are more appropriate for your workshop participants.

Preparing the Activity

- 1. Before you begin this activity be sure to read the facilitator's section on sexual harassment. It will give you background information and prepare you for difficult questions.
- 2. Write (or print out) the following role-plays on index cards.
- 3. Before the group meets, write the following Sexual Harassment Responses on a flipchart. Be prepared to elaborate on them. Use the handout "Sexual Harassment Strategies" for additional information.
 - a. Don't blame yourself.
 - b. Don't ignore the harassment.
 - c. Label it as harassment.
 - d. Assert that the behaviour is unwelcome.
 - e. Be clear.

Educating the Participants

- 1. When you are ready to begin the activity, talk to the participants about sexual harassment. Use the handout "What is Sexual Harassment?" to help explain what it is.
- 2. Bring out the flip-chart with the Sexual Harassment strategies written on it. Explain the strategies one-by-one (if you have two facilitators you can do a role-play to demonstrate the strategies). You may encourage participants to practice with you.

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. i. Get support from others.

f. Keep strong body language.

h. Report the harassment.

g. Record the details of every incident.

Launching the Activity

- 1. Split the participants into groups of three.
- 2. Explain to participants that one person will play the harasser, the second person will play the victim, and the third person will be an observer who gives feedback.
- 3. Hand each group three scenarios (so that every participant will get a chance to play each role).
- 4. Ask the groups to act out their scenarios. Encourage them to use the strategies on the flipchart. As a facilitator, stop by each group and ask if they have questions.
- 5. When everyone is finished, ask each group to choose one scenario and to act it out for the group. After each scenario has been acted out, discuss the scenario and other options that could be used to stop the harassment. Write the suggestions on the flipchart.

Scenarios for high school students

A group of guys always hangs out beside your locker. One of the guys makes rude and upsetting comments every time you are there. Yesterday he said that he wanted to have sex with you and would be waiting for you the next time you went to your locker. Your history book is in your locker and you need it for class in 15 minutes.

Your English teacher stares at all the girls. He's always making comments about girls and laughing with the guys. You try to keep your head down and do your work so you can avoid him. You are not doing well in English but are too scared to ask for help.

The guy who has a locker beside you posts pin-ups of nude or nearly nude women in sexual positions. They make you feel uncomfortable. Especially because he looks at them and then gives you a sexual smile. You want him to take them down, but worry that if you say something he'll call you a prude.

You are the only female in auto shop class. One of the guys is constantly making sexual comments to you and about you. Today he offered to get under the car with you so he could "check things out." Yesterday he asked if he could "get your motor going." You decide to talk to the teacher about it, but he says "if you want to do a man's job, you'd better get used to this kind of behaviour."

One of the girls in your class uses a walker because she is disabled. Guys in the hallways are always knocking her crutches and sometimes she falls down. Today the guys laughed at her and said "Give me a kiss gimpy and you can have your walker back."



Scenarios for university students

Just before your philosophy lecture, two guys sitting behind you were making comments and bragging about all the girls they've had sex with. One guy whispered in a voice loud enough for you to hear that he'd like to have sex with you because he heard that Black girls were good in bed. Everyone around you heard too.

You were having a difficult time in your biology lab. The TA said he would be glad to help you out. He suggested you meet one night at the lab so he could give you extra help. You thought it was nice of him to offer help since he told you his doctorate defence was coming up soon. But when you showed up he seemed more interested in your personal life than your problems with biology. He sat very close to you, kept touching your shoulder, and brushing your leg against his leg. You finally said that you had to go home. Now you are very uncomfortable in your biology lab and you are worried you are going to fail the class.

At lunch and dinner a bunch of guys sit in the residence cafeteria and rate the girls as they sit down. They say things like "2 – No more food for you pudgy" or "10! – Eat me baby! Eat me!" They laugh like it's no big deal. Today they whistled and rated you as you ate ice cream. You were so embarrassed and felt awful about yourself.

Scenarios for women

You are alone in the photocopy room at work, running off ten copies of a large report. The room is the size of closet. Tom, the office sexist, sees you and steps into the room. He has no papers to photocopy. He begins to pressure you for a date, although you have told him twice before that you are not interested. He put his hand first on your shoulder and then on the small of your back. You tell him no, but Tom says "You just need convincing" and moves closer to you.

You are at the public library, searching for a book in the basement. No one is around. You pull out a book and start reading intently. Five minutes later you look up to find a man standing at the end of the row, grinning at you, masturbating.

You are standing in a very crowded elevator. The space is so tight that everyone is touching. You are carrying two heavy bags. You suddenly feel a hand running up your rib cage, cupping your left breast, then dropping away.

You are an excellent engineer in a prominent downtown office. Your boss is a conservative, sexist male who seems to be threatened by competent professional women. Today he called you into his office and described a pornographic film he saw last night.

Your brother's best friend from high school comes to town for a class reunion. At a party he stares at you all night. As you come out of the bathroom, he backs you into a corner, stares at your breasts, and then says he wants to taste you.



Ten Steps to Resistance

Step 1 – Confidence

Self-esteem is essential for resistance: you must recognize that you are worth defending.

Step 2 – Awareness

To protect herself, a woman needs to know the following:

- Strangers do not commit most sexual assaults. 78% of attackers are known to the victim prior to the assault.
- Women who use one method of self-defense have a 60-65% chance of escape. Women who use two methods of self-defense have an 80% chance of escape. Women who use no method of self-defense have a 20% chance of escape.
- Rapists do not become more violent or abusive if the victim fights back.

Step 3 – Commitment

Before an assault occurs, a woman must decide what resistance techniques she is committed to doing. So, ask yourself: "Am I willing to say 'no,' yell, make a scene? Will I run, flee, or strike if the situation calls for it?"

Step 4 – Intuition

Intuition is thousands of years of evolution working to keep you safe. Unfortunately, intuition is often ignored. By listening to your inner guidance, and then acting on it, you will be one step ahead of an assault. The fear of making a scene must not come before your personal safety.

Step 5 – Assessment

Once you recognize a potentially dangerous situation, take a deep breath and assess your level of danger: "Are people nearby? Where is the closest safe area? What's my best escape? At what point will I yell?"

Step 6 – Escape

A woman need not get into a physical fight with a potential attacker. Your primary goal is to escape. If escape is not possible, then hit hard and fast, yell, and run toward lights, people, and safety.

Step 7 – Yelling

During an assault, a yell for "help" is one of the simplest and most effective ways to attract attention (something the attacker desperately wants to avoid). Yelling also shows the attacker that you are in control of what happens to you, not him; you are not going to be an easy victim.

Step 8 – Physical Resistance

The most effective physical self-defence moves are simple and easy to remember. Use physical defence when you have no other options; you can't run or yell to bring someone to your aid.

Step 9 – Targets and Personal Weapons

To be effective you need to strike the most vulnerable parts of the attacker's body (his targets: eyes, throat and groin) with the strongest parts of your body (your weapons: finger nails, knees, and legs). These moves will make an aggressor unable to continue his attack or chase you as you run to safety.

Step 10 – Making a Plan

The best defence tool you have is your brain. Thinking about different possibilities, and planning how you might respond to a situation will help you feel prepared should an assault occur. Research suggests a woman use the following strategies in a plan: fleeing, yelling, and fighting back physically tend to be more effective than crying, threatening or begging. Try to include the most effective, simple strategies in your plan.



Preparing to Resist

Emotional Preparation

A belief in one's worth is key to self-defence. A woman who knows she is worth fighting for has an advantage over her attacker. Attackers, both acquaintances and strangers, are looking for someone they can overpower. Attackers don't want to pick a woman who will fight back. When a woman walks with confidence, she is sending the message "attacking me will be difficult, I'm going to fight." Know you are worth fighting for!

Verbal Preparation

During an assault, a yell for "help" is one of the simplest and most effective ways to attract attention (something the attacker desperately wants to avoid). Yelling also shows the attacker that the woman is in control of what happens to her, not him; she is not going to be an easy victim.

Another benefit of yelling is that it forces the woman to breathe. Many people, when confronted with danger, are so taken aback that they stop breathing. Yelling brings air into the lungs, and takes oxygen to the brain and muscles. With oxygen flowing through her body, the woman will be better able to plan, physically react, and escape. Prepare to yell the moment you feel fear.

Mental Preparation

The best defence tool a woman has is her brain. Thinking about different possibilities, and planning how she might respond in those situations will prepare a woman for the worst. It is key for a woman to know the most and least effective self-protection strategies, and plan how she will use them. Create a plan using the following information:

Most Effective Strategies

- Fleeing
- Yelling
- Fighting back physically

Less Effective Strategies

- Begging or pleading
- Crying
- Reasoning or threatening

Physical Preparation

A woman need not get into a physical fight with a potential attacker. Her primary goal is to hit hard and fast, and then run toward lights, people, and safety. To do this she doesn't need to be a weight-lifter, she just needs to know where and when to strike so that she can get away.

To be most effective, a woman needs to strike the most vulnerable parts of the attacker's body (eyes, knees, throat) with the strongest parts of her body (palm, knees, legs). It takes little power to break a foot, dislocate a knee, or blind an eye. These moves will make an aggressor unable to continue his attack or chase the woman as she runs for safety. Practice these moves so they come naturally should you need to use them.

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The Decision to Resist

The decision to fight is not an easy one to make. No one can tell you whether or not to fight, you are the only one able to make that decision. There is no 'right' response to sexual assault. Regardless of whether the attacker is a stranger or acquaintance, if you come through it alive you made the right decision. Submission and resistance are both honourable choices.

Know you're worth fighting for

A woman must know that she is valuable, capable, and worthy. She needs to know that she is worth defending; that her welfare is important.

Keep fear under control

Fear can be damaging because it can take over and cause panic. Fear can stop a person breathing properly, and decrease her ability to react. Once under control, however, fear can be helpful because it causes adrenaline to flow and readies a person to resist or run. To control fear, learn to recognize it, take a deep breath, and assess the situation. You CAN handle this!

Assess your situation

Assess your level of danger. Ask yourself: "Are people nearby? Can I get to a safe place?" If so, then RUN! If this isn't possible, figure out what he expects from you. An effective defence is to do what he doesn't expect: surprise him! Use his needs (a safe place, a willing victim, enough time) and his fears (loss of control, fear of failure, fear of getting caught) to your advantage.

Look for an escape route

If escape is not possible right away continue to look for, or create an escape. An opportunity to escape can be created by surprising him, by finding a distraction, or by using a physical self-defence technique.

Keep Yelling

Yell, call for help, make a lot of noise... He fears drawing attention so use his fear to your advantage! Yelling is also an effective because it forces you to breathe. Yelling "help" will bring air into the lungs, and take oxygen to the brain and muscles. Consequently, with oxygen flowing through the body, you will be better able to think out a plan, and react to the situation at hand.

Fight back

When defending yourself physically, know that you are legally allowed to use as much force as reasonably needed to escape. There are generally two types of physical defence techniques: distraction and destruction. A distraction technique will force the attacker to focus on himself (making him take his hands off you). This will let you follow up with a more debilitating technique so that you can get away without him following. To be effective you need to strike the most vulnerable parts of the attacker's body (his targets: eyes, throat and groin) with the strongest parts of your body (your weapons: finger nails, knees, and legs).

Regardless of whether you decide to fight or not, sexual assault is never your fault. Sexual assault is never the woman's fault. During an assault a woman will respond in the way that is best and safest for her. A woman is never to blame because she did not fight. In these circumstances a woman is doing the best she can to survive an ordeal that she did not create.



Your Voice as a Weapon

Women often hesitate to yell because they don't want to make a scene. But, when a woman doesn't yell, it makes the attacker's job that much easier. And, silence is often interpreted as consent or submission. The voice is a powerful weapon; experts say one of the most effective weapons. Yelling helps breathing, builds anger, distracts the attacker and attracts attention. Yelling shows the attacker that the woman is in control of what happens to her, not him; she is not going to be an easy victim.

Control your panic

Yelling is an effective self-defence tool because it forces the woman to breathe. Many people, when confronted with danger, go into shock and stop breathing. Yelling "help" brings air into the lungs, and takes oxygen to the brain and muscles. With oxygen flowing through her body, the woman will be better able to think out a plan, and physically react to the situation at hand.

Yell; do not scream

Screaming is yelling from your throat, almost without control, and may not help you breathe properly. If you exhale and yell 'NO' or 'LEAVE ME ALONE' from your diaphragm, you will be more effective, and your breathing will be under control.

Use a neutral tone of voice

By using a neutral, not fearful or hostile tone, you will show the attacker that you are in control; you are not emotional. This will make it difficult for the attacker to figure out how you are going to react. For example, it is better to shout 'Leave me alone!." Yelling "Leave me alone, you jerk!" or "Please, please, leave me alone you're scaring me" is not as effective because it shows the attacker you are emotional and scared.

Speak in commands and statements

By speaking calmly and in simple statements you will show the attacker that you are in control of yourself and the situation.

Make sure your body language matches your tone

You cannot show confidence if you are slumped over or looking at the ground. While prolonged direct eye contact may be too confrontational, focusing your gaze at the face, on a point between an attacker's eyes gives an air of fearlessness and control.

Speak slowly and calmly

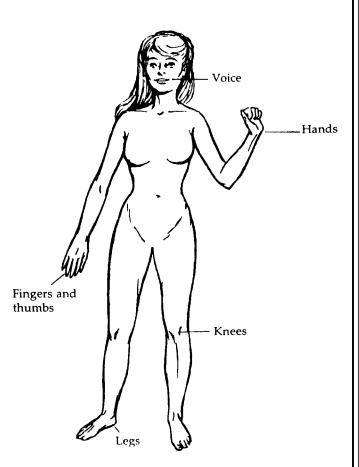
Assailants are often panicky and volatile. If you are being threatened with a weapon, for example, slowly repeat: 'No one is going to get hurt here; I will do whatever you say'. Your assailant is more likely to feel he does not need the weapon and put it down. Once the weapon is down, you can decide if you have the opportunity to get away.

Weapons

In fighting back, it is best to go for the most vulnerable areas of an attacker's body, with the strongest parts of your body. There are parts of a woman's body that can be used as weapons. They include (but are not limited to) the voice, hands, fingers and thumbs, knees, and legs.

Voice:

Whenever you sense an attack, yell. An attacker does not want attention drawn to himself or his victim. Yelling will also alert others to get help. If you are forced to fight back physically, your techniques will be more effective if you yell loudly and fiercely as you do them.



Hands:

The hands can be used as weapons in

numerous ways. They can be used to make a fist and punch the throat. They can grab the testes in a groin pull. The palm of the hand can be pushed upward to strike the nose or jaw. Or, the hands can be used to break the attackers small finger.

Fingers and Thumbs:

Your fingers and thumbs are great weapons when used properly because they can severely injure an attacker by gouging or jabbing the eyes with the thumbs or fingers. Fingernails can also be used to scratch down the face.

Knees:

Learning the proper use of your knees adds an important weapon to your list of selfdefence techniques. Delivering a knee blow to the groin is an effective way to put an attacker out of action. Similarly, a knee to the head is another fight-ending strike that allows you to get away as the attacker recovers.

Legs:

Your legs and hips are the strongest parts of your body. They are longer and offer more leverage, the muscles in the legs are stronger than in the arms, and they can deliver forceful blows. The legs can be used to deliver a swift foot stomp that can then be followed by a kick to the knee. The legs are important weapons because they can be used when you are standing or lying down.

Targets

The following areas (eyes, throat, groin, and knees) are effective targets because they are the most vulnerable parts of the body. A forceful strike to one or two of these areas will injure an attacker and give you the opportunity to run to safety.

Eyes:

When the eyes are attacked, the immediate reaction is to raise both hands to the eyes. If his hands are on his eyes, they are not on you. This gives you an opportunity to get away. An added advantage to this technique is, if the attacker can't see, he can't continue his assault or chase you. To accomplish this technique you can scratch, claw, or jab the eyes.

Throat:

Punching an attacker's throat will cause a loss of breath. If an attacker can't breathe he will have a hard time fighting or running after you. The most effective places to punch are directly on the adam's apple, or at the base of the windpipe.

Groin:

The groin is an excellent secondary target. It is not a good first target because an attacker is likely to expect a self-defence move that attacks his groin. That said, the groin, especially the testes, is extremely sensitive and a worthwhile secondary target. For example, once the eyes have been attacked, the attacker's attention will no longer be on protecting his groin. At this point, pull him close to you (it's more effective) and deliver a high knee to the groin (especially between the legs). This will take away his breath, cause him to double over, and will give you a chance to get away without being followed.

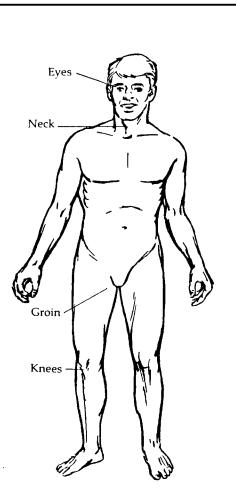
Knees:

Although the knees can sustain great force during sports activities, it is a hinge designed to bend only in one direction. Even slight force applied against the front or side can sever tendons and cause dislocation. To be effective, lift your leg and bring your heel down on the side or front of the attacker's knee. Approximately forty pounds of pressure will snap a knee joint, cause him pain, and make it difficult for him to run after you.

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Other techniques to use include:

- a palm strike to the nose or jaw,
- hammer fist to the temple, ears, or nose
- foot stomp
- finger break



Resistance Techniques

Yelling while you do these techniques will help breathing, build anger, distract the attacker, and attract attention.

Jab or peck the eyes: Think of sliding your hand up the cheek (so the attacker does not see it coming), and poking with a finger, a key, a pen, etc.

Slam ears: Using fists or cupped hands, bring one, or both hands together hard over the ears. The object is to pop the eardrums.

Jab to the throat: The windpipe is very vulnerable. Punching or jabbing it with the fingertips, will cause pain and loss of breath.

Head butt: Using a head butt is an effective way to put the attacker out of action. If you are grabbed from behind, try head butting backwards. It is the same motion as if you were laughing. If you are grabbed from the front, try head butting forward. It is the same move as sneezing.

Wrist lock: If the assailant grabs you by the wrist, quickly turn your wrist until your inside wrist bone is at the opening between his thumb and other fingers, and jerk your hand out from his hold.

Kick the knee: Step down on the outside of the knee. Do this hard and fast! It does not take a lot of force to dislocate the knee.

Foot stomp: A hard foot stomp on the top of the foot can break all of the bones in the foot and will stop the attacker from following you as you run to safety.

Grab testes: Grab the testes with your hand, pull down and twist, HARD!!

Hip Toss: When your assailant is on top of you, with his legs on each side of your hips, quickly thrust your hips upward, hard. This will take your assailant by surprise and push him off of you.

Visualization: If you can't imagine hurting someone in self-defence, think about how you would react if a loved one (child, partner, friend) were attacked. Channel your desire to protect a loved one onto yourself. Know that you have the right to defend yourself as you would defend others.

Reactions

Hitting a person typically causes an expected response. Being familiar with these responses can help you plan your next move.

- 1. When you cause pain to someone, the person's hands will move toward the pain.
- 2. When you strike someone above the diaphragm, the person will step back.
- 3. When you strike below the diaphragm, the person will bend forward.
- 4. If you strike below the knee the person will shift his weight from the painful leg to the painless leg. The person will also lift up his injured leg this will put him off-balance.

Defence Against Weapons

Unfortunately, when it comes to defence against weapons **there are no right answers**. Being faced with an attack and sexual assault is VERY frightening. If a weapon is involved, the level of fear increases. Only the woman in the situation knows what's right for her. The goal is to live through the attack. Her choice (to fight or not) is completely up to her. To help with the decision let's look at both options.

Choosing Not to Resist

There is nothing wrong with not figthing. A survivor who yields to an attacker may feel she didn't "do enough" to stop the attack, but **this is not true**! Surviving is most important. During an attack, a woman knows if her life is at stake. She may feel that if she fights, she will die. It is a very real fear. Listening to her intuition and submitting to his wishes may be the safest option.

Choosing to Resist

If a woman chooses to fight, her primary goal is to escape with as little harm as possible. It is rare for a victim to be seriously injured from a weapon. Of those attackers who do carry a weapon, few show the weapon, fewer use the weapon, and even fewer use it to injure someone. Having said this however, the presence of a weapon is intimidating and should not be taken lightly. **Injury is possible.** Experts suggest the following defence against weapons:

A Knife

- If you are not touching the attacker, RUN!!! And, yell as you run. It is very difficult to throw a knife at a moving target. The likelihood of being hit is slim.
- If he is touching you and he has a knife, realize that there is a chance of being cut. Also know that knife cuts are rarely fatal. If you prepare yourself to be cut ahead of time, it is less likely that you will go into shock if it happens.
- If an attacker has a knife to the throat, do not move. Convince him you will do what he says. Do not plead or beg. "I'll do whatever you say, just please take away the knife."
- It is nearly impossible for him to hold a knife while he rapes you. Eventually, he will have to let it go. The moment he lets go use a distracting, and then a destruction technique and run!

A Gun

- In Canada a firearm is involved in less than 1% of sexual assault cases.
- If a man pulls up in a car, points a gun at you and tells you to get in his car, most experts urge you to RUN. Do not get into the car! Although this is a difficult decision because he may shoot you, the likelihood of being hurt or murdered if you go to a second location (that he controls) is high.
- Running away is effective because bullets travel in a straight line. It is also EXTREMEMLLY difficult, even for experienced shooters, to hit a moving target.

The key is to listen to your intuition! It knows what is right for you. And if you survive, you made the right choice.

Challenging the typical "Safety Tips"

As women, we hear safety tips all the time. Our parents and friends tell us how to stay safe, and magazines and emails are always providing us with ways to prevent sexual assault. Although well intentioned, many of these "tips" are based on myths.

Rapists look for women who wear their hair in ponytails because it gives them something to grab. Or, they look for women wearing overalls, so they can cut the straps and get quick, easy access to her.

Neither are true. Rapists do not carry around scissors, waiting for the next woman to walk by wearing overalls. Nor do they look for women with ponytails or braids. What a woman wears does not make her more likely to be a victim of sexual assault. What is more, if a woman is raped who is wearing a revealing outfit, the rape is not her fault! The man chose to rape her, she did not ask for it.

Most rapists can be talked out of it. Try to reason, plead, beg, threat, or talk them out of raping you.

Studies show that talking with the attacker is generally not effective. Trying to convince the rapist to change his mind increases the time spent with him, and increases the possibility of losing further control of the situation.

Beware of the creepy-looking man, dressed in black.

Not all men who sexually assault women are scary looking or mentally ill; this is a myth. Many rapists are normal men you know: 78% of attackers are someone the victim knows. If, however, you see someone that you don't feel good around, it's your instinct telling you something, trust it!!

Fighting back will anger the attacker and increase the likelihood of being hurt.

Research shows that rapists do not become more violent or abusive if the victim fights back. Generally, studies show that women who fought an attack were injured no more than women who did not fight. If a woman strikes and then flees she will not be around to see if he is angry. He may be mad after a knee to the groin, but she will be long gone when he finally gets up.

If you are being chased or followed by someone, get under a car to protect yourself.

Getting under a car will not protect you in this situation. In fact, if you crawl under a car, you are more likely to be trapped there. You can no longer run away from your attacker.

To successfully resist an attack, a woman must hurt or kill the attacker.

Physical force is not the most important aspect of self-defence. The most important approach is to react quickly and flee! If fleeing doesn't work, physical resistance can be effective. The victim does not have to hurt or kill, just shock and surprise the attacker long enough to get out of the situation. It is important that women not confuse resistance with retaliation. Resistance is the intention to get away, to avoid being hurt – a personal commitment not to cooperate with someone who intends to do harm. Retaliation is the intention to commit revenge and to harm the other.



Safety Tips at Home

Be able to get into your home quickly and easily. Have the door key out and ready when you arrive. Lock it immediately after entering.

Only give house or apartment keys to those you really trust. If you suspect someone is in your house when you get home, do not go in. Go to a neighbour's house, and call the police.

Do not allow anyone entry into your house to make a phone call, if they need assistance make the call for them.

Ensure that window air conditioners are secured from the inside.

Do not open your door to strangers. Know who is at the door before you open it. If a uniformed person claims to have legitimate business, call the company to verify.

Make sure there is adequate lighting around your home, and that all entrances are well lit.

Keep a phone by your bed for emergencies, with important numbers on hand or speed dial. Use a door wedge instead of a door chain, chains can be broken or cut very easily. A door wedge is often stronger than the door it secures.

Do not leave personal information on your answering machine. Identify yourself with just your phone number. List only your last name and initials in the phone book.

Keep shrubbery trimmed below window level and ensure that tree limbs don't provide easy access to upper windows. Keep ladders inside.

Do not hide a house key in an obvious place. Avoid leaving a key outside.

All windows should have curtains or blinds that fully cover the windows. Close them after dark and never undress in front of a window.

Ensure that your residence number is visible from the street.

Have a safety route planned for your home in case of fire or intruders.

Safety Tips for Walking and Talking

On the Phone

If you get an obscene phone call, hang up immediately. If prank callers persist, report them to the police. They will start a file and provide you with a case file number. Keep a log of the dates, times, and content of the calls.

If a caller has the wrong number, ask him the number he wants. Do not give your number.

Do not leave personal information on your answering machine. Identify yourself with just your phone number. List only your last name and initials in the phone book.

Avoid phone booths in isolated areas.

Remember you do not need money to dial 9-1-1 at a phone booth.

When Walking

Trust your instincts. Keep your eyes forward, shoulders relaxed, and take strong, confident steps, while you scan your surrroundings.

If asked for directions maintain a safe distance (five or six feet). Do not approach a car that is asking for directions.

Ignore all rude comments or verbal harassment. Responding will only elicit trouble, if not a physical confrontation.

Don't be predictable. Try to vary your route. Don't run or walk the same route, at the same time, every day.

If you think you are being followed, walk confidently to the nearest safe place (store or office building). Do not walk home if you think you are being followed.

Know what stores or offices can offer safety if you need it. Know what time they close.

If someone demands your wallet or other material items, throw it in one direction and run in the other direction.



Safety Tips for Children

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Discuss intuition with your children. Let them know that if something doesn't feel right, it probably isn't, so get out of the situation.

Talk to your children about strangers. Even if they seem friendly, they are still strangers. It's okay not to be friendly sometimes.

If a stranger asks a question, tell your children they can say "my parents told me not to talk to strangers."

Keep current pictures of your children, with information on the back that describes their height, weight, eye colour, hair colour, scars, birthmarks and allergies.

Ensure that your children know they should not leave school with anyone unless you approve first. Consider having a "secret word" that only people approved by you will know.

Always know where your children are.

Make sure your children know their phone number, first and last name, and address.

Young children should not be left alone in the house or car.

Have your children carry an emergency quarter. Make sure they know how to use a pay phone.

Set up specific bike-riding and play areas. Let your children know they are not to go past the boundaries. Tell them never to open the door when they are home alone, and to never tell people when they are home alone.

If your children use the internet instruct them not to give out personal information (address, telephone number, or the name and location of the school).

Make an agreement with your children that they will never get together with someone they "meet" online without first checking with you. If it is another child that your child wants to meet, make sure you go with them and meet in a public place.

Encourage your children to travel in groups or with a friend. There is safety in numbers.

Tell your child "If someone touches you in a way that makes you feel bad, yell and tell. It is your body and nobody has a right to make you feel bad, even if it is a relative or friend. Tell and keep telling until someone believes you. Remember, you did nothing wrong."

Encourage your children to tell you everything: especially secrets that adults have asked them to keep. Then, listen to your children and believe what they tell you. Thoroughly check out day care centres or baby-sitters before you leave your child in their care.

Make sure your children know how to call the operator "0" or dial "9-1-1."

Safety Tips on the Move

Car Safety

Keep your car in good running order and keep your gas above a quarter of the tank.

If your car stops quickly raise the hood, get back in the car, lock the doors, and wait. When someone stops, roll down the window slightly to talk. Ask the person to call for help. Don't get out of the car.

If you see another motorist on the road who needs help, do not stop. If you want to help, go to the nearest phone and call the police. You do not need money to dial 9-1-1 from a pay phone.

If you have a flat tire, or someone signals that you are having car trouble, do not stop until you have reached a safely lit place with people around.

Keep an emergency kit in your car with a flashlight, flares, first aid kit, a warm blanket, food, water, and a help sign.

Keep a current map in your car.

When you are driving, keep your car doors locked.

If you suspect someone is following you, drive to a police station or to a busy service station with people around.

Always leave your car in the safest place possible, under lights. Try to avoid parking next to vans with sliding doors.

Put heavy tape on your car and house key to make it easy to find among the others.

Check the back seat and under your car before you get in.

When you leave a key with a parking attendant, leave only the ignition key, not the key to your house or apartment.

Never pick up hitchhikers, or hitchhike yourself.

Public Transportation

If you feel threatened by another passenger or fear you may be followed after leaving the bus, stay on board and tell the driver of your concerns.

If you are being hassled on a bus or subway and other commuters are nearby, turn around and verbally confront the harrasser. Call attention to him.

Avoid falling asleep on a bus or in a taxi.

If you feel you are in danger on the street, signal for a bus or cab to stop to pick you up.

Choose a taxi cab company well known in your community. Sit in the rear passenger seat.

At your destination, where appropriate, ask the driver to wait until you are safely inside.



A Safety Assessment for Your Area

If there are places that you don't feel safe (your building, workplace or street) chances are that other women feel the same way. Here's a way to do something about it.

Talk to neighbours, friends, tenants, co-workers, church or women's groups. Ask them some of the following questions and take notes.

Questions for a Safety Assessment

- 1. How safe do you feel in your community?
- 2. Please list five areas where you feel unsafe.
- 3. When do you feel unsafe?
- 4. Why do you feel unsafe?
- 5. What would make you feel safer?

Also consider women you may not be talking to, but have special concerns. Some examples may be: Women with disabilities, the elderly, those travelling with young children, women from minority groups, those unable to read or not familiar with English (or French).

To get more ideas (and help) consider contacting your local:

- Sexual Assault Crisis Centre
- Residents Association
- Police
- Business Association
- City Councillor

Putting the information to work

- 1. Organize the information and create a list of recommendations to make your community safer.
- 2. Take these recommendations to the building manager, city councillor or government representative.
- 3. Keep records of whom you speak to and when. Keep trying persistence will pay off.
- 4. Once someone agrees to make improvements, ask them to write you a letter that states when, where and what changes will be made.
- 5. When the improvements are finished, write a thank-you note to maintain a positive relationship with the organization.

What is Sexual Harassment?

Sexual Harassment is:

Any unwelcome behaviour, action, or words which:

- Are sexual in nature;
- Are likely to offend or humiliate;
- Relate to a person's sex, sexuality or body parts;
- The harasser knows or ought to know are inappropriate;
- Are repeated after the person has been told to stop.

Sexual Harassment includes:

1. Unwelcome verbal sexual suggestions, comments or jokes

- Whistling
- Obscene phone calls
- Demeaning sexual jokes
- Sexist remarks about clothing or the body
- 2. Unwelcome and constant leering, ogling, or exposure
 - Flashing
 - Pornography in public places
- 3. Unwelcome bodily contact
 - Brushing up against someone in a sexual manner
 - Patting, pinching or touching
- 4. Indecent propositions
 - Persistent sexual invitations
 - Sexual gesturing
- 5. Pressure for sexual activity or favours
 - Bribery or blackmail for sexual activity
 - Threatening job loss unless sexual favours are given

Is Sexual Harassment Against the Law?

Sexual harassment is a violation of the Human Rights Code. This code protects persons against discrimination and harassment based on characteristics such as race, skin-colour, sex, religion, marital status, sexual orientation, and disability.

If you contact the Human Rights Commission, they can offer information and assistance to deal with sexual harassment. If you are being sexually harassed, you can file a complaint with the Commission. The harasser, and if relevant your employer, will be contacted. A Human Rights Officer will investigate your complaint and, if the evidence supports the complaint, will attempt to negotiate a voluntary settlement. This service is free of charge.

Sexual Harassment: What's the Problem?

Some people suggest that sexual harassment is not a problem, that it is blown out of proportion, and that it is simply an appreciation of women. Here are some responses to those comments.

What's wrong with a little admiration? Women like to be complimented.

Compliments are meant to make a person feel good. If a comment hurts, then by definition, it isn't a compliment.

Men have a right to express themselves freely... it's freedom of speech. An individual's right to freedom of speech does not include the right to harm another person.

In some cultures sexual harassment is acceptable.

Cultural differences cannot be used as an excuse for abusive behaviour.

Women shouldn't dress like "that," they should know that it will turn someone on.

Accusing women of inviting sexual harassment because of their appearance or behaviour is a blatant example of blaming the victim instead of the harasser. Women should not have to change to avoid abuse. Moreover, women endure sexual harassment no matter what they wear.

Women who object have no sense of humour.

Sexual harassment is not humorous because it is harmful. It is degrading, humiliating, and may jeopardize the woman's employment, finances, emotional and psychological health.

That's just the way men are. Women are making a big deal out of nothing.

Many men are insulted by the assertion that they are naturally abusive. Not all men sexually harass women. The physical and emotional stress experienced by many women who are sexually harassed means that sexual harassment is " a big deal." It hurts the receiver and should not be tolerated.

Sexual Harassment and Flirting: What's the difference?

Sometimes it's hard to tell when a person has crossed the line from flirting to harassment. To figure out the difference consider why the person is doing it and how it makes you feel. Here are some other clues:

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SEXUAL HARASSMENT

- 1. Makes the receiver feel demeaned, humiliated, embarrassed and powerless.
- 2. Effects can be negative self-esteem, physical ailments and financial instability.
- 3. Is perceived as one-sided and degrading
- 4. Unwanted
- 5. Motivated by dominance and power

FLIRTING

- 1. Makes the receiver feel good, flattered, attractive, and powerful.
- 2. Effects can be positive self-esteem, excitement, and a new relationship.
- 3. Is perceived as equal and a compliment
- 4. Generally wanted
- 5. Motivated by interest and equality

Sexual Harassment Strategies

If you are sexually harassed:

Don't blame yourself. Know that it's not your fault.

Don't ignore the harassment. It will likely get worse if you do.

Do the unexpected. Name the behaviour. Whatever the person has done, be specific and label it as harassment.

Assert that the behaviour is unwelcome. Be clear, say 'no' firmly and indicate you will not be intimidated. This can be done verbally or in a written letter.

Reinforce your words with strong body language. Look the harasser in the eye and don't smile.

Make honest, direct statements. Do not threaten, insult, or escalate the situation. Be serious, and straight-forward. Repeat your message if he persists.

Record the details of every incident.

Include the date, place and witnesses. Also include what each of you said, and how it made you feel. Ask witnesses to sign your document.

If you want to make a difference:

- 1. Špeak up if you see a person harassed.
- 2. Refuse to listen to sexist jokes.
- 3. Encourage anti-harassment policies in your school or workplace.

Report the harassment. Contact your school administrator, employer, or union. You may be able to file a complaint under your workplace or school sexual harassment policy. An employer who has not taken appropriate steps to prevent sexual harassment is liable for harassment by managers and employees.

Talk to others. Find out if other women have been harassed. Also look for support from family, friends, or co-workers.

Contact the Human Rights Commission. The Commission can help with information & assistance or, you can file a complaint with the Commission. They will contact the harasser, and if relevant your employer. A Human Rights officer will investigate and if the evidence supports the complaint, the officer will help you negotiate a voluntary settlement. This service is free of charge.

Know the law. An intentional, unwanted sexual touch is criminal assault and illegal.

4. If you are an employer:

- Develop and post a sexual harassment policy.
- Remove sexist and indecent posters & photos.
- Provide training on sexual harassment.

Relationships

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Violence Against Women in Relationships

Some people believe that women assault men just as often as, men assault women. This is not the case. Although some men are victims of violence, research shows that the percentage is very small. In fact, the overwhelming majority of spousal abuse cases are committed by men against women.

Violence against women in relationships occurs in all cultures and at all income levels. The idea that it is a man's right and responsibility to control his partner's behaviour is rooted in numerous belief systems around the world. For many centuries, it has been acceptable for men to physically abuse their female partners and claim them as property.

Only in the last 100 years has spousal assault been deemed illegal in Canada. Before this time, the law only set regulations to control the extent to which men could physically "discipline" their spouses. The law considered spousal assault a domestic problem and the attitudes: "don't air your dirty laundry in public" and "it's not the business of the law to interfere in private family matters" were common.

Today, the criminal justice system not only recognizes that spousal assault is abuse, but also recognizes the dynamics that operate to prevent a woman from taking steps to end the abuse. They realize that it must be the responsibility of the police and the Crown to lay and pursue criminal charges, not the victim.

Forms of Violence Against Women

There are four types of abuse. All are intended to harm, frighten, and/or control the woman. Together they make the woman feel fearful even when physical abuse is not occurring. The forms of abuse are:

Physical: Physical violence (hitting, kicking, choking, the use of a weapon...) or threats of physical violence against a person are called "assault." Assault is an offence under the Criminal Code.

Sexual: Sexual abuse includes forced sexual activities, sexual violence, and excessive jealousy. Sexual assault is a criminal offence.

Emotional: Emotional abuse takes many forms. Included are put-downs, controlling of activities, threats of violence against loved ones, destruction of property, and isolation from friends and family. Emotional abuse wears the abused woman down and keeps her in constant fear.

Financial: The abuser wishes to keep her dependent on him. To keep control he may prevent her from keeping a job, make her ask for money, or give her an allowance.

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Who is Responsible for Abuse Against Women?

Many beliefs, institutions, and individuals contribute to violence against women in relationships. The following information lists a few. More information can be found in the Oppression, Stereotypes, and Media chapters.

In Society

1. Widely held gender STEREOTYPES encourage:

- Men to be aggressive, women to be passive
- Men to be strong, women to be weak
- Men to be controlling, women to be submissive
- 2. The MEDIA (television, movies, music) gives the following messages:
 - Men need to be tough to be valued.
 - Men must be in charge ("wear the pants") in a relationship.
 - Men have the right to control women.
 - Women must never be alone, even if the relationship is abusive.
 - Women must love unconditionally and always be kind.
 - Violence is acceptable, normal and sexy.
 - It is acceptable to dehumanize women and see them only as sexual objects.
- 3. Society VALUES MEN AND BOYS more than women and girls.

In the Community

- 1. Sufficient support and services for victims or abusers are not available.
- 2. Victims are not believed, or the victim is blamed.
- 3. Abuse is accepted as normal.
- 4. The community does not want to interfere in "private family matters."

In the Family

- 1. Violence is shown to be an acceptable way to solve problems.
- 2. Violence is modeled in the home and contributes to the cycle of violence.
- 3. Boys are taught to be aggressive, girls are taught to be accommodating and passive.

Some Individuals

- 1. Have low self-esteem, so they act tough and aggressive to hide their fears.
- 2. Feel out of control, they control others so they may feel more in control of themselves.
- 3. Believe violence is an appropriate way to solve problems (and get what they want).
- 4. Enjoy the feeling of power they get when they control and hurt others.
- 5. Believe that men should be in charge and should "own" their partners.



Adapted from Making Waves (1999)

Why don't women leave abusive relationships?

Many abused women have, at some point, heard another woman say, "The first time a man hits me, I walk out." But the abused woman knows it's not that simple. There are many reasons why a woman may stay in an abusive relationship.

A woman may not leave an abusive relationship because she thinks her family is the most important thing in her life, more important than her own needs. If she leaves, she may feel that she is leaving not just the abuser, but her identity as a wife and mother as well. Leaving may also force her to challenge her ideas of what a "good" woman is.

A woman may stay because:

1. She is FINANCIALLY DEPENDENT

- She may be dependent on him for her existence.
- She may feel her choice is either abuse or poverty.
- She may not have the education or money to move out and support herself and her children.

2. She LOVES HER PARTNER

- She may want the abuse to stop, not the relationship.
- She may love her partner, not the abuse.
- She may believe she can change her partner.

3. She FEELŚ RESPONSIBLE

- She may feel responsible for keeping the family together.
- She may not want to take her children away from their father.
- She may believe that her partner is the head of the household and has a right to control her.

4. She has LOW SELF-ESTEEM

- Emotional abuse over a period of time leads to a loss of self-esteem. Women who are abused may come to believe that they deserve the abuse.
- She may be isolated from any support.
- She may believe that the abuse is her fault (she keeps upsetting him).

5. She is AFŔAID

- He may threaten to kill her or their children.
- He may threaten to kill himself.
- Many women are killed by their partners when they are trying to leave the relationship.

6. He PRÓMISES TO CHANGÉ

- She may believe he wants to change.
- He promises never to do it again.
- He cries, says he is sorry, and seems to mean it.



Teenagers and Abusive Relationships

The social demands of being a teen often "requires" that all young women have boyfriends. Peer pressure can be intense, and the fear of being different or violating peer expectations causes teens to conform. Young men and women, afraid of being labelled "different" may not have the confidence to be themselves. Romantic ideas about love may encourage girls to interpret jealousy, possessiveness and abuse as signs of love.

"Normal" teenage relationship behaviours often fit stereotyped gender roles. The sexism inherent in these roles makes teenage girls particularly vulnerable to relationship violence:

Teenage girls in a romantic relationship are:

- Care-takers and responsible for the success of the relationship,
- Dependent on boys for social success because they dread, and are isolated if, they are not in a relationship,
- Encouraged to give their boyfriends attention on demand (including sexual demands),
- Expected to give up activities, talents and other relationships, and give priority to the boyfriend and the relationship.

Teenage boys in a romantic relationship are:

- Expected to be sexually aggressive,
- Encouraged to make decisions in the relationship.

As teens struggle for their independence, conflicts with adults make it difficult for teens to seek relationship help from adults. Unfortunately, if adults are approached, they may not take the teen's concerns seriously. Adults may assume that teens are overreacting, acting out, or going through a phase. They may minimize the bonding that takes place in teen relationships and expect them to break up easily and date others. Or, adults may simply not recognize the dangers that can take place in teen relationships.

To be helpful to a teen in an abusive relationship, adults should be wary of forcing teens to end the relationship. This may make matters worse by creating a power struggle between the adult and the teens. An adult can empower an abused teen by helping her see what is really going on, and by brainstorming options for safety with her. By empowering her to choose her own path, rather than forcing her to choose the "proper" path, an adult can help build strengths in all aspects of her life. By using this approach, the teen is more likely to choose to resist the present abuse herself, and will more likely resist future abusive relationships as well.



Healthy Relationships

"What is a healthy relationship? How will I know when I am in one?" As a facilitator, you may be asked to answer these questions. It is not enough to explain the ins and outs of an unhealthy or abusive relationship and then say: "don't do that." The meaning of a healthy relationship must also be discussed. A starting point for such a discussion could be to read the following story and use it as a branching point for further discussion.

A famous folktale tells the story of an elderly king and his three daughters. The king asked his three daughters how much they love him. The two older sisters delivered flowery speeches of adoration to pump up his ego. The youngest daughter, in contrast, simply replied, "I love you as meat loves salt." The king, insulted by the youngest daughter's simple statement, sent her away and divided his kingdom between the two oldest children. Of course, the love of the eldest daughters were false. They quickly banished their father from his kingdom, and took over as rulers. Ironically, the king ended up travelling to the house where his daughter worked as a maid. Before her father could see her, the youngest daughter asked the cook to prepare his meat without salt. The king ate a few tasteless bites, and burst into tears. "All along," he cried, "it was my youngest daughter who truly loved me!" The youngest quickly revealed herself and the two lived happily ever after.

This long-told tale reminds the reader that in matters of the heart, substance is greater than style. The story also captures the suitability of salt as a descriptor for true love. Salt does not cover up the taste of food, but rather enhances whatever flavour was there at the beginning. Real love does the same.

Lovers in healthy relationships do not attempt to change, control, criticize, or condemn the other. But rather, healthy lovers bring out the other's best talents, they accept the other for who he or she is, and they **give the other freedom to make his or her own choices**.

Lovers in healthy relationships are not two halves that make a whole, but rather two wholes that share their lives. They are not dependent on each other, or looking for the other to complete them. A healthy relationship consists of two independent healthy people who **can live without each other, but choose not to**. They are on equal footing, respecting themselves, and each other.

Healthy relationships are based on intimacy. To be intimate with someone, both must feel safe enough to be vulnerable. This is risky because showing vulnerability gives the other potential power to hurt. Intimacy then, is a privilege and holds a great deal of responsibility. There must be a great deal of trust.

Finally, in a relationship a person cannot give away what she does not already have. To create a healthy relationship, a person must love and respect herself first, if she does not respect and love herself, she cannot give love and respect to someone else.



Sexual Communication

When sexual boundaries and desires are not discussed in a relationship, problems and miscommunication can occur. The problem is, discussions about sex are challenging for women. Why is it difficult for women to talk about their sexual needs and limits?

- 1. Although women are bombarded with sexual images everyday, the images are directed at men and are generally simplistic, raw, and degrading. Women are given the message that sexual pleasure is for men. A woman's role is to fulfill a man's sexual desires. Rarely are women encouraged to talk about what they like or want.
- 2. Opposing and confusing messages are given about a woman's sexual role. Women are unsure of how to act in a sexual relationship.
 - If a woman says "no" to sex, she risks being punished (called "frigid," dumped) or she may not be believed and forced into sex.
 - If she says "yes" and expresses strong desire, then she is labelled a slut.
 - If she says "yes' but doesn't express strong desire then she is a "bad lay" and is being disrespectful to her partner.
- 3. Women are encouraged to put the needs of others before themselves. Consequently, it is very difficult for women to express their sexual needs. They may also prefer to meet their partners needs rather than their own.
- 4. The media encourages sex to be spontaneous: "if sex is planned it's not fun" they suggest. Consequently, topics such as sexual preferences, birth control, and sexually transmitted diseases are not discussed beforehand; such topics are left until the situation presents itself. And by that point, it is difficult to have an honest and straightforward discussion about sexual desires and boundaries.
- 5. Many women grow up ashamed of their sexuality. Sex may not have been discussed in the home, and may be considered unmentionable and dirty by the family. As a result, a woman may not be able to talk about sex with her partner; she may simply not know how.

If needs, feelings, and expectations are not discussed, a woman may do what is expected of her rather than what she chooses. It is important to get past these barriers so that women can make and declare their choices about sex. Specifically, women need to know their boundaries and desires. With these understood, they can then talk to their partners about: what they will and will not do, what they expect, when they want to have sex, under what circumstances, and how they want to be treated before, during and after sex.



Safe Spaces

Objective:

• To educate women about dating violence

Materials:

- "Safe Spaces Worksheet"
- Two game pieces (one for each team), a penny and a dime can be used
- Flipchart (blank page) and markers to write down statistics and myths
- "Questions for Safe Spaces"

Time:

• 25 minutes

This exercise is fun and informative. Plus, it works well with any age group.

Before the activity:

1. Read "Questions for Safe Spaces" before the workshop. It is a good idea to know the answers without having to refer to the page.

Launching the activity:

- 1. First, divide the group into two teams and have each team sit together.
- 2. Place the "Safe Spaces Worksheet" and game pieces on a table in front of the participants.
- 3. Tell them that you will read out a question to each team one after another. Together the team must come up with an answer.
- 4. If the team gets the answer correct they will move their game piece ahead one square. If the answer is incorrect, the game piece will stay where it is.
- 5. The winner is the first to get to the "Safe Space" in the centre of the worksheet.

If the question asks for a percentage, the answer must be within a range of 5%. For example if the answer is 80%, an answer from 75-85% will be accepted.





- 6. After each question is answered (and determined as correct or incorrect), write the myth or statistic on the flip chart. Then before going on to the next question, discuss the myth with both teams.
 - a. Are they surprised?
 - b. Have they heard this myth before?
 - c. What are the consequences of this myth? (Look at the 'List of Myths' for more information)
 - d. The key to this game is the discussion of each myth. The participants will likely guess the right answer, but will learn more about the issue when you go over all the specifics.



Questions for Safe Spaces

1. Jealousy is an expression of love. True or False?

False. Jealousy is an expression of insecurity and distrust. Acting on those feelings is a controlling behaviour, not a loving behaviour.

- **2.** Men are abused by their partners as often as women are. True or False? False. 90% of charges related to spousal assault are laid against men. Most charges laid against women are counter-charges laid by abusive men or stem from acts of self-defence.
- **3. Alcohol causes men to assault their partners. True or False?** False. Alcohol does not cause abuse. But, alcohol can make it easier for a man to be violent. The real cause of assault is the desire for power and control over his partner. Batterers often use alcohol as an excuse to avoid taking responsibility for violent behaviour.
- **4. Hitting, shoving, and kicking are against the law. True or False?** True. Any intentional use of force against someone without his or her consent is an assault and is against the law.
- 5. What percentage of young adults are involved in some level of physical partner abuse? 35% (Danielson et al. 1998)
- 6. What percentage of female spousal assault victims fear for their lives? 40% (Statistics Canada, 2000).
- 7. It is better for a child to live with two parents even if one is violent. True or False? False. Whether they are abused, or witness abuse, children are deeply affected. They live in fear and do not feel safe or secure in their own home. Both boys and girls, who see violence at home, learn that violence is the way to solve problems. Girls may believe that spousal abuse is normal and will be more likely to enter into abusive relationships.
- 8. Once a woman decides to leave a violent relationship, she is no longer at risk for being hurt. True or False?

False. Women are more at risk once they have decided to leave.

- **9.** Poor women are beaten more often than other women. True or False? False. Abuse occurs in all economic, ethnic, racial, social and age groups. Violence in more affluent groups is often hidden because they use shelters, legal clinics, and other social services less often than women from lower socio-economic groups.
- 10. Dating violence only refers to physical abuse (hitting, shoving, punching...). True or False?

False. Dating violence also includes sexual abuse (unwanted touching or forced or coerced sex) and emotional abuse (extreme jealousy, destruction of property).



- 11. What percentage of women, who have been married (including common law partners), have reported violence by a spouse? 29% (Statistics Canada, 1993)
- 12. What percentage of female homicide victims were killed by someone with whom they had an intimate relationship? 51% (Statistics Canada, October 2000). Interesting to note that only 6% of male homicide victims were killed by someone with whom they had an intimate relationship.
- 13. Dating violence has been linked to low self-esteem and eating disorders in young women. True or False? True. (National Forum on Health, 1997).
- 14. Men who assault their partners are mentally ill. True or False? False. Wife assault is too widespread to be caused by mental illness.
- 15. It is more difficult for immigrant women to leave an abusive relationship. True or False?

True. Immigrant and refugee women may face additional problems in believing that they have to stay with their partners for immigration purposes. They fear that they will be deported if they leave their husbands.

- **16.** Most men who assault their partners are not violent outside the home. True or False? True. Most men who batter do not hit their bosses, friends, or colleagues.
- 17. What number of children in Canada have witnessed violence by their fathers against their mothers?

One million children have witnessed their father perform violent acts on their mothers. (Fitzgerald, 1999).

- 18. Women currently in violent marriages are _____ times more likely than women in non-violent marriages to state that their father-in-law is violent to his spouse. Three. Women currently in violent marriages are 3 times more likely than women in non-violent marriages to have a father-in-law who beats his spouse (Rodgers, 1994).
- 19. Abusive men purposefully aim their blows at the parts of a woman's body where bruises don't show. True or False? True. (Denham and Gillespie, 1992).
- **20.** Some women "ask for it." They drive men to violence. True or False? False. No woman ever deserves to be beaten. Assaulted women report a wide range of incidents that trigger violence ("I fried his eggs the wrong way," "I didn't turn the radio down enough.") Abusive men often avoid responsibility for the assault by claiming that their partner provoked it. In actuality, the woman never "asks for it," the man is simply trying to control and overpower her. (Denham and Gillespie, 1992).



- **21.** Some women stay in a violent dating relationship because they like it. True or False? False. A woman stays for varied and complex reasons. She may believe that he will change, she may be dependent on him financially, she may feel guilty for breaking up the family, she may be isolated and have no where to go (no family, friends, or supports), she may feel she deserves it, she may fear that he will kill her or her children if she leaves.
- **22.** Women abuse is a reaction to feminism. True or False? False. Violence against women has occurred for centuries (before feminism existed).
- **23.** In what year did physical and mental cruelty become grounds for divorce in Canada? 1968, when the Divorce Act was passed, physical and mental cruelty became grounds for divorce. (Denham and Gillespie, 1992).
- 24. Women are _____ times more likely to be victimized by a spouse than are men? Fill in the blank with a number.

Eight. Women are 8 times more likely than men to experience violence by a spouse (Fitzgerald, 1999).

25. What percentage of women who leave a violent relationship, eventually return home to their partners?

75%. Seventy-five percent of women who leave eventually return home to their partners: for the sake of the children (31%); to give the relationship another chance (24%); when their partner promises to change (17%); because of a lack of money or housing (9%) (Rodgers, 1994).

- 26. What percentage of women assaulted by a male partner suffer physical injury? 45%. (CRIAW)
- 27. What number of Canadian women are killed by their partners every week? Two (Canadian Advisory Council on the Status of Women, 1991).
- 28. Women are _____ times more likely to be abused in their own home than by a stranger on the streets? Thirteen (Jaffe et al, 1990).
- **29.** Men beat women because men are under stress. True or False? False. This myth is based on the argument that violence is a response to stress. This argument does not explain why the chosen target of the violence is most often a woman. Also, women under stress do not attack men and many men do no beat women.
- 30. What percentage of Canadian men, living with a woman, admitted to using violence against his partner?

20% (Lupri, 1989). In a 1989 study, one in five Canadian men living with a woman admitted to using violence against his partner.

The Empowerment

Project

Safe Spaces							
Start Here		 	 				
	Safe Space						
	- 	 	¶ 				
	I T Fmpov	he verment					

Convince Me!

Object:

• To demonstrate the types of force people use during a power struggle (such power struggles often occur in relationships).

Materials:

• Small objects (pen, eraser...)

Time:

• 20 minutes

This activity works well with young participants (ages 14 to 20).

- 1. Divide the group in half.
- 2. Give one half of the group a valued object (pen, pencil, eraser...) and tell this half of the group (secretly) that they must do whatever they can to keep the object.
- 3. Tell the other half of the group (secretly) that they must do whatever they can to get the object.
- 4. Tell both groups not to use any physical force but to notice when they feel like using it.

After the exercise discuss:

- What types of coercion / convincing / force were used?
- Which types were most difficult to refuse?
- When did you feel like using physical force?
- Were any seductive behaviors used?
- What was difficult about this activity?
- Did you feel similar feelings in this exercise as you might in a relationship argument?

The Empowerment

Project

• What would be the most equitable and fair way to resolve this conflict?

Relationship Review

Objectives:

- To explore attitudes toward relationships.
- To discuss healthy relationships and warning signs.

Materials:

- "Healthy Relationships Quiz" Found in the Handouts section.
- "Warning Signs: A Checklist" Found in the Handouts section.
- "Attitude Assessment" Found in the Handouts section.
- Pencils or pens

Time:

• 20 minutes

This activity works best with younger participants (ages 14 to 25).

- 1. Hand out all three worksheets to each person.
- 2. Ask the participants to answer them on their own. If they are not in a relationship ask them to consider other relationships in their lives (they could be friendships).
- 3. Tell them that they will not have to reveal their answers.
- 4. When everyone is finished ask the participants the following:
 - What are you reactions to these worksheets?
 - Based on the "Attitude Assessment" do you know anyone who has an unhealthy attitude toward relationships? What are the consequences of such an attitude? How can a person overcome this attitude?
 - Do they agree with the points on the "Healthy Relationships Quiz"? Which of the points are most difficult to accomplish in a relationship?
 - What do they think of the "Warning Signs"? Are they accurate? Do you disagree with any of them? Is jealousy ever a good thing? How common is it for men to be like this? What could a person do if she were in a relationship, took this quiz, and realized that her partner was abusive?



Setting Relationship Boundaries

Objectives:

- To help participants work out what relationship behaviours are acceptable and not acceptable for them.
- To allow participants to compare their boundaries with others.
- To give participants a chance to talk about their boundaries.

Materials:

- Photocopies of the "Setting Relationship Boundaries" Worksheet.
- "List of Relationship Boundaries" (Choose 8 to 10).
- Flip chart with the boxes drawn (Okay and Not okay) in a similar fashion as the worksheet.
- Pens, pencils, and flip-chart markers.

Time:

• 20 minutes

This activity works well with younger participants (ages 14 to 20).

- 1. Pass out the "Setting Relationship Boundaries" Worksheet and a pen or pencil.
- 2. Ask the participants to listen to the list of relationship behaviours and to write in the appropriate box whether they think the relationship behaviours are okay or not okay for them.
- 3. Read out 8 to 10 of the relationship behaviours (found on the "List of Relationship Behaviours" worksheet). Give participants enough time to write down whether they want to do that relationship activity. Suggest that if they are unsure if the behaviour is okay, write the behaviour on the line between the two boxes.
- 4. Once you have read all the relationship behaviours out ask the group if they have others they want to add. If so, get them to put those on the worksheet as well.
- 5. Return to the flipchart (that has the worksheet drawn on it) and go through each behaviour, asking the participants to share whether the behaviour is okay or not okay. Mention that reading out their boundary is voluntary and that they don't have to share if they don't feel comfortable.
- 6. Write the participant's boundaries (the most common) on the flipchart. If people put them in different places encourage them to explain why. Then ask for the group's comments. Don't tell anyone that they are wrong. Simply say "Well we're going to put this on the "not okay" side because most people have chosen to put it there."
- 7. If any participants say that a behaviour, such as forcing sexual touching, is okay when it's obviously not let then them know in a respectful manner. Say: "I recognize that we all have different boundaries, but I strongly believe that each person has the right to decide what happens to her body. So, force of any kind is not okay to me.
- 8. Talk to participants about the importance of knowing one's limits and boundaries before an intimate relationship begins.



List of Relationship Behaviours

- 1. Public displays of affection.
- 2. Spending all our free time together.
- 3. Belonging to him.
- 4. Discussing birth control and safe sex together.
- 5. Telling friends what we've done sexually.
- 6. Having intercourse on the first date.
- 7. Hitting if the other person has done something horrible.
- 8. Begging for oral sex.
- 9. One person making all the decisions.
- 10. Spending time with my partner's family.
- 11. Being jealous.
- 12. Pressuring for sex.
- 13. Commenting that an outfit is inappropriate.
- 14. Encouraging the other to try drugs.
- 15. Spending time with friends separately.

- 16. Having sex because my partner says he can't control himself.
- 17. One person paying for everything.
- 18. Saying "yes" when I really want to say "no"
- 19. Being called "frigid" or a "slut"
- 20. Putting the needs of my partner before myself.
- 21. Expressing what I want sexually.
- 22. Letting my partner make most of the decisions.
- 23. Thinking poorly of my partner if he cries.
- 24. Allowing each other to spend time alone with attractive others.
- 25. My partner destroying my property if I've done something to upset him.
- 26. Depending on my partner for money.
- 27. Putting down my friends or family.
- 28. Being able to say no to sex at anytime.
- 29. Breaking up if my partner is violent.
- 30. Having sex in public places.

Setting Relationship Boundaries **OKAY FOR ME** NOT OKAY FOR ME The Empowerment Project

The Personals

Objectives:

- To encourage participants to create a positive image of a romantic partner.
- To establish relationship boundaries.

Materials:

- "The Personals" Worksheet (photocopied twice back to back on the page)
- Flipchart
- Pens and Pencils and Highlighters

Time:

• 20 minutes

This exercise is fun for high-school students.

- 1. Ask participants to think about the qualities they want in a romantic partner.
- 2. Hand out "The Personals" Worksheet.
- 3. Ask them to create a personal ad that describes their ideal romantic partner.
- 4. Play some up beat fun music while they are writing.
- 5. Go around the room and ask each participant to read out one of the qualities they want in a mate. Write the qualities on the flipchart.
- 6. Ask the group if this is a perfect romantic partner. If not, ask what is missing and add more qualities.
- 7. Talk about how everyone's perfect match is different but that there are some qualities that are important for every partner to have. Ask which of the qualities they think these are. Circle them or add them to the flipchart.
- 8. Ask the participants to turn over their paper and write another personal advertisement. In this one, ask them to consider all the qualities on the flipchart and add the ones they like.
- 9. When they are finished writing their second personal ad, ask them to take a high-lighter and highlight the qualities they will not compromise.
- 10. Talk to them about keeping this advertisement and comparing it to their present or future romantic partners.





Healthy Sexuality

Objective:

• To discuss realistic ideas of sex

Materials:

• Flip Chart and markers

Time:

• About 15 minutes

This activity promotes great discussions.

1. Ask the group:

"What are the attitudes and feelings attached to the word "sex"?"

• Bring up the different ways we learn about sex (media, family, peers, academia, churches...). Ask everyone how these groups affect attitudes and feelings about sex. This discussion should help everyone recognize the intense impact and power of the word. Write down key responses.

2. Then ask:

"Why do we have sex?"

• Divide the responses into biological and emotional reasons and write them on the flipchart.

3. Ask:

"Do we consider all of these things when we choose to have sex?"

- Discuss how we may use sex to validate security needs (needing to feel loved, wanted, accepted, beautiful).
- Discuss how the quality of our sex lives may be determined by why we choose to have sex (our inner reasons).

4. Finally ask:

"What role does sex play in a healthy relationship?"

• End the discussion by talking about healthy sexuality in relationships. Ask participants to envision what they want, sexually, in a relationship. Explain the importance of knowing what you want before a relationship begins.



Sexual Response Continuum

Objective:

• To explore the passive, aggressive and assertive responses to sexual pressure.

Materials:

- A horizontal line on flipchart paper, with the words "passive" and "aggressive" on each end of the line, and the word "assertive" written in the middle.
- Markers

Time:

• 20 minutes

This activity will help participants personalize the differences between passive, aggressive, and assertive behaviour in a sexual relationship. They may see how they react in situations where they are pressured sexually. Stress to participants that when faced with sexual pressure, no matter what a woman decides to do, it is never her fault. In these circumstances a woman is doing the best she can to survive an ordeal that she did not create. Sexual assault is never the woman's fault. A woman will respond in the way that is best for her. This is especially important to get across to survivors.

- 1. Show the participants the horizontal line you have drawn. Tell them that it will represent the continuum of responses to sexual pressure, from the most passive, to the most aggressive response.
- 2. Ask the participants to name different ways women react to sexual pressure. Write these responses along the continuum (allowing the participants to say where the responses should be placed).

Continuum of Responses to Sexual Pressure		
PASSIVE	ASSERTIVE	AGGRESSIVE

Here are some responses that your continuum could include: numb out, ignore, withdraw emotionally, cry, go along with him to keep the relationship together (but don't want to), just get it over with, whisper "no," try to distract him, make excuses (have period, no protection), ask him to stop, beg him to stop, say "NO!" talk to him about sexual limits before the relationship, state needs and feelings, get up and move away, tell him to leave, yell, use self-defence techniques, punch him in the face.

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- 3. When the participants have exhausted all possibilities, ask the following questions:
 - a. Do they think all of the acts on the continuum are effective ways to respond to sexual pressure?
 - b. On your own, consider which of these responses you are more likely to use. What are the consequences of your type of response?
 - c. Which of the responses are most effective? Stress that this is a personal choice. However, point out that the more passive responses tend to be less effective.



Setting Sex Standards

Objective:

• To help participants work out their personal sex standards.

Materials:

- "Setting Sex Standards" handout (enough copies for each person). Found in the Handout section.
- Pencils or pens

Time:

• 15 minutes

This activity works well for young adults (approximately aged 17 to 25).

- 1. Pass out the "Setting Sex Standards" handout to each person.
- 2. Ask the participants to fill in the boxes on their own (tell them that they will not have to reveal their answers).
- 3. When everyone is finished, ask the group to consider the following questions. Explain that participation is optional. Encourage them to disclose only what they are comfortable sharing.
 - a. Did they know their sexual boundaries quickly, or did they take some time to think about them?
 - b. Was it easiest to fill in sexual boundary expectations for women, men or themselves?
 - c. What is the benefit of this activity? Why might it be helpful to know one's boundaries before a relationship begins?
 - d. Would your family, friends or romantic partner answer these questions differently? What affect does that have on you?

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Dear Abby

Objective:

- To give participants an opportunity to talk about relationship issues.
- To review relationship information learned earlier in the workshop.

Materials:

- Index Cards
- Hat or basket
- List of community resources that address dating violence, sexual assault, and child abuse.
- Flip chart
- Pens and Pencils

Time:

• 20 minutes

This exercise works well at the end of a Relationships workshop. Participants have the opportunity to ask anonymous relationship questions. Facilitators can encourage participants to consider the information learned earlier in the day to help answer the questions. Be prepared for disclosures. Read the information on basic counselling and disclosures before this activity.

- 1. Ask participants to write a real or imagined relationship problem on an index card.
- 2. When they are finished ask them to put the index cards in the hat or basket.
- 3. Shuffle the cards.
- 4. Put the hat or basket in the middle of the table.
- 5. Explain that everyone will take a turn, read out a problem, and then the group will talk about:
 - What the issues are.
 - What could be helpful for the person dealing with the problem.
 - Resources and referrals the person could use for further help.
- 6. For each problem, write out the issues on the flipchart. Also write out some helpful suggestions and resources. Try to give the phone number for any resources that are needed.
- 7. When all the problems have been read, end by reminding the group that you will stay behind for questions or referrals. Give the participants appropriate handouts (eg. "Friends and Abuse" or "How to help a friend with sexual assault").



Three Types of Relationships

HEALTHY is...

- Trusting your partner to spend time with attractive others.
- Listening to each other.
- Knowing it's okay to disagree.
- Making decisions together and valuing both opinions.
- Supporting each other's dreams and decisions.
- Feeling okay doing things separately.
- Considering the other's feelings before you say or do things.
- Accepting the other for who they are not wishing they would change.
- Letting the other be first sometimes.
- Respecting each other's cultures.

UNHEALTHY is...

- Believing one sex has more rights than the other.
- Getting easily angered.
- Using the silent treatment.
- Yelling when you are angry.
- Manipulating to get what you want.
- Not valuing or listening to the other's opinions.
- Minimizing things that are important to the other.
- Not keeping the other's secrets.
- Being kinder when you're alone than with friends.

ABUSIVE is...

- Controlling the other's activities and relationships.
- Putting the other down.
- Forcing sexual touching or intercourse.
- Intimidating by threatening, hitting, or destroying property.

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- Forcing alcohol or drugs.
- Putting down family or friends.
- Being extremely jealous or possessive.
- Fearing a violent reaction from the other.
- Blaming you for their violence.
- Promising not to hit again.

Attitude Assessment

No one plans to get into an unhealthy relationship. Unfortunately however, many women hold unrealistic attitudes about relationships. These attitudes can lead to unhealthy and even abusive relationships. Consider the following questions. If you answer yes to more than four, you too may have an unrealistic approach to relationships. Consider spending some time getting to know yourself: What do you want from a relationship? What are your limits and boundaries? How can you fill your own needs?

- _____ Are you looking for someone or something to fill a void?
- _____ Do you feel desperate to be in a relationship?

_____ Do you always seem to be on the lookout for a relationship?

_____ Do you always hope the next person you meet is going to be "the one"?

- _____ Are you generally attracted to "bad boys"?
- _____ Do you purposefully disregard warning signs when you get into a relationship?
- _____ Do your relationships develop very fast? And do you always feel a close connection instantly?
- _____ Do you let your relationships rule your life?
- _____ Do you give your partner power over you?
- _____ Do you do anything you can to keep your relationships going?
- _____ Do you have a lot of high energy in your relationships, fighting, breaking up and getting back together again?
- _____ Do your relationships tend to become more difficult as time goes on?
- _____ Do you change to fit the person you meet?
- _____ Do you want someone to "complete you"?
- _____ Do you feel like you lose something from yourself when you get involved in a relationship?



Warning Signs - A Checklist

An important first step to self-protection is to recognize the warning signs of abuse. If a man has four or more of the following signs, beware!

Abusers:

- _____ Are often jealous and possessive.
- _____ Become hostile or aggressive when their partners say 'no'.
- _____ Express anger physically and violently.
- _____ Demand their partners constant attention.
- _____ Have negative opinions of women.
- _____ Act macho and boast about their physical abilities.
- _____ Are unconcerned with other people's feelings or values.
- _____ Have a short temper.
- _____ Ignore personal space boundaries.
- _____ Want control over their partners' lives.
- _____ Believe strongly in traditional male and female roles.
- _____ Accuse their partners of being uptight.
- _____ Put others down.
- _____ Ignore, or talk over women.
- _____ Insist on being alone with their partners all the time.
- _____ Blame others for their problems
 - _____ Ask very personal questions when they first meet a potential partner.

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- _____ Drink or use drugs heavily.
- _____ Have reputations for being a player.
- _____ Force sexual activity.
- _____ Threaten or sulk if they don't get their way.
- _____ Refuse to accept sexual limits
- _____ Insist on making all the decisions.

Healthy Relationships Checklist

Is your relationship healthy? Do you...

- _____ Listen to each other?
- _____ Trust each other?
- _____ Feel comfortable expressing your needs?
- _____ Tell the truth, even when it's hard?
- _____ Know it's okay to disagree?
- _____ Accept the other as he/she is? Not want to change him/her?
- _____ Consider each other's feelings?
- _____ Feel okay doing things separately?
- _____ Value and take care of yourself?
- _____ Make decisions equally?
- _____ Share expenses?
- _____ Agree to stop sex whenever one of you says no?
- _____ Share the responsibility of birth control & safe sex?
- _____ Talk problems out, rather than use violence or manipulation?
- _____ Feel that you both can admit when you're wrong?
- _____ Support each other's decisions, rather than criticize?
- _____ Trust your partner to spend time with attractive others?
- _____ Both have friends that you call your own?
- _____ Feel accepted and loved?
- _____ Respect each other's culture?
- _____ See yourself as whole on your own? Not need your partner to complete you?
- _____ Treat each other as you wish to be treated?
- _____ Enjoy spending time together?

The more you answered 'yes' the healthier the relationship! Take note of the points you did not check off. You and your partner may need to work on these.

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Setting Sex Standards for Healthy Relationships

	FOR MEN	FOR WOMEN	FOR ME
Making out on the first date is okay			
Petting with clothes on in the first month is okay			
Petting with clothes off the first month is okay			
Giving oral sex is okay			
Receiving oral sex is okay	-		
Being a virgin is okay	+		
Intercourse before marriage is okay			
Intercourse with someone you really care about is okay			
Sex without STD protection is okay			
Getting pregnant is okay			
Sex with someone you don't know well is okay			
Sex with someone of the same sex is okay			
Sex with more than one partner is okay			
Anal sex is okay			
Before intercourse it is important to			

A Relationship Quiz

- Both of us decide what we want to do when we're together. True False
- My partner teases me in a mean way and embarrasses me in front of my friends. True False
- If I want to participate in an activity without my partner he/ she does not object. True False
- I am starting to feel isolated from friends I had before. True False
- 5. My feelings and wishes are important to my partner. True False
- My partner is often drunk or stoned. True False

- My partner is very jealous of my other friendships.
 True False
- My partner has hurt me physically, although he/she was sorry afterward. True False
- I always try to please my partner, and I feel responsible if things go wrong. True False
- 10. There are often times when I feel pressured into sex. True False
- 11. My partner often criticizes the way I look or act. True False
- My friends or family are concerned about my relationship. True False



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Give yourself 2 points if you answer False to questions 1, 3, and 5. (Zero points if answered True.) Give yourself 2 points if you answer True to questions 2, 4, 6,7,8,9,10,11 and 12. (Zero points if answered False.)

If you scored 8 points or more you may be in an abusive relationship.

Living Healthy Relationships A Personal How-to Guide

Know yourself

- Explore your boundaries and needs
- Consider how violence in your family history will affect your relationships.
- Be aware of self-esteem issues.

Love yourself before getting involved in a relationship.

- Value yourself and know yourself.
- Know that you are lovable and capable.
- Be responsible for yourself.

Take time to get to know your romantic interest.

- Find out how he/she treated his ex-partner.
- Watch how he/she reacts when frustrated or angry, is violence a factor?
- Consider your partner's level of self-esteem.
- Know your partner's family background.

Express your feelings openly and truthfully.

- Communicate your needs with each other.
- Admit when you're wrong.

Maintain the freedom to be yourself.

- Recognize that one person cannot meet all your needs.
- Have your own ideas, interests, goals and friendships.
- Keep active in things you love to do.
- Spend time apart from each other.

Be respectful.

- Value each other as friends, lovers, and individuals.
- Listen non-judgmentally; value the other's opinions.
- Respect and accept each other's decisions, choices and boundaries.

Be willing to trust and be trustworthy.

• Feel secure in your feelings for each other; avoid jealousy & possessiveness.

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- Be reliable.
- Share mutual goals.

Negotiate with each other on areas of disagreement.

- Ensure equal power in the relationship.
- Accept change.
- Sometimes agree to disagree.
- Work together to resolve conflict.

Communication is Key!

Research shows that good communication helps create a healthy and happy relationship. So, how does one become a good communicator?

BE A GOOD LISTENER

- Let your partner know you care.
- Don't assume you know what he/she will say.
- Make eye contact.
- Don't interrupt.
- Think about what he/she is saying.
- Don't offer advice and expect your partner to follow it.
- Repeat what you think your partner is saying. You may not have understood.
- Practice.

BE ASSERTIVE

- Be direct about how you feel.
- Be honest and open with your partner.
- Say 'no' when you need to.
- Stand your ground.
- Don't show fear. Maintain eye contact.

SAY THINGS RESPECTFULLY

- Use "I feel..." rather than "You are..." statements. For example "I feel hurt when you are late" rather than "You are such a jerk for being late."
- Focus on what the person did. Don't attack who the person is. For example: "When you forget my birthday I feel unimportant" instead of "Only complete losers forget a birthday."

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• Use a neutral and calm tone of voice.

BE GENUINE

- Say what you mean and mean what you say.
- Be aware of your intentions.

BE SENSITIVE

• Put yourself in your partner's shoes. What is he/she feeling?

Sexual Assertiveness Strategies

When sexual boundaries and desires are not discussed, problems can occur; a woman may do what is expected of her rather than what she chooses. To avoid this, women need to know their sexual boundaries and desires. Then, they can then talk to their partners about what they will and will not do, what they expect, when they want to have sex, under what circumstances, and how they want to be treated before, during, and after sex.

On Your Own:

- 1. Explore your sexual desires and limitations. Know what you want, and don't want, before the relationship begins.
- 2. Set clear limits. For example: "No petting below the waist until the 5th date" or, "No intercourse until we talk about it and agree we both want it."
- 3. Be aware of stereotypes that prevent you from acting on your limits (such as a man deserves sex if he pays).
- 4. Think about your alcohol consumption. Ask yourself, am I able to say 'no' and control my behaviour if I have another drink?

Key Points

- Plan your sex policy: How far do you want to go? First date? Long term? What sexual activities do you enjoy? Dislike? Despise?
- 2. Plan how you will communicate your limits. When will you tell the person? Before? During? What are some practice phrases? What will you do if the person doesn't listen?
- **3. Trust your instincts:** If you have bad feelings about a situation or person – plan how you will get yourself away.
- **4. Plan for safety** If your boundaries are crossed, what will you do?

With Others

1. Use assertive communication.

- Use "I" instead of "You". ("I prefer when we..." not "You make me so upset when you...").
- Say what has been happening and what you want.
- Say what you feel and explain your reasons very simply.
- Don't attack or put down the other person.
- Don't apologize for your feelings. ("I'm sorry but...").
- 2. For example:

"I feel uncomfortable when we have sex after we've been drinking. I prefer to have sex when we're sober because I feel closer to you. I don't want to have sex when we've been drinking anymore."

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Sex and Its Consequences

RECEIVING PLEASURE

Great sex is fun, warm, loving, and exciting. If you feel guilty, sad or angry after sex, something's going on – look at why you are having sex and who your partner is.

GIVING PLEASURE

Fabulous sex means giving as well as receiving. It is important to talk about giving and receiving.

PHYSICAL INTIMACY

Sharing your body, and being physically intimate is part of the sexual experience. If the idea of revealing your body or being intimate with another person's body makes you uncomfortable, then consider setting your sexual boundaries at an earlier point (you may not want to take clothes off).

EMOTIONAL INTIMACY

Sex creates emotional intimacy and vulnerability. Think about whether you're ready to let down your emotional guard and show someone who you are – intimately! And, consider whether you're ready to know someone else so intimately – intimacy creates responsibility.

SEXUALLY TRANSMITTED INFECTIONS

Sexual intimacy may also mean sharing more than just pleasure, sexual intimacy may lead to the sharing of infection. Consider how you would broach the subject of sexually transmitted infections.

PREGNANCY

Are you ready to talk about birth control? Have you discussed what you will do if you get pregnant? The answers to these questions are musts before sex.

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Date Rape: what you can do...

Examine your feelings about sex

Do you imagine that great sex occurs when you don't know it will happen? Do you usually decide how far you want to go in the heat of the moment? Be cautious. Making a decision about sex is difficult when you've already begun. Know your boundaries ahead of time and stick to them.

Set sexual limits

Before you become intimate, figure out how far you want to go. For example: No petting below the waist until the 5th date – or no intercourse before we talk about it and agree we both want it.

Talk openly about sex

Plan how you are going to let your date know your sexual limits. Watch for a good time (a sexual movie you watch, two people making out on the street, an advertisement)... Then say, for example, "Y'know sleeping together on the first date is okay for some people but I personally won't consider it until _____. I'd much rather ____ 'til I get to know the person better." And, keep talking as the relationship gets deeper. Just because you say "yes" once doesn't mean it's a "yes" forever.

Use clear communication

Say "yes" when you mean yes and "no" when you mean "no". Don't worry about being polite. Men can interpret passivity as permission; they may ignore or misunderstand "nice" or "polite" signals.

Plan what you will do if someone tries to force sex on you

- 1. Stay calm and consider your options.
- 2. Say 'No' strongly. Do not smile, act friendly, or be polite.
- 3. Yell: "Stop it. This is rape." It may shock him into stopping.
- 4. Look for an escape route.
- 5. Act quickly (surprising him is key): RUN! YELL! FIGHT!
- 6. Plan how you will fight: Poke his eye! Kick his groin! Or, punch his throat! Then run!
- 7. Be prepared you may have to hurt him.
- 8. Don't be afraid to resist! Studies show that women who do resist have a 75% chance of getting away, while women who don't resist have a 20% chance of escaping.

Trust your instincts

If a place or person makes you uneasy, confront the person and/or get away. If you feel you are being pressured you probably are and you need to respond. Learn to recognize, trust and act on your intuition.

Don't be afraid to make a scene

If things start to get out of hand, be loud, protest, leave, go for help, fight back! Don't wait for someone to rescue you or for things to get better.

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More date rape: what you can do...

Keep a look out for guys who put women down

Research shows that guys who need to dominate the conversation, who talk over you, who don't respect your personal space and who hold stereotypical views of men and women are more likely to commit date rape.

Be aware of stereotypes

Many gender-based stereotypes make it difficult for women to assert their limits. Stereotypes like "women should always be nice" or "anger is unfeminine" make women more vulnerable because they discourage women's assertiveness. Don't be afraid to make a scene or hurt someone's feelings. If you are worried about hurting his feelings, remember, he is ignoring your feelings!

Use assertive communication

- 1. Say what you feel, explain what has been happening, and what you want.
- 2. Start with "I" not "You". ("I feel upset when..." not "You make me so upset")
- 3. Explain your reasons very simply and don't apologize for your feelings ("I'm sorry but...")
- 4. Don't attack or put down the person.
- 5. For example: "I feel uncomfortable when you push me to have oral sex. I don't want to have oral sex. I would rather touch each other with our hands, not our mouths."

Think about your alcohol consumption

Be aware that alcohol and drugs are often related to date rape. They compromise peoples' ability to make responsible decisions. So, ask yourself "Is this the beer that's going to make me lose control of myself? Do I really need another one to have a better time?"

Avoid falling for "the lines"

"You would if you loved me." Well, if he loves you he will respect your feelings and wait until you are ready.

Examine your attitudes about money and power

If he pays for the date, will you feel like you owe him sex? If asks you out, does that put him 'in charge' of the date? These beliefs make it difficult for a woman to say 'no' to sex. So, be aware of your attitudes and be ready to challenge stereotypical views that may be held by your date. Equal power and control is the goal.

Be independent and aware

Share the costs of the date or suggest places that don't cost anything. Have opinions about where to go and consider suggesting public places until you get to know each other. Show him that you are confident.

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Power and Control:

How abusers assert power over their partners

Isolation

Controls where she goes, what she does, who she sees... Insists on being with her wherever she goes. Stops her from making friends or seeing old friends and family. Moves her away from her support networks.

Intimidation

His actions (giving bad looks, breaking things, or displaying weapons) make her afraid to do anything. Threatens to hurt her, her friends or her family if she doesn't do what he says.

Emotional Abuse

Makes her feel bad about herself by putting her down, criticizing her, humiliating her... Plays mind games with her to make her feel like she's crazy – he may deny that the abuse happens or blame her for the abuse.

Financial Control

Prevents her from getting a job or being financially independent. Makes her ask for money or gives her a small allowance. Ensures that she is always financially dependent on him.

Gender Stereotypes

Holds traditional ideas about male and female roles. Makes all the 'big' decisions. Acts like the "master of the house." Uses violence to solve problems in the home.

Sexual Assault

Forces her into sexual activity. Treats her like a sex object. Criticizes how she performs sexually. May physically attack the sexual parts of her body. Uses sex to overpower her.

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Cycle of Abuse

The **Cycle of Abuse** has three main phases: the **Honeymoon Phase**, the **Tension Building Phase**, and the **Explosive Phase**. These phases work together to keep the relationship and the abuse going.

Honeymoon Phase

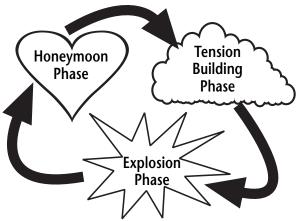
Most intimate relationships begin with the Honeymoon Phase. Eyes are starry and everything seems wonderful. An abuser is on his best behaviour: he is warm, charming, considerate, and caring. He is fun to be around and very interested in his partner's life. He is strong, protective, and confident. He can be jealous and possessive, but he minimizes this; he says he just wants to take care of his partner and doesn't want to see her hurt.

Tension Building Phase

After a while, when he feels secure in the relationship, something happens and tension begins to build. The abuser may disagree with his partner about something, or he may just be having a bad day. He stops being warm. He becomes aggressive toward things (not yet the partner). He blames the partner for his mood, and verbal arguments increase. This upsets the partner, so she tries to do something nice to help him feel better. It works, for a while, but the tension continues to build.

Explosive Phase

This tension builds and builds until one day, it EXPLODES! He wants to control his partner by creating fear, subservience and obedience. All of his anger and frustration are taken out on the partner. He feels out of control and blames his partner for his anger, as well as his violence.



Honeymoon Phase

After the explosion, the abuser's pent-up stress and anger release. He is calm and relaxed and his warm and caring nature returns. He may cry, apologize, and promise to change. His promises may seem convincing, but the test to see whether his promises are real is: Does he seek out help and then commit to the program? Only he can make the change, he must put in the effort.

Tension Building Phase

The Honeymoon phase continues for a while. But someday, out of the blue, tension builds again. She tries to smooth things out and keep things peaceful but eventually he loses control and EXPLODES! And there is nothing she can do about it.

Explosive Phase

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Over, and over, and over again the cycle of abuse progresses: the honeymoon phases get shorter, and the violence gets more serious and occurs more often.

Guys to be wary of...

- Don't care about others feelings or values.
- Ignore your wishes.
- Accuse you of being uptight.
- Try to make you feel guilty.
- Have a short temper.
- Ask very personal questions.
- Act macho and tough.

Guys not worth your time...

- Don't listen to you, ignore you or talk over you.
- "Power stare."
- Ignore your space boundaries.
- Demand your attention at inappropriate times.
- Have negative opinions of women.
- Believe strongly in traditional male and female roles.
- Have reputations as players.

Guys to send packing...

- Humiliate or degrade you in front of others.
- Act very jealous and possessive.
- Become hostile or aggressive when you say "no".
- Emotionally abuse you by saying you are worthless.
- Hit you when they don't get their own way.
- Drink or use drugs heavily.
- Force you into sexual activity.

NICE guys

- Respect your boundaries.
- Have their own boundaries.
- Love and respect the women in their lives.
- Do nice things, even when they haven't done anything wrong.
- Respect and value different opinions.
- Gives compliments without expecting something in return.

GREAT guys

- Want to get close to you when you're ready.
- Encourage you to have your own life.
- Aren't afraid to show their emotions.
- Don't ignore you, no matter who they are with.
- Are honest and have good intentions.

FABULOUS guys

- Aren't afraid to be vulnerable.
- Don't think violence is a solution to any problem.
- Consider your feelings.

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- Trust you to spend time with others.
- Speak up against stereotypes and negative images of women.

In An Abusive Relationship...

Take the abuse seriously. Abuse usually gets worse over time, becoming more violent and scary.

Don't believe what the abuser says. If your partner emotionally abuses you, you may feel worthless, hopeless, or crazy. You may start to believe your partner's opinion of you. But don't – he's wrong!

Recognize that you are not alone. Women from all different backgrounds have experienced violent relationships.

Realize that it is not your fault! You have done nothing wrong. You do not cause your partner's anger. Your partner learned to use violence to express anger before you met.

Know that no one has the right to hurt you for any reason. You are a worthy person who deserves to be treated with dignity and respect.

Consider ending the relationship.

The longer you stay in an abusive relationship the more intense the violence will become.

Talk to someone you trust. The more isolated you are from people who care about you the more control the abuser has over you. It's important to find people who believe in you.

Consider getting help. Know that you can get help from a women's shelter, transition house, sexual assault crisis centre, or counselling centre. You do not have to wait to be hit to go to access any of these resources.

Keep a daily log of the abuse for evidence. Write down what happened, how you were injured, how you felt. These notes will be useful if you choose to go to the police. Keep the notes in a safe place.

Get safe! Put your safety, and the safety of your children, first.

Know that nothing you say or do will stop the abuse. The abuser is responsible for the abuse. It is up to your partner to stop the abuse. It's up to him to go for help. If your partner goes for counseling, he needs to go for himself.

Make a plan. Plan what you will do the next time. Save whatever money you have in a bank account that is only in your name.

Know that you are doing your best.

Accept that you are not perfect. Don't feel guilty about it. Keep doing your best, and be open to changing what doesn't work and learning new ways.

If you decide to leave... Take your children, legal documents, social insurance card, birth certificates, credit cards, medication, and keys for the home, car and safety deposit boxes. Consider a police escort.

If you need help with money, know that you have the right to receive Social Assistance. You don't need to wait to apply until you're completely out of money. You will receive enough money to cover housing and food.

Don't stay for the sake of the children.

Children from homes where there is abuse are more likely to grow up to be abusers or to put up with being abused.



Friends and Abuse

If a friend is being abused...

Believe her. Tell her that you believe her.

Listen calmly. Don't interrupt.

Don't judge her. Recognize that your choices may be different.

Reassure her. Let her know that she doesn't deserve to be abused.

Brainstorm options with her. Call support services for her if she wishes. Help her come up with a few options.

Let her choose. Although you may think she should do one thing, allow her to make her own choice. Expect her to be confused and to change her mind.

Support her choices. If your friend isn't ready to make changes in her life, don't take away your support. She will talk to you again if you don't condemn her. Your support will be critical for her later.

Point out her strengths. People who are abused often feel helpless and incapable.

Take her fears seriously. Know that women are often hurt when they try to leave an abusive relationship. Help her take precautions.

Encourage support. Suggest she talk to someone at a women's shelter or a counselor.

Help her make a plan. Encourage her to take care of her physical safety. Suggest she make a safety plan for the next time the abuse happens.

Don't rush her. Realize her situation will not change quickly. It will take her time.

Take care of yourself. Recognize your limits and call a crisis centre or transition house for support. It is difficult to watch a friend go through trauma.

If your friend doesn't tell you but you suspect... Don't ignore it. Talk to your friend calmly and kindly.

If a friend is abusing his partner...

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Listen and be patient. Point out that it takes courage to recognize a problem.

Inform him. Tell him about the cycle of violence. Let him know that violence is wrong and that unless he gets help he will lose the people he cares about.

Help him take responsibility. Let him know that he is making excuses if he blames the abuse on drinking, drugs, past traumas or his partner. He must take responsibility. He is the only one who can stop it.

Suggest talking to a counselor. Offer to go with him for help. He may feel he can't solve the problem alone.

Parents and Teen Violence

Parents and other adults are usually the last people teen daughters will turn to for help with an abusive relationship. Here are warning signs parents should know.

Warning Signs Checklist

- ____ Does your daughter come home with injuries she can't explain or her explanation doesn't make sense?
- ____ Do you see signs that she is afraid of her boyfriend?
- ____ Is she extremely nervous around him and anxious to please him?
- ____ Does her boyfriend check up on her?
- ____ Does he verbally lash out at her, call her names or talk mean to her or about her?
- ____ Does your daughter seem to be giving up things that were important to her, such as school, friends, family, activities, interests?
- ____ Does she apologize for his behavior to you and others?
- Have you seen him be verbally abusive or physically violent towards other people or things?
- ____ Has her appearance or behavior changed?

To help prevent abusive relationships

- 1. Build your children's self-esteem:
 - Acknowledge the positive things they do.
 - Listen respectfully when they talk to you.
 - Allow them to make decisions appropriate to their ability
 - Believe what they say and take it seriously
 - Encourage them to express their likes and dislikes
- 2. Help your children be self-reliant; encourage them to do things for themselves.
- 3. Teach your children:
 - to resolve conflicts without violence, encourage them to talk with and listen respectfully to the person with whom there is a disagreement.
 - that force and insults should not be allowed in caring relationships.
 - that no person has the right to possess and control another person.
 - that excessive jealousy is not a sign of love. It is a sign of insecurity and a need to control.

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• that forcing intimacy is not a sign of caring. It is abusive.

Activism

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Advocating Activism

Why is activism important?

1. Helps solve local problems.

When people become involved in their neighbourhoods they solve problems. Active citizens improve their communities because they understand them better than outside groups.

2. Promotes democracy.

In simple terms, democracy means that the people decide. Political scientists describe our system of voting every few years as weak democracy because, in between elections, governments rather than people make the decisions. When citizens get together and become activists, democracy is strengthened; people are helping to make decisions.

3. Encourages community.

Social action encourages community development: it helps people connect with one another, it encourages discussion of important issues and it creates a positive living environment for children and adults.

4. Creates personal fulfillment.

- Builds self-esteem. By doing something about a problem, a person recognizes her ability to make a difference. A sense of satisfaction and fulfillment goes with the realization that she has made the world a better place.
- Gives people a voice. It is demoralizing to feel left out, unimportant and without a say in the world. Activism encourages contribution and it reinforces a person's right to be heard.
- Allows personal expression. Activism provides people the opportunity to express and act on their values.
- Creates lasting friendships. Social action promotes lasting friendships because people meet others with common interests and values.

5. Influences political change.

- Many advances in democratic society began with a small group of citizens. Six women gathered in a farmhouse in the 1840s to begin the women's right to vote campaign. One woman, Rosa Parks, refused to sit in the rear of the bus in Montgomery, Alabama, and started the civil rights movement.
- Anti-violence campaigns have succeeded in:
 - i. Creating the anti-pornography movement
 - ii. Reforming the criminal law regarding sexual assault (making marital rape illegal)
 - iii. Founding transition houses and sexual assault crisis centres
 - iv. Developing the Canadian Human Rights Act that prohibits sexual harassment
 - v. Organizing thousands of women to march to New York City for the World March of Women, demanding equality and the end of violence against women.

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Steps to Social Action

STEP 1 – Identify the Issue

Realistically, you won't have the time, energy or money to work on all violence against women issues. Choose one issue (domestic violence, sexual assault, sexual harassment, pornography) that most sparks your interest. Then consider why you chose it. It is important to build a complete picture of the issue and how it affects you personally.

Activities

Issue Illustration Women's Web

Handouts

Goals to End Violence Against Women Emotional Activism

STEP 2 - Imagine Your Ideal World

Vividly imagine what is possible. Imagine your life after the issue has improved. What is your life like? Once you have this image retrace, step-by-step, how your changed world was achieved. What decisions were made? What policies were put into place? What did individuals do to make this change happen? What did you do? Write the steps out and create a plan. Activities Handout

Picturing the Possible An Ideal World (In the Oppression Chapter)

STEP 3 – Recognize Personal Blockers

Fear often sabotages the best activism intentions. Many obstacles emerge as one becomes involved in social action; feelings of powerlessness, fear and despair are common. Know that you are not alone. To overcome these fears ask yourself: what blocks you from being an activist? What sabotages your commitment to change? What are your personal fears?

Activity:

Women's Web

Handouts: Awareness to Action Emotional Activism

Social Action Soliloguy

STEP 4 – Get Past Personal Blockers

Change requires a number of people taking action on many levels; but for this to happen there must be a belief that individuals can make a difference. Powerlessness is difficult to overcome. But, it is important to remember that the idea of powerlessness is a greater obstacle than powerlessness itself. A useful tool for overcoming fears is to commit yourself to social action not for the results, but rather because you wish your life to be an expression of your values and beliefs; that regardless of the outcome, you will work toward change.

Activity

Women's Web

Handout Awareness to Action Social Action Soliloquy



STEP 5 – Identify Strengths, Resources and Limitations

What can you, uniquely, offer? What are your talents (writing, drawing, organizing) and resources (a car, connections to influential decision-makers)? What are your limitations? Think realistically about how activism can fit into your life. Consider your workload and other obligations. With these thought out, you will know how much time you can commit to social action activities.

Activity The Players

Skills Map

Handout

Social Action Soliloquy Listening as a Tool for Change

STEP 6 - Create a Support Network

The most dis-empowered people are often the most isolated. Empower yourself by creating connections with others. The sum of a group of actions is more powerful than the addition of individual efforts. To create such a group, find people who are already working on your issue. They could be individuals, groups (Sexual Assault Crisis Centres, Women's Centres, Gay Rights Advocates, Transition Houses), the media, researchers or professionals.

Activities

The Players Women's Web

STEP 7 – Decide on Your Campaign Strategy

There are many campaign methods. Choose one or two that utilize your talents and the talents of your support network. Examples include: Lobbying, Educating, Protesting, Letter Writing, Tabling, Distributing Leaflets, Working with the Media and many more. Whichever you choose, define your position clearly and communicate your desired outcomes in your message.

Activity

Skills Map

Handouts

The Active Activist Lobbying

STEP 8 – Know Your Targets

Figure out whom, in your community, has the power to make decisions. Who are the leaders? Who finances them? Make sure you are lobbying the right people. Also determine your opposition. What do they want? What do they fear? How have they come to their position? Know the language of your targets (which is often economic language). What arguments will convince them?

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Project

Activity

The Players

400 FACILITATOR

STEP 9 – Prepare Thoroughly

Before educating others, it is crucial to thoroughly understand the issue yourself. Check your statistics and ensure they are from reputable sources. Prepare well-written and attractive information that can be distributed. Before you meet with decision-makers, consider first impressions and the importance of your appearance. It is easy to be stereotyped and dismissed based on clothing choice. Ask yourself, what presentation of self will more likely help change opinions?

STEP 10 – Build Bridges with the Opposition

When confronting the opposition, a goal must be to build relationships and understand the opposing point of view. By acknowledging that the opposition's position is valid and based on personal experience, powerful circumstances can occur and help create win/win situations. If both parties are respectful, trusting, and striving to understand, creative solutions can be developed and both sides may be able to meet their needs.

Activity Women's Web Handouts Listening as a Tool for Change

STEP 11 - Listen as a Social Change Tool

To build a relationship with the opposition one must be willing to listen, intently, to what the opposition is saying. People who are addressed aggressively raise their defences. People who are listened to and feel heard drop their defences. And, people who are treated with respect and who are told that their opinion matters are more likely to listen to other points of view.

Activity Women's Web Handouts

Listening as a Tool for Change

STEP 12 – Express Your Position

Although listening to the opposition's point of view is important, it is equally important to state your position and ensure you are heard. Be specific and express yourself clearly.

Activity

Issue Illustration

Handout Social Action Soliloguy

Empowerment Project

Victims and Social Action

For years, victims have been successfully transforming their pain into power. Their actions have instigated many important legislative and policy changes over the past twenty years. By counselling other victims, initiating crime prevention and awareness programs, and lobbying for parliamentary changes, victims are changing society and healing themselves in the process.

How does social action benefit victims?

- **1. Increases Sense of Power and Control** By helping to improve the lives of victims and prevent future crimes, victims can have an impact on the community and increase their sense of power. Moreover, victims who take an activist role are taking control over a negative experience and creating something positive out of it.
- **2. Reduces Isolation** Victims of crime often feel alienated from family, friends and the community. Involving themselves in social action helps victims re-establish ties and create new connections.
- **3. Diminishes Fear** Some studies show that as victims became more involved in community action they felt more control over their lives and had less fear of crime.
- **4. Builds Self-esteem** By standing up for personal beliefs, victims prove to themselves and others that they are neither weak nor helpless, and that they are able to fight their own battles.
- **5. Decreases Anger** Social action gives victims of crime a positive outlet for feelings of rage and anger. By working to prevent violence victims are able to transform their anger into constructive change.

How can victims contribute?

- **1. Provide Victim Assistance** They may peer-counsel victims who are at an earlier stage of recovery, facilitate victim support groups, or accompany victims through the justice system.
- **2. Lobby for Victim Rights** Victims may advocate for change by organizing campaigns, speaking to government officials, or acting as a spokesperson for an agency. It is often those whose lives are most directly affected by crime that carry the most weight with decision makers and instigate the most effective reforms.
- **3. Educate** Victims may wish to educate and raise awareness about prevention and the experience of being a victim in the criminal justice system.

It is important to note that a healthy recovery is not dependent on a victim becoming an activist. People recover in different ways. Consequently, social action may not be appropriate for all victims. To be helpful, the decision to engage in victim advocacy and social action must be made by the victim herself.

The Empowerment

Project

Issue Illustration

Objective:

- To identify an issue that one wants to become active in.
- To build a complete picture of how the issue affects the person.

Materials:

- Flip chart paper cut in half (one piece for every participant)
- Markers, crayons, pencil crayons
- Flipchart

Time:

• 30 minutes

This exercise shows participants how a particular issue affects their lives. It works well for many groups, including women with low literacy skills, as well as women who speak English as a second language.

- 1. Ask participants to brainstorm and call out different issues related to violence against women. Write all the different ideas on the flip chart.
- 2. Explain to participants that they will be doing some drawing, but they need not be an artist to be successful.
- 3. Pass out a piece of flip chart paper to each participant. Place the markers, crayons, and pencil crayons in the middle of the group.
- 4. Ask the participants to look over the list and choose one of the issues. Give them a minute or two to think. Stress that they do not need to be deeply committed to the issue. Rather, ask them to choose an issue that simply sparks their interest and/or provides some emotional reaction.
- 5. When the participants have an issue, ask them to think of a symbol for that issue. Ask them to draw the symbol in the middle of their paper.
- 6. Around the symbol ask the participants to draw (in symbols) all the ways that this issue affects them: personally, financially, emotionally, in their relationships, at work, with their families... Also ask the group to draw lines that show barriers and arrows to show connections between the symbols. Give them 10 minutes to do this. You may want to play music while the participants work.
- 7. When the 10 minutes are over, ask the group to form a circle with their illustrations. Ask each person to discuss her drawing. Encourage discussion and support of ideas.



Picturing the Possible

Objective:

• To encourage participants to envision a world where their issue is resolved.

Material:

- A flipchart and markers
- Paper and pens/pencils

Time:

• 30 minutes

This is a visualization exercise. Facilitators need to be aware that closing one's eyes and imagining a different world can trigger sexual abuse memories. Therefore, facilitators need to create a safe place where participants have the option of closing the eyes or keeping them open.

- 1. Ask participants to brainstorm and call out different issues related to violence against women. Write all the ideas on the flipchart.
- 2. Ask the participants to look over the list and choose one of the issues. Give them a minute or two to think. Stress that they do not have to be deeply committed to the issue. Rather, ask them to choose an issue that simply sparks their interest and/or provides some emotional reaction.
- 3. Explain to the group that they are going to leave the real world behind for a bit and imagine a world where the issue they chose is not a problem. Tell them that they may leave their eyes open or they may close them.
- 4. Begin the guided imagery (the guided imagery instructions are on the next page).

PART 2

- 1. When the guided imagery exercise is over write "Steps to Change" on the flipchart.
- 2. Go around the group and ask each person to share some of the steps they saw as necessary to address a particular issue and change society for the better. Write down their thoughts and key words on the flipchart.
- 3. When everyone has spoken identify the changes that individuals can make to bring about change.
- 4. Hand out a piece of paper to each participant. Ask each participant to write a personal stepby-step plan of how they can contribute towards change.
- 5. If you have time talk to participants about the importance of this activity. Stress that it is important to have a vision to work toward, and that planning steps to reach that goal is essential to the process.



Picturing the Possible:

A Guided Visualization

Facilitators Instructions for "Picturing the Possible" Activity

- 1. Non-verbally communicate comfort and security.
- 2. Ask the participants to think of a place they enjoy being somewhere they are able to relax and feel relatively safe.
- 3. Ask the participants to think about what the place looks like (time of day, quality of light, colours, shapes)
- 4. Ask them to imagine the sounds of the place (nature, people, music, absence of sound).
- 5. Next, the smells of the place (outdoors, indoors, animal, loved ones)
- 6. Finally, the tactile aspects of the place (texture, air temperature, breeze, body position)

Suggest to the participants that they are free to change things as they desire.

- 7. Inform them that you will give them a minute just to enjoy their place and be there safely, peacefully, and comfortably. You may want to tell participants to indicate in some way (raise hand) when they have spent enough time there.
- 8. Give them a minute or two... In a calm voice suggest to the group that we will be moving on.
- 9. Ask them to leave that place and go somewhere that represents their issue (it could be a court house, a woman's home, a workplace...)
- 10. Tell them that when they get to the representative place, they find that the issue has been resolved. There is no longer any violence.
- 11. Ask them to look around and feel what it is like to be in that environment.

Explain to them that you will be asking them some questions, one at a time, leaving time for them to think about each one:

- How do people treat women now?
- How does it feel to be a woman in this place?
- How did this issue improve?
- Retrace, step-by-step, how the change was achieved.
- What decisions were made? What policies were put into place?
- What did individuals do to make this change happen? What did you do?
- What occurred to convince government and society that things needed to change?

Ask the participants to open their eyes and return to the group whenever they are ready.

The Empowerment Project

Return to Part 2 of the instructions.

Women's Web

Objective:

- To identify sources of hope, strength and encouragement toward social action
- To create a community of support
- To recognize the impact violence against women has on every woman.
- To identify personal feelings that prevent political action.

Materials:

- Large ball of yarn
- Flip chart paper and markers

Time:

• 25 minutes

This activity effectively creates a visual representation of community and support. It also encourages open discussion of feelings, thoughts, and fears regarding violence against women. For this reason, this activity has the potential to set off emotional reactions and possibly disclosures. As a facilitator, be prepared for disclosure. It is a good idea to have a quiet room and resources available.

Before the workshop

- 1. Write the following sentences on a piece of flipchart paper.
 - 1. Violence against women affects my life because...
 - 2. I want to do something about violence against women because...
 - 3. I would like to be socially active and help stop violence against women by...
 - 4. Things that hold me back from being politically active are...
 - 5. One thing that would help me be more politically active is...

Launching the Activity

- 1. Ask participants to sit with you on the floor (or on chairs) in a tight circle. You will be holding a large ball of yarn.
- 2. Explain that you are creating a community and that the ball of yarn is a symbol of the group's connections. To begin the community, hold on to the end of the yarn and pass the ball of yarn around the circle until you receive the ball back again. Each person should be touching a part of the yarn and there should be a visible circle.



- 3. Ask the participants to read and think about the questions on the flipchart. Give the group a few minutes to do this.
- 4. Explain that each person will answer the first question when she feels ready to speak. Ask that no one speak until the person is finished. Listening intently to the experiences and feelings of the other participants is an important part of this activity.
- 5. The facilitator will start. After the facilitator answers the first question, anyone in the room may speak. (The activity works best if participation does not occur in a circle, but rather jumps around the group). When the next person talks, the facilitator throws the ball of yarn to that person (person 2). Person 2 will then answer the question. When person 3 answers the question, person 2 throws the ball of yarn to person 3, and so on. Continue in this manner until everyone has answered the first question and there is a web of yarn between the group members.
- 6. Without removing the yarn, continue doing the activity in this way for questions two through five.
- 7. At the end of the exercise the yarn will show an intricate web of connections that represent the sharing of feelings, ideas and fears, as well as, a network of support and understanding.
- 8. Talk to participants about the emotional nature of this topic. Violence against women is a difficult issue because it touches women on a personal level. The emotional nature of the issue makes it difficult for many women to be politically active. Telling stories decreases the difficulty because it helps women understand the issue; build community and helps participants understand themselves and the role they want to play in the political process.
- 9. Also talk to the group about the importance of community. To be socially active, the development of support networks and a sense of community are of utmost importance. Hopefully, the process of building community will have begun today with this exercise.



The Players

Object:

• To choose an issue and identify possible supporters, opponents and people who are undecided.

Materials:

• Flipchart paper and markers

Time:

• 20 minutes

For any issue there will always be people who support and oppose a personal point of view. This activity should help participants identify the people who will support their cause (these people can be approached to create a support network). This activity should also help participants identify the people who will oppose their position (the participants can prepare themselves to face them). Finally, this activity will help the participants identify those people who may be undecided (the participants can prepare a strategy to persuade them).

Before the workshop

- 1. Tear off three pieces of flipchart paper and tape them, side by side, to a wall. You will be writing on these pieces of paper so ensure that you can access them easily.
- 2. At the top of each page write one of the following statements:
 - Supporters
 - Opponents
 - Undecided

Launching the activity

- 1. Ask participants to think of and call out different issues related to violence against women. On the flipchart (not the pieces of paper on the wall) write down the groups ideas.
- 2. Ask the participants to look over the list and as a group, choose one of the issues.
- 3. Write the issue they chose on a piece of flipchart paper.
- 4. Walk over to the wall-posted flipchart and ask participants to brainstorm all the people and groups that support your issue. Write their suggestions under the Supporters title.



5. Do the same for the Opponents and the people who can be identified as Undecided. An example is as follows:

ISSUE	SUPPORTERS	OPPONENTS	UNDECIDED
Ending Sexual Assault on Post-secondary campuses	Sexual Assault Crisis Centre Women's Centre on campus Researchers studying violence and women at the university	People who believe that women "ask for it" The administration because they fear bad press. People who don't believe rape happens on campus.	Women's residence Campus newspaper Some groups that are committed to ending sexual assault on campus, but don't believe the issue is tied to gender.
	Survivors of sexual assault Some media reporters (list names) Some politicians (list names) The group "Men Against Sexual Aggression"	Men and women who believe in traditional gender roles. People who don't believe sex should be talked about outside the home.	Some members of the campus ministry want to address the issue but are nervous about working with feminists. Gay pride club

- 6. Once you have your list, identify the most important groups in each column and ask the group the following questions:
 - a. Which of the supporters do you want to contact? Who do you most want to work with? How can this be done? How can you be of assistance to each other?
 - b. Which of the opponents will cause the most difficulty? What strategies can be used to build bridges and respectfully educate the opponents?
 - c. Which of the members of the undecided group are most likely to sway their opinion? How can you present your view and gather support?
- 7. When you are finished with the questions, talk to the group about the usefulness of this activity. The following are possible benefits:
 - a. This activity provides future activists a method for identifying supporters, the opposition, and the undecided.
 - b. The information provided by the group gives participants a starting point to address the identified issue.
 - c. The participants may feel empowered to create a group themselves and begin to work on the issue.
 - d. Individuals may address this issue on their own.
 - e. Individuals may join one of the identified supporters and work on the issue with that group.



Skills Map

Objective:

• To identify personal strengths that can be applied to political action

Materials:

- Markers
- Flip chart paper cut in half (one piece for each participant)
- Enough highlighters for each person in at least 4 different colours
- Handout "The Active Activist"

Time:

• 40 minutes

This activity gives participants examples of how their strengths and interests can be applied to a political cause. This exercise works wells for most groups, but should be modified to emphasize drawing symbols for groups with low literacy.

- 1. Pass out a piece of flipchart paper to each participant. Place the markers, crayons, and pencil crayons in the middle of the group.
- 2. Ask the participants to create four sections of equal size on the paper.
- 3. In the middle of one of these sections ask the participants to write the word "Experiences." Around this word ask the participants to brainstorm all the experiences they have had that will help them be an activist. Remind participants that there is no judging, analyzing, criticizing or censoring in the brainstorming process. Tell them to write everything they can think of and do not worry if it is not exactly accurate right now. Examples might be: "Organized United Way Fundraiser at the office", or "Traveled to China and learned more tolerant views of different cultures" or "Gave a speech in high school." Give them 5 minutes to do this.
- 4. In another section, ask the participants to write the word "Skills." Around this word ask the participants to brainstorm all the skills that can be offered as an activist. Examples might be "Loud voice for demonstrations" or "Good typing skills" or "Good listener." Give the participants 5 minutes to finish this section.

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- 5. In the third section, ask the participants to write the words "Positive Characteristics." Around this word ask the participants to brainstorm all the positive characteristics that will help the person be an effective activist. Examples might be "Determined" or "Love to write" or "Optimistic" or "Funny." Give another 5 minutes to complete this section.
- 6. In the final section ask the participants to write the word "Resources." Around this word ask the group to brainstorm all the resources they have to offer to activism. Examples might be "Computer" or "House for meetings" or "Friends with journalist" or "Books on violence against women." Give 5 minutes for this section as well.

Gave Speech in High school	Friends with a journalist
Travelled to China (learned tolerance)	(who is positive about women's issues)
Volunteered for Rape Crisis Centre	Have lots of books on violence against women
EXPERIENCES	RESOURCES
Organized funding drive at office Wrote the families Christmas newsletter	Computer and internet access Car House for meetings Supportive family
Love to write	Good typing skills
Determined (won't give up easily)	Loud voice for demonstrations
Optimistic	Can do more than two things at once (parenting)
Try to be friendly to everyone	SKILLS
POSITIVE CHARACTERISITCS	Good listener
Funny (like to keep things light) Silly	Speed reader
Persistent	Good cook
Energetic	Can search on the internet

- 7. When everyone is finished brainstorming, ask participants to highlight in one colour the things that they especially love to do or that they are especially good at.
- 8. With another colour ask the participants to highlight the things they don't want to do or the roles they are sick of performing.
- 9. On the back of their piece of paper, in the middle of the page, ask the participants to make a list of all the things they highlighted in the positive colour. Then draw a circle around the list.
- 10. Pass out the handout "The Active Activist" and ask the group members to brainstorm around their list all of the "active activist" ideas that appeal to them, as well as those that match their list. Give the group 5 minutes to finish this.
- 11. If you have time ask participants to discuss what they found out about themselves from this activity.

The Empowerment Project Adapted from "In the Tiger's Mouth" by Karen Shields, 1994

Steps to Social Action

STEP 1: Identify the Issue

You won't have the time, energy or money to work on all violence against women issues. Choose one issue (domestic violence, sexual assault, pornography) that sparks your interest. Consider why you chose it and build a complete picture of the issue and how it affects you.

STEP 2: Imagine Your Ideal World

Imagine your life after the issue has improved. Then retrace, step-by-step, how your world was achieved. What policies were put into place? What did you do to help make this change happen? Write the steps out and create a plan.

STEP 3: Recognize Personal Blockers

Fear often sabotages the best activism intentions. Obstacles emerge as one becomes involved in social action; feelings of powerlessness, fear and despair are common. Know that you are not alone. To overcome fears ask yourself what blocks you from being active? What are your personal fears?

STEP 4: Get Past Personal Blockers

Powerlessness is difficult to overcome. Remember that the idea of powerlessness is a greater obstacle than powerlessness itself. A useful tool for overcoming fears is to commit yourself to social action not for the results, but rather because you wish your life to be an expression of your values and beliefs; that regardless of the outcome, you will work toward change.

STEP 5: Identify Strengths, Resources and Limitations

What are your talents and resources? What are your limitations? Think realistically about how activism can fit into your life. Consider your workload, other obligations and the amount of time you can commit to social action activities.

STEP 6: Create a Support Network

The most disempowered persons are often the most isolated. Empower yourself by connecting with others. Find people who are working on your issue (Women's Centres, Gay Rights Advocates, Transition Houses, Sexual Assault Crisis Centres).

STEP 7: Make a Campaign Strategy

There are many campaign methods. Choose one that utilizes the talents of your network and yourself. After you choose a method, clearly define your position, and communicate your desired outcomes.

STEP 8: Know Your Targets

Figure out whom, in your community, has the power to make decisions. Who are the leaders? Who finances them? Make sure you are lobbying the right people. Also identify your opposition. What do they want? What do they fear? How have they come to their position?

STEP 9: Prepare Thoroughly

Before educating others, it is crucial that you understand the issue yourself. Ensure your statistics are from reputable sources. Prepare well-written and attractive information. Before meeting with decisionmakers, consider first impressions and the importance of your appearance. Ask yourself, what presentation of self will more likely help change opinions?

STEP 10: Bridge with the Opposition

When confronting the opposition, a goal must be to build relationships and understand the opposition's point of view. If both parties are respectful, trusting and striving to understand, creative solutions can be developed and both sides may be able to meet their needs.

STEP 11: Listen as a Change Tool

To build relationships with the opposition, be willing to listen, intently, to what the opposition is saying. People who are addressed aggressively raise their defences. People who are listened to, and feel heard, drop their defences. And, people who are treated with respect and who are told that their opinion matters are more likely to listen to other points of view.

STEP 12: Express Your Position

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Although listening to the opposition's point of view is important, it is equally important to state your position and ensure you are heard. Be specific and express yourself clearly.

Goals to End Violence Against Women

Activists who fight for the rights of women and children, recognize the following as some of the conditions needed to end violence against women and children:

LEGAL

- The public trial and accountability of adult men who commit violent acts against women and children.
- The consultation and acceptance of ideas given by women in the planning and implementation of changes to the law regarding violence against women.
- Legal support for the rights of children to live in violence free homes and under the care of men and women who empower and nurture them.
- The legal recognition that all forms of violence against women are violations of fundamental human rights and cannot be justified by any custom, religion, cultural practice or political power.
- A Woman's right to determine her destiny and to exercise control over her body and reproductive functioning.
- Pay equity and equality, as well as, non-discrimination in employment.
- Employment security in cases of marriage or pregnancy.
- Free access to legal aid and legal advocacy for women trying to leave an abusive relationship.
- The release of women jailed for defending themselves against abusive husbands or partners.
- Legislation requiring judges to consider abuse between parents when making child custody and access decisions.

GOVERNMENT FUNDING

- The funding of independent, women controlled, sexual assault crisis centres, transition houses, and women's centres in every community in the country.
- The parallel development and funding of anti-violence organizations by and for immigrant women, disabled women, women, aboriginal women, and lesbians.
- The funding of public education that serves to prevent, and ultimately eradicate, sexual assault.
- The accessibility of child-care to all women.
- Immediate aid for women leaving a violent marriage or common law relationship.
- Funding to educate police officers that women tell the truth about sexual assault and violent relationships; false reports are rare.

RIGHTS

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- The absolute confidentiality of women's counselling records.
- The termination of the marketing, exploitation, and commercialization of women and children in the media.
- The elimination of stereotypical views that equate masculine behaviour with aggression and female behaviour with passivity and weakness.
- The presence of women in decisionmaking positions.
- Women's equal access to education and training.

Awareness to Action

Numerous obstacles, both outside and inside the individual, come up as a person considers turning awareness into action. The following details both the struggles, as well as the actions a woman may take to overcome these difficulties.

Barriers to Social Action

INNER BARRIERS

1. Denial

- May be masking the fear that there really is a problem.
- 2. Powerlessness Feeling that the system will never change because powerful men run it.
- Overwhelmed
 Feeling that the issue is too big. The person doesn't know where to start.
- **4.** Belief that activists are fanatical Misconceptions abound that activists must be extreme, violent, and irrational.
- 5. Panic

Feeling of great fear and such urgency that the person feels unable to act.

6. "Double Lives" Fear that a person shouldn't be an activist because she can't live in perfect accordance with "feminist ideas" (she may shave/wear makeup).

OUTSIDE BARRIERS

1. Time constraints

Feeling that one does not have enough time to start lobbying.

- **2. Encouragement to conform** Society encourages people to conform to existing social structures rather than try to improve or change them.
- **3. Lack of resources** Feeling that one can't become socially active because of insufficient funds.

4. Isolation

Inability to connect with other activists or the issue because of seclusion.

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Supports for Social Action

- 1. Recognize the urgent need for change. Become motivated by the actual need for change.
- 2. Overcome powerlessness. Recognize it's the idea of powerlessness, not real powerlessness, that's the block.
- 3. Imagine what is possible. Imagine that the change has already happened. Believe this world is possible.
- 4. Believe every person can make change. Know that the action of a few individuals does have a great impact.
- 5. Begin slowly. Begin with one issue and one activism strategy. Perhaps write a letter.
- 6. Create a support network. Isolation creates powerlessness. To feel empowered build a community.
- Know the beginning is the hardest. After 5% of society accepts an idea it becomes "embedded" and cannot be lost.
- 8. Be prepared for inner change Inner change means purposefully altering lifestyle to fit ideals.
- 9. Don't criticize yourself Don't expect too much from yourself
- 10. Know activists are committed, not fanatical. Activists are average, caring, citizens.
- Be active as a life choice. Commit not for the results, but because life is an expression of personal values and beliefs.

Emotional Activism

Emotional triggers and unresolved issues can play a damaging role in the work of an activist. If she is not aware of emotional triggers, out of proportion reactions can take over, preventing her from making a rational argument, and ruining her credibility. To avoid this it is important to be self-aware before an emotionally charged social action campaign begins.

A quick quiz to determine emotional triggers:

- 1. Do you have an intense, immediate, emotional reaction when the opposition states their position?
- 2. Is most of your time spent thinking about the issue?
- 3. Do you flashback to unpleasant memories whenever the issue is in the media?
- 4. Do you feel other issues pale in comparison to your issue?
- 5. Does your issue cause excessive stress in your life?
- 6. Have you neglected or ended close relationships because of this issue?
- 7. Are you unable to listen to alternative points of view?
- 8. If you answered yes to any of these questions, be aware that your activism issue is tied to strong emotions. This is not a bad thing, but it may stop you from being as effective as you could be. To help you understand your emotional triggers, consider taking some time to think about the following questions.

To help you understand your emotional triggers ask yourself:

- 1. What image comes to mind when you see your issue in the media?
- 2. What situation does your issue remind you of?
- 3. What person comes to mind when you think of your issue?
- 4. Are these images, situations, persons, positive or negative?
- 5. What do these images, situations, and persons, tell you about the issue?
- 6. What is unresolved?
- 7. How do you feel when you hear opposing views? Why?
- 8. How do you want to feel when you hear opposing views? Why?
- 9. Do you want to resolve these issues?
- 10. What steps could you take to resolve these issues?

If you are confronted with an opposing view and your emotions flare:

- 1. Focus on your breathing and attempt to detach emotionally.
- 2. Recognize that the person's view is valid; it developed through personal experience.
- 3. Try to listen because people who feel heard and are treated with respect are more likely to listen to other opinions.
- 4. Know that people who are addressed aggressively or shouted at will automatically raise their defences.
- 5. If you are unable to listen, calmly ask if you can meet and discuss this at a different time.

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Listening as a Tool for Change

Imagine a common scene: Two groups, loyal to opposite sides of the same issue, are scheduled to meet. Both enter the meeting believing that their position is morally superior and undeniably correct. Neither wish to listen; both expect the other to bend. Little is accomplished and no one leaves happy.

Unfortunately it is all too common for two groups, with opposing views, to miss opportunities for growth and change because they will not listen to the other. Years of work by activists around the world show that rigid attitudes do not promote growth, change or understanding between opposing groups.

"The greatest compliment that was ever paid me was when one asked me what I thought and attended my answer." Henry David Thoreau

A proven strategy for social change is the building of relationships with the opposition. To build a relationship one must be willing to listen, intently, to what the opposition is saying: what do they want? What do they fear? How have they come to their position?

People who are addressed aggressively will raise their defences. People who are listened to and feel heard will drop their defences. When people are treated with respect and are told that their opinion matters they are more likely to listen to other opinions.

By showing a sincere desire to understand, and by acknowledging that the opposition's position is based on personal experiences, powerful circumstances can occur and help create win/win situations.

Listening is a powerful tool and can lead to a softening of attitudes and more tolerant views. If both parties are respectful, trusting, and striving to understand, creative solutions can be developed and both sides may be able to meet their needs.

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The Active Activist

The following is a list of activities that women, interested in ending violence against women, can do. There are many ways to put these activities into practice, for some suggestions go to www.collegeactivist.com

Educate

- 1. Yourself
- 2. Friends
- 3. People in power positions

Use

- 1. Your vote
- 2. Your buying power

Research

1. Collect newspaper articles

Meet

- 1. With decision-makers
- 2. Organize interested individuals into a group
- 3. Spark conversations with friends

Media

- 1. Give radio or television interviews
- 2. Write news releases
- 3. Make media kits
- 4. Talk to journalists

Attend

- 1. Public hearings
- 2. Council meetings
- 3. Parliamentary hearings
- 4. Court testimonies

Write

- 1. Petitions
- 2. Letters to the editor
- 3. Mass e-mails
- 4. Leaflets
- 5. A newsletter

Organize

- 1. Boycotts
- 2. Protest marches
- 3. Demonstrations
- 4. Lobbying groups and campaigns
- 5. A conference

Set-Up

- 1. An Information Table
- 2. A Visual Display
- 3. Posters in well-travelled areas

Speak

1. At conferences

Request

- 1. Women in powerful positions
- 2. Changes in the law that support women
- 3. Women spaces

Become

1. A woman in a powerful position

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Lobbying

Lobbying is the process of convincing an individual or group of people (politicians, policy makers) that it is to their advantage to act on an issue.

Six Steps to Lobbying Effectively:

1. Narrow Your Issue

• Fighting the broad topic of violence against women can be overwhelming. To be more effective, narrow your topic to a concise concern. For example: you could address sexual harassment policies, or the reactions of police officers to victims of rape.

2. Know The Subject

- Research and organize your subject thoroughly. Be ready to give references.
- Determine which information is most convincing.
- Be specific in your requests: What do you want your targeted individual or group to do? What is the minimum you will accept? Are your goals realistic?
- Research your opponent's point of view and the views of the general public.

3. Find Allies

- Search for individuals and groups who are also working on your issue. Ultimately, the more people committed to change, the more effective the lobby.
- Meet with possible allies to determine their fit with your campaign.

4. Determine the Best Person to Approach

- Make sure you are targeting the decision-makers, the people who can make a change. Members of Parliament, Ministers, and policy-makers are the most effective targets.
- Remember that you are important to your elected official because you are a constituent; your MP wants to know your view so she can represent you in Parliament.

5. Present Your Issue Effectively

- Know your audience. Know their position on the topic and prepare accordingly.
- Keep your message to five minutes. Policy-makers and Members of Parliament are busy so be prepared to give your message (verbally or in writing) in five minutes or less.
- Be specific in your requests. Let them know exactly what you want them to change or how you want them to vote. A broad discussion will not be as effective.
- If you are meeting in person, dress appropriately. Unfortunately, people are often dismissed based on clothing choice, body piercings, or tattoos.
- Be ready for difficult questions. Have answers ready for questions you may be asked.
- Hand out a fact-sheet with basic information that sums up your major points.

6. Follow Up

• To demonstrate your commitment to the issue and the seriousness of the matter you must follow up and repeat your request.

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Social Action Soliloquy

To determine your feelings about activism and violence against women, fill out the following:

I think the condition of women is becoming...

I want women and girls to feel....

I fear that I can't make a difference in this world because...

If I were feeling strong, powerful and fearless I would....

To feel strong, powerful and fearless I need...

What gives me strength, hope and courage is...

My empowering resources and personal qualities are...

To become an activist I need...

In the next 24 hours I will help end violence against women by...

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Closure

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Closing Activities

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Creating Closure

The ending of a workshop is very important. Participants need the opportunity to sum up ideas and feelings so that they may leave with a sense of accomplishment and pleasure.

To create a positive ending, the last segment should include:

- A **summary** of the major points and themes. It is important to reflect on the group's discoveries and insights. The facilitator can do this quickly on her own, or she can ask the participants to comment on their own personal learnings.
- A validation of the effort given to the issue. This is the time to thank the group for their participation. It is also a good time to encourage continued exploration of the issue.
- A grounding of the participants so that they can take what they have learned and apply it to their daily lives.
- An encouragement of **self-care**. The issues in these workshops are often difficult to manage emotionally. The end of a workshop is a good time to pass out the self-care assessment and encourage participants to take care of themselves.
- A **closing activity** that affirms the relationships and sense of community that was created.
- A review of local **resources**. Included in the resources should be a local 24-hour crisis line and information for further education on the issue.
- An evaluation to help identify the areas in the workshop that were helpful and the areas that need improvement.

An effective way to create a satisfying ending is to have some sort of closing exercise. A closing exercise is especially important when the workshop has been highly emotional or conflictual. Options for such activities can be found in the following pages.

Generally, a closing activity should do the following:

- Sum-up the activities and information learned. The focus need not be on what you have told the participants, but rather on what the participants are taking away.
- Give participants an opportunity to debrief and express themselves.
- Acknowledge the relationships developed because of the workshop.
- Help ensure the workshop ends on a positive note



Rounds

Objectives:

- To close a workshop in a warm manner and on a positive note.
- To hear the participants feelings and thoughts on the workshop.

Materials:

• Flipchart and markers (optional)

Time:

• 10 to 15 minutes

A terrific way to end a workshop is by having "A Round." "Rounds" not only creates a sense of togetherness, comfort and support, but also give the facilitator an opportunity to hear perspectives on the workshop. This form of activity gives each participant an opportunity to express herself without interruption.

- 1. Ask the group to sit in a circle.
- 2. The facilitator then introduces one or more topics (please see below for topic ideas). The topic(s) or question(s) can be written on the flipchart.
- 3. The facilitator begins the round by expressing her own views on the topic. When she has finished the person to her left expresses her position.
- 4. Individual expressions continue in this way "a round" the entire circle.
- 5. A candle or other symbol can also be passed as each person speaks.
- 6. Here are some topics to choose from (or feel free to create your own):
 - What did you find most interesting about today?
 - A week (or month) from now what will you remember about today?
 - "A Penny for your thoughts" (and pass a penny...).
 - What have you learned from one of the participants?
 - What have you learned about one of the participants?
 - What symbolic gift would you like to give one of the participants and why?
 - What will you do for self-care this evening?



Sculptures

Objective:

• To close a workshop.

Materials:

• Play dough

Time:

• 25 minutes

Before the workshop

- 1. Use the following recipe to make enough play dough for 10 participants. Or, if funds permit purchase "Playdoh."
 - a. Mix the following ingredients
 - i. 4 cups flour ii. 1 cup salt

iii.1 3/4 cups water iv.2 drops food colouring

b. Divide the play dough into 10 parts or divide into as many parts as there are participants.

Launching the Activity

- 1. Give each participant a section of dough
- 2. Ask the participants to make something that represents what they have learned from this workshop. It is a good idea for the facilitator to participate as well.
- 3. Remind participants that artistic ability will not be judged.
- 4. Give the participants about 10 minutes to create their sculptures. Encourage discussion while they are working.
- 5. When everyone is finished ask participants to talk about their sculptured symbols.
- 6 An alternative to this method is to have everyone pick a name of another participant from a hat. Then ask each participant to create a gift for that person. The gift could symbolize something that the gift giver learned from the gift receiver or something the gift giver wants to give the gift receiver to boost her confidence and her ability to be assertive.

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Our Perfect Mates

Objectives:

• To close a relationships workshop.

Materials:

• Paper and pens for each participant

Time:

• 20 minutes

This closing exercise is suitable for high-school students who are finishing a relationships workshop.

- 1. Ask the group to sit in a circle.
- 2. Pass out a piece of paper and pen to each participant.
- 3. Ask participants to write down the name of each person in the group. In the area around the name ask the group to brainstorm and write two or three positive qualities about each person.
- 4. When they are finished tell the participants that they are going to imagine their perfect romantic partner. They will use a positive quality from each person in the group to create their perfect mate.
- 5. Give the participants another couple of minutes to create their perfect mate.
- 6. Ask the participants to, one by one, talk about what they learned from the workshop and then explain their perfect mate. An example might be "Today I learned the difference between healthy, unhealthy and abusive relationships, and my perfect mate would be respectful like Lorraine, funny like Liz, considerate like Glenda, warm like Kim..."



Weaving a Web

Objective:

• To close a workshop and demonstrate the interconnectedness between participants.

Materials:

- Large ball of yarn
- Flip chart paper and markers

Time:

• 15 minutes

This activity effectively creates a visual representation of community and support.

Before the workshop

- 1. Write one or of the following statements on a piece of flipchart paper.
 - 1. From _____(name of participant)_____ I learned...
 - 2. What I appreciate or admire about ______ (name of participant)______ is...
- 2. Also write one or two of these statements on the flipchart paper.
 - 1. When I look back on this workshop I will remember...
 - 2. The most important thing about this workshop was...
 - 3. I will take care of myself tonight by...
 - 4. What I learned about myself from this workshop is...

Launching the Activity

- 1. Ask participants to sit with you on the floor (or on chairs) in a tight circle. You will be holding a large ball of yarn.
- 2. Explain that the ball of yarn will symbolize the group's connections. Hold on to the end of the yarn and pass the ball of yarn around the circle until you receive the ball back again. Each person should be touching a part of the yarn and there should be a visible circle.
- 3. Ask the participants to read and think about the statements on the flipchart. Give the group a minute to do this.

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- 4. Explain that each person will complete the statements when she feels ready to speak. Ask that no one speak until the person is finished. Listening intently to the experiences and feelings of the other participants is an important part of this activity.
- 5. The facilitator begins by answering both statements. Whomever she names in the first statement will receive the ball of yarn when she is finished. Person 2 will then complete the two statements and throw the ball of yarn to whomever she named in statement one and so on until everyone has received the yarn. If necessary make the rule that a person cannot be named twice in the first statement.
- 6. At the end of the exercise the yarn will show an intricate web of connections that represent the sharing of feelings, ideas, and admirations. It will also show a network of support and understanding.
- 7. Talk to participants about the importance of community. To feel secure in this world it is important to have a support network of women who understand what it is like to be a woman and feel the need for self-protection. Point out that this workshop has begun the process of building such a network.





Training Facilitators Manual

Assertiveness and Self-Protection Training for Women and Girls

Developed by Mary Whiteside-Lantz Fredericton Sexual Assault Crisis Centre

Training Facilitators

The goal of **The Empowerment Project** is for women to find the strength, ability and knowledge within themselves to resist sexual assault. **The Empowerment Project** facilitators do not need to be experts on all aspects of self-protection and assertiveness, but rather help women become their own self-defence experts. To facilitate is to make something easier, to help a process go forward. Empowerment facilitators are there to help women through the process of self-discovery and self-empowerment.

The information in the following "Training Facilitator's" section provides the leader of a train-the-trainer session with a step-by-step guide to the recruitment and training of Empowerment facilitators.

The guide is divided into three sections:

- 1. Recruitment and Planning
- 2. Ice Breakers and Energizers for Facilitators in Training
- 3. Training Facilitators Activities

The Training Activities are also divided into different areas. Since each activity covers a different aspect of facilitation, we suggest you do as many of the activities as possible.

- 1. Diversity and Inclusion
- 2. Facilitating
- 3. Disclosure and Basic Counselling
- 4. Difficulties

The training activities are generally built on the information in the rest of the binder. Consequently, before you plan your "Training Facilitators" workshop, we highly recommend that you read the "Facilitator's Manual" and the "Workshop Manual".



Training Facilitators Manual

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Recruitment and Planning

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Recruitment

- 1. Before the planning begins, take a moment to answer the following questions:
 - What responsibilities will the facilitator have?
 - When and how often will the facilitator be working?
 - Where will the facilitator be working? Will she need a car?
 - How many facilitators are needed?
 - What skills and experience are needed to become a facilitator?
 - What benefits will the facilitator get from this position?
- 2. With these questions answered write a facilitator's job description with well-defined duties and expectations.
- 3. When the time comes to choose a facilitator, our experience indicates that the most effective facilitators have these qualities:
 - Assertiveness
 - Self-awareness and the ability to assess personal biases and prejudices
 - Good communication skills; good listening and responding skills
 - Warmth
 - Organizational skills.
 - Social awareness (she values all people regardless of race, class, gender, size, ability, sexual orientation or religion).
 - An interest in women's issues and equality
 - An ability to explain difficult concepts such as oppression and feminism.
 - An interest in personal growth and development
 - An ability to build rapport with others
 - An openness to new and different ideas
 - A willingness to learn

An ideal facilitator will already possess all of these qualities. It is unlikely, however, that such a person can be found. Some of these qualities can be developed. Choose which qualities you believe are most important before the interviewing process. Ask questions that reflect these qualities and make your choice based on the responses and your general feeling for the interviewee.

- 4. Planning the training session should begin about a month and a half before training. Here are the best months and days of the week to recruit volunteers and have training sessions or workshops (listed from most to least effective):
 - Months: January, September, October, March, April, June, November, February, May
 - Days of the Week: Thursday, Saturday, Wednesday, Sunday, Tuesday, Friday, Monday



Recruitment Action Plan

To recruit and train potential facilitators, consider this step-by-step action plan.

1. Set dates for:

- Advertising
- Interviews
- Training session(s) book location

2. Look for potential facilitators by advertising

- Decide how you want to advertise (poster, newspaper, personal letters)
- Brainstorm where to put posters, submit the newspaper ad and public service announcement and to whom to send letters
- Create poster, newspaper ad, and/or letter to personal contacts.
- Submit newspaper ad
- Post posters
- E-mail, mail, or fax letter to personal contacts requesting suggestions for great volunteer facilitators

3. Create application packages

- Write / print introductory letter
- Write and print out application form
- Write and print out training schedule
- 4. Call women who have expressed an interest in facilitating.
 - Inform potential facilitators of the training dates to ensure availability

5. Send out application packages. Include:

- An introductory letter
- Your organization's brochure or information about your organization
- An application form
- A training schedule

6. When application packages are returned:

- Go through applications
- Set up interviews a week or two prior to training
- Interview
- Check References
- Choose potential facilitators
- Inform potential facilitators that they are accepted into training
- Confirm training

7. Plan training

- Create the agenda
- Choose the focus and activities
- Work out the time line (activities, breaks, discussion)
- Write /print the outline
- Confirm the location of training.
- Order refreshments
- Photocopy Handouts and Evaluation forms
- Read the chapter "Planning a Workshop" (found in the Facilitator's Manual) for more information

8. Conduct training

- 9. Evaluate training
- 10. Choose facilitators
- 11. Offer facilitator positions to selected trainees
- 12. Set up orientation meeting for new facilitators



Finding Facilitators

If you are not associated with an existing group of volunteers you may have to seek out potential facilitators. Advertising and writing letters to solicit interest are two options. An outline of suggested steps follows here.

1. Decide how you want to advertise for potential facilitators. Consider the following options:

- Posters
- Newspaper advertisements (local and/or community)
- Radio advertisements (Public Service Announcements, also called a PSAs)
- Television announcements
- Newsletters
- Letters to personal contacts requesting suggestions for great volunteer facilitators
- University radio stations and newspapers

2. Decide the specifics of each choice:

- Where will you put the posters?
- To which newspapers will you submit the advertisement?
- Which radio station(s) or television station(s) will you send the public service announcements?
- To whom will you send letters?

3. Create the posters, newspaper advertisements, public service announcement or letters to personal contacts.

A. For a newspaper advertisement:

Consider what messages need to be included in your advertisement:

- The title of the position (Volunteer Facilitator)
- Duties of the position
- Appeal to volunteer motivation
- Promise of training and support
- Contact information
- Basic requirements (time & place).
- The answer to the question: "Why should I become a volunteer facilitator?"

Use the following format:

[Motivational appeal/goal] by [task] for [person or goal] for [time required] in/at [general location]. [Reward]. Training provided. [Any requirements/qualifications] For more information call [name] at [organization] at [phone #].



For example

Empower other women and yourself by giving self-protection and assertiveness programs to women in your community. Here's a chance to make a positive difference in women's lives. Training and ongoing support provided. Must have own car. For more information call The Sexual Assault Crisis Centre at 555-5555.

B. For a Public Service Announcement

To be most effective: Use letterhead Include:

- Date
- Organization
- Person to Contact
- A written copy of the announcement (how you want it to be read out loud or how you want it to look in print).

For example:

The Fredericton Sexual Assault Crisis Centre is looking for volunteers to conduct Self-Protection and Assertiveness Training for Women. Call the Centre at 555-5555 for more information.

4. At least three weeks prior to the date you want your message seen or heard:

- Send the advertisement to the newspaper
- Send the PSA to the radio or television station

5. Three weeks prior to the interviews

- Post the posters
- E-mail, fax or mail the letters to personal contacts requesting suggestions for great volunteer facilitators



The Empowerment Project Presents ★ Learn to Empower other women ★ and yourself!

★

The Fredericton Sexual Assault Crisis Centre wants to train you to give self-protection and assertiveness workshops. Come and join us on two Wednesdays, ★ July 18th and July 25th, 6 - 9 pm for the opportunity to make a difference in other women's lives.

Interested? Please call: Jenn or Mary 555-5555 by July 11th, 2001

No experience is necessary. Sessions are free of charge.

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Sample Introductory Letter

Dear

Thank you for your interest in volunteering as a facilitator with The Sexual Assault Crisis Centre. Our volunteers provide an invaluable service to our community and to the prevention of sexual assault. Volunteering as a Self-Protection and Assertiveness facilitator gives the volunteer an opportunity to gain experience, knowledge and skills in many areas including, sexual assault prevention, self-protection, self-esteem, assertiveness, crisis counselling, facilitation, and a number of other issues related to violence against women.

Please find enclosed additional information on our organization. Included is an application form that you may complete and return to our office. There are several steps to the application process:

- Application form with request for references
- In-person interview
- Conducting Reference Checks
- Training
- Welcoming and orientation

To ensure quality programs and confidence on the part of the volunteer facilitators our organization is committed to providing effective training. The training schedule is enclosed for your information.

Please do not hesitate to call the office at 454-0460 with any questions or concerns you might have with the application process.

We look forward to hearing from you.



Sample Application Form

Name			
Phone		(home)	(work)
Address	(Street)	(City)	(Postal Code)
E-mail			
		to commit for a minimum of acilitators are required to att	
Can you comm	it to at least one	year of service? [] Yes [] No
Are you plannir [] Yes [] Nc	0	nge jobs, or return to school	in the near future?
		ng sessions (please see the tra []Yes []No	aining timetable that is
2. After training, v [] Days [] Weekends	vhen would you [] Eveni [] Othe	most like to give workshops? ings r	2
3. Do you speak o	r sign any other	languages? (Please specify)	
4. Have you been	a volunteer with	any other agency? (If so, ple	ease specify)
5. Why do you wa	ant to be a self-p	rotection and assertiveness fa	acilitator?
4. Have you been	a volunteer with	any other agency? (If so, ple	

6. What experiences or skills do yo	u have that	will make you a g	good facilitator?
7. Are there any groups that you p	refer not to	give workshops t	o? If so, why?
8. How did you hear about this op[] Newspaper[] Pamphlets or Brochures	portunity? [] A curre [] Radio	nt or past volunt	eer [] Word of Mouth
9. Please provide us with the name (who are not family members). following your interview.	es, addresses Please infor	s, and phone nun m them that we	nbers of two (2) references will be contacting them
Name		Phone	
Address			
Please indicate type of reference:	[] Work	[] Volunteer	[] School
Name		Phone	
Address			
Please indicate type of reference:	[] Work	[] Volunteer	[] School
10. Any other comments or quest	tions?		



Sample Applicant Interview

Name of potential facilitator______ Write the potential facilitator's responses in point-form under each question.

- 1. Tell us a little bit about yourself.
- 2. Why do you believe self-protection and assertiveness training programs are important for women?
- 3. Why are you interested in becoming a facilitator?
- 4. What skills do you think make a good facilitator?
- 5. Is the age of the group a factor to consider when planning a workshop?
- 6. If, during a session with high-school girls, one girl started to cry what would you do?
- 7. What would you do if a parent stormed into a session and accused you of filling her daughter's mind with sexual junk?
- 8. What is your position on equal rights for men and women?
- 9. Why do you feel a woman may continue to live with an abusive partner?



- 10. Why do you think a woman may not report a sexual assault right away?
- 11. Are there any circumstances when a woman or child provokes a sexual assault?
- 12. Do you believe a husband can rape his wife?
- 13. What are your feelings about working with participants of different races? Participants with disabilities? Lesbians?
- 14. Are there any groups or individuals you prefer not to work with?
- 15. How might your religious beliefs affect your role as a facilitator?
- 16. What are some of the challenges you foresee with this position?
- 17. What personal strengths can you bring to the role of facilitator?

The interviewer(s) should be looking for the potential facilitator's:

- Views on sexual assault (Does she blame the victim?)
- Biases (Does she value and accept other cultures, sexual orientations, and persons with disabilities?)
- Abilities as a facilitator. (Is she a good communicator? Is she a good listener? Is she enthusiastic? Can she handle difficult situations under pressure?)

Specifically, we suggest looking for a facilitator who is:

- Assertive
- A good communicator and active listener
- Warm and able to build rapport with others
- Organized
- Socially aware (values all people regardless of race, class, gender, size, ability, sexual orientation, or religion).
- Interested in women's issues and equality
- Able to explain difficult concepts (such as oppression and feminism)
- Self-aware and able to recognize personal biases and prejudices
- Open to new and different ideas
- Willing and eager to learn



Sample Reference Form

When you call for references, use the following format and make point- form notes.

Hello. My name is(your name) I am calling from the (your organization) (Applicant's name)has applied to become a Self- Protection & Assertiveness Trainer and has given your name as a reference. Are you prepared at this time to answer a few questions about her? I'd like to assure you that all information is confidential.			
1. How long have you known(<i>the applicant</i>)?			
2. In what capacity do you know her?			
3. Can you comment on her dependability to complete tasks she takes on?			
4. Due to the nature of our work we have a strict policy of confidentiality. How do you feel she would handle dealing with sensitive information?			
5. How does she work / interact with others?			
6. Can you give me any information about her public speaking skills?			
7. Can you comment on her ability to respond to stressful/crisis situations?			
8. Can you comment on her ability to empathize with others?			
9. Is there any reason why she would not make a good facilitator?			
10. Any final comment on(<i>the applicant</i>) and her ability to work with us?			

Thank you for taking the time to answer these questions for us. Again, please be assured that all information is confidential.

Creating a Training Agenda

Consider the Objective:

What do you want the trainees to learn from the workshop? What do you consider as most important in a facilitator? How will you teach that?

Consider the Trainees:

How many trainees will you have? Will the group know each other well? What knowledge do the trainees already have? How can they teach each other?

Consider the Length of the Workshop

How much time do you have for training? How much training do the future facilitators need? If you are recruiting facilitators from the community more training may be needed. We suggest at least 21 hours of training for women from the community. If the future facilitators come with some basic knowledge in women's issues then a 14 to 16 hour workshop may be sufficient.

Consider using the Self-Protection Materials

It is important that the future facilitators know the self-protection and assertiveness training materials well. To increase the trainees' familiarity with the self-protection information and activities we highly suggest that the first day of training be devoted to self-protection and assertiveness. Once this information is understood, we suggest the second day of training focus on facilitation skills.

Assess Flexibility

When you are finished creating your agenda ask yourself, how flexible is the agenda? Can changes be made in the middle of training? If you realize the trainees are lacking information in a certain area can you add an activity? Which activity or section is less important and can be replaced?

Reflect on the Big Picture

Take some time to consider the overall feeling of your workshop. Does your agenda reflect the goals of The Empowerment Project? Does the agenda include information on raising consciousness and debunking the myths around sexual assault? Are the activities personally meaningful and varied? And most importantly, will the participants leave feeling empowered?

Consider Meeting again to Update Skills and Debrief Training

After training, new facilitators may not feel completely comfortable or capable. Consider meeting a week or two after the workshop to answer questions and update skills. We have found it helpful for new facilitators to choose an activity and facilitate it with their training group. This builds confidence and gives the new facilitators an opportunity to practice.



The Empowerment Project "Training Facilitators without Experience"

Agenda Day One

9:00 am - Opening Setting the tone (ground rules) Ice Breaker: Found Objects

9:20 am - Myths Activity: Mythical Tic-Tac-Toe

10:00 am – Oppression & Sexual Violence Activity: Oppression Survey and Discussion

10:15 am – BREAK

10:30 am – Gender Stereotypes Activity: Acting Up

10:50 am – Media Activity: Puzzled Perceptions

11:30 am – Activism Activities: Issue Illustration An Ideal World

12:00 noon – LUNCH

12:30 pm - Assertiveness Discussion: Assertiveness: The Importance of Self-Esteem, Boundaries, and Intuition Activity for Self-Esteem: My Worth Workout

1:15 pm – BREAK

1:30 pm – Assertiveness Activity for Boundaries and Intuition: Intuitive Boundaries

1:50 pm – Steps to Assertiveness Activity: Kris and Kasey

2:30 pm – Summing Up: Discussion: The Importance of Self-Care Closing Rounds How are you feeling? What sticks out from today? What will you do for self-care?

Evaluations



The Empowerment Project "Training Facilitators without Experience"

Agenda Day Two

9:00 am - Opening Ice Breaker: Smarty Party

9:20 am – Verbal Coercion Discussion: Review of Previous Day Discussion: Verbal coercion Activity: Creative Coercion

10:00 am – BREAK

10:15 am – Resistance Discussion: Myths, Statistics, Best and worst techniques Activity: Resistance Tic-tac-toe

11:00 am – Making a Plan Activities: Making a Plan (Stranger) Romeo and Juliet Making a Plan (Acquaintance)

12:00 noon – LUNCH

12:30 pm – Facilitation Ice Breaker Activity: Facilitator's Flags

1:00 pm – Exclusion Activity: Experiencing Exclusion

1:20 pm – BREAK

1:40 pm – Biases Activity: Biases

2:10 pm – Motives Activity: Motives

2:30 pm – Closing Activity: Sculptures

Evaluations



The Empowerment Project "Training Facilitators without Experience"

Agenda Day Three

9:00 am - Opening Ice Breaker: Listening in the Round

9:20 am – Basic Counselling Activity: Helping

10:00 am – Disclosure Activity: Disclosure in the Round

10:30 am – BREAK

10:45 am – Facilitating Activity: Speech on the Spot

11:15 am – Groups Activity: Facilitating Groups

12:00 noon - LUNCH

12:30 pm – Boundaries Activity: A Facilitator's Boundaries

12:50 pm – Difficult Questions Activity: Dealing with Difficult Questions

1:30 pm – BREAK

1:45 pm – Facilitator's Burnout Activity: Burnout

2:15 pm – Summing Up Review past three days Activity: Index Card Questions

2:30 pm - Closing Activity: Weaving a Web

Evaluations



The Empowerment Project "Training Facilitators with Experience"

Agenda Day One

9:00 am - Opening Setting the tone (ground rules) Ice Breaker: Found Objects

9:20 am - Myths Activity: Mythical Tic-Tac-Toe

9:50 am – Activism Activities: Issue Illustration, An Ideal World

10:30 am – BREAK

10:40 am – Assertiveness Discussion: Assertiveness: The Importance of Self-Esteem, Boundaries, and Intuition Activity for Self-Esteem: My Worth Workout

11:15 am – Assertiveness Activity for Boundaries and Intuition: Intuitive Boundaries

11:30 pm – Steps to Assertiveness Activity: Kris and Kasey

12:00 noon – LUNCH

12:30 pm – Verbal Coercion Discussion: Verbal coercion Activity: Creative Coercion

1:00 pm – Resistance Discussion: Myths, Statistics, Best and worst techniques Activity: Resistance Tic-tac-toe

1:30 pm – BREAK

1:45 am – Making a Plan Activities: Making a Plan, Romeo and Juliet

2:30 pm – Summing Up: Discussion: The Importance of Self-Care Closing Rounds How are you feeling? What sticks out from today? What will you do for self-care?

Evaluations



The Empowerment Project "Training Facilitators with Experience"

Agenda Day Two

9:00 am - Opening Ice Breaker: Facilitators' Flags

9:15 am – Biases Activity: Biases

9:30 am – Facilitating Activity: Speech on the Spot

10:00 am – BREAK

10:15 am – Groups Activities: Facilitating Groups

10:50 am – Basic Counselling Activities: Helping

11:30 am – Disclosure Activities: Disclosure in the Round

12:00 noon - LUNCH

12:30 pm – Boundaries Activity: A Facilitator's Boundaries

12:50 pm – Difficult Questions Activity: Dealing with Difficult Questions

1:30 pm – BREAK

1:45 pm – Facilitator's Burnout Activity: Burnout

2:15 pm – Summing Up Review Past two days Activity: Burnout

2:30 pm - Closing Activity: Weaving a Web

Evaluations



Evaluation – Train-the-Trainer

1. Please rate the workshop on a scale of one to ten (ten being the highest possible score)						core)				
Comments	1	2	3	4	5	6	7	8	9	10
2. Please rate the facilitators on a	scale	of one	o to te	n (ter	heina	n hiat	nest).			
Getting the information across		2	3	4	5	6	7	8	9	10
Warmth and friendliness	1	2	3	4	5	6	7	8	9	10
Please comment on facilitator	#1′s fa	acilitat	ion ski	ills•						
Theuse commente on identitator	// I 3 IC									
Please comment on facilitator	#2's fa	acilitat	ion ski	ills:						
					10				2	
 How confident were you befor Comments 	e the		ng to g 3		self-pi		ion wo 7	orksho 8	op? 9	10
comments	•	2	5	•	5	0	,	U	,	10
4. How confident are you after the training to give a self-protection workshop?										
Comments	1	2	3	4	5	6	7	8	9	10

5. Which activities were most effective?



6. Which activities were least effective?

7. What skills did you learn from this workshop?

8. What skills do you wish you had learned from this workshop?

9. Do you feel this workshop needs to be longer or shorter? Why?

- 10. Would you recommend this workshop? Why or why not?
- 11. Would you recommend these facilitators? Why or why not?
- 12. Any additional comments?

Thanks for taking the time to fill out this evaluation!!



Ice Breakers and Energizers for Facilitators in Training

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	Ripping Revelations	
	Merry Musical Chairs	



Facilitators' Flags

Objectives:

- To encourage participants to imagine themselves as facilitators
- To give participants an opportunity to share their vision of facilitation.
- To create informal nametags.
- To give an optional closing activity.

Materials:

• Paper, Crayons, Markers

Time:

• 15 minutes (depending on the length of the discussion)

This icebreaker gives the trainer an opportunity to introduce the topic of facilitation and talk about the role of the facilitator in The Empowerment Project.

- 1. Ask the participants to use the markers to put their name on the piece of paper. Encourage them to be creative.
- 2. When they have finished, ask them to turn the paper over.
- 3. Ask the participants to draw, make symbols, or brainstorm words (whatever they are most comfortable with) about what they think or feel about one of the following questions (you choose the one you want to discuss, or feel free to add your own):
 - a. What comes to mind when you think about facilitation?
 - b. What makes a great facilitator?
 - c. Draw something to show how you see yourself as a facilitator.
 - d. What type of facilitators have you enjoyed in the past?
 - e. Draw an empowering facilitator.
- 4. Make sure that the participants know that their artistic abilities will not be judged and that they will not have to share their sketches with anyone unless they choose to do so.



- 5. When the participants have finished, ask them to put the paper, with their name facing up, on the floor in front of them. This will help everyone remember everyone else's names.
- 6. Suggest that people may volunteer to tell their name and discuss their flag if they choose. Suggest that others may comment and make enquiries but there should be no criticism.

Optional Closing Activity Final Facilitators' Flags

If you choose to do "Flags" as an icebreaker, this is a great way to end the same session. Going back to the "Flags" at the end of the workshop will give participants a chance to reflect on the whole workshop and the changes in their perceptions and outlook. "Closing Flags" also sums up the entire workshop and gives each person an opportunity to speak about her experiences:

- 1. At the end of the workshop ask everyone to sit in a circle with the flags.
- 2. Consider placing markers and paper in the middle of the group so that they can re-draw the flags if they wish.
- 3. Tell everyone that you would like to close the workshop by going back to the first activity. Ask that one after another you would like each person to comment on the images they drew at the beginning of the workshop.
 - Would they draw the same image(s) after all they have learned?
 - What would change? Why?
 - What would stay the same? Why?
 - What exercise or activity, from the workshop, made the trainees change their drawing?



Listening in the Round

Objectives:

- To help facilitators in training get to know one another.
- To demonstrate the importance of listening
- To practice the art of listening

Materials:

• No materials necessary

Time:

• 15 minutes

This is an effective activity that not only helps everyone get to know one another, but also demonstrates the listening abilities of the facilitators in training.

- 1. First, ask participants to sit in a circle and pair up with one of the people they are sitting beside.
- 2. Tell participants that they have 10 minutes to find out about each other (what their week has been like, how they are feeling, something about themselves).
- 3. When the ten minutes are over explain to participants the concept of a round or check-in.

*A round is an effective way to check-in on how each person is doing. A round is carried out by circulating the room so that each person may talk about her feelings or something about herself.

- 4. The type of round that the participants are going to do, however, is a little different. Instead of speaking for themselves, the facilitators in training will speak for the person they were just talking to. Each participant will explain how the week was for her partner, how her partner is feeling, and something else about the partner.
- 5. Once you have explained what the participants are to do they can no longer speak with their partner. The key to this exercise, then, is the participant's ability to listen the first time.
- 6. Begin the round on one side of the room and move around the circle.
- 7. This icebreaker will show you, the trainer, how well the trainees can listen to others.



Brainstorming Basics

Objective:

• To give participants the opportunity to consider why they want to be a facilitator and how they can best empower women.

Materials:

- Markers and highlighters
- Flip chart paper cut in half (one piece for each participant)

Time:

• 20 minutes

This activity gives trainees the opportunity to think about why they want to be a facilitator and how such a role can better the lives of women.

- 1. Pass out a piece of flip chart paper to each participant. Place the markers, crayons, and pencil crayons in the middle of the group.
- 2. Ask the participants to create two sections of equal size on the paper.
- 3. In the middle of one of these sections ask the participants to write the question "Why do I want to be a facilitator?"
- 4. Around this question ask the participants to brainstorm all the reasons why they want to be a facilitator. Remind participants that there is no judging, analyzing, criticizing or censoring in the brainstorming process. Tell them to write everything they can think of and not worry if their choices are not perfect.
- 5. In the other section, ask the participants to write the question "How can I empower women?" Around this word ask the participants to brainstorm all the things they can do to help women feel better about themselves.

Help women feel safer Better my public speaking skills Learn from participants "Why I do I want to be a facilitator?" Challenge my comfort level	Listen deeply Teach self-protection techniques Believe in the wisdom of all women "How can I empower women?" Write letters to government that encourage women's rights.
So I can contribute to my community	Raise awareness Ask women about their experiences

- 6. When everyone has finished brainstorming, ask participants to use a highlighter to highlight the most important reason they want to be a facilitator.
- 7. In the other section ask the trainees to highlight the one way they feel they can best empower women.
- 8. Go around the group and ask each trainee to talk about why they want to be a facilitator and how they feel they can best empower women.



Ripping Revelations

Objective:

- To show participants that the same instructions can be interpreted differently.
- To provide a short break from a lecture or discussion.

Materials:

• A piece of paper for each participant

Time:

• Approximately 5 minutes

This energizer is a quick, fun, break for facilitators in training.

- 1. Give each facilitator in training a piece of paper.
- 2. Ask them to close their eyes.
- 3. Tell them that they will follow the instructions given by the facilitator, without asking questions.

4. Instructions are as follows:

- Fold the paper in half
- Rip off a corner
- Fold the paper in half
- Rip off a corner
- Fold the paper in half
- Rip off a corner

(This can continue for as long as the facilitator wishes).

- 5. Ask the participants to open their eyes, unfold their paper and to look at and compare their paper to everyone else's.
- 6. Have a discussion with participants, talking about the following questions
 - Why do they think everyone's shape is different?
 - How might this affect facilitating?
 - How could the instructions be changed? Would feedback be helpful?

Merry Musical Chairs

Objective:

- To provides a fun and energetic break for facilitators in training
- To allows participants to work together as a team
- To encourages inclusion

Materials:

- Music
- Tape Player or CD Player
- A chair for every participant

Time:

• Five to ten minutes

This is a great energizer for groups, especially after an exclusion or oppression activity. This version of musical chairs focuses on inclusion rather than exclusion.

- 1. Have the participants arrange their chairs in a circle, facing outwards.
- 2. Start with enough chairs for everyone.
- 3. Tell them they are going to play musical chairs, with a twist.
- 4. Start playing the music with participants walking (or running) around the circle.
- 5. Stop the music and tell everyone to find a seat.
- 6. Start the music again, but take away a chair.
- 7. Stop the music and have everyone find a seat again (someone will have to share).
- 8. Continue in this fashion until everyone is sitting on one or two chairs. The participants will have to think of very creative ways to fit everyone on a few chairs.
- 9. Talk to participants about inclusion and exclusion. What form of musical chairs is more fun for everyone?



Training Facilitators: Activities

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Experiencing Exclusion

Object:

• To experience what it's like to feel excluded

Materials:

None

Time:

- 15 minutes
- 1. Ask the participants to form small groups of 4 to 5 people.
- 2. Explain to participants that they will be speaking in gibberish (nonsense syllables) for the next few minutes. (Demonstrate this with the other facilitator).
- 3. Tell them that after a few minutes each group is asked to slowly and gradually begin to exclude one of the people from the conversation (without deciding ahead of time who that person will be and without using any signs or signals).
- 4. Ask the trainees to be aware of whether they are being "included" or "excluded" and to be aware how they feel in the position they find themselves.
- 5. Begin the activity.
- 6. Debrief and discuss feeling and perceptions after 5 minutes or when you can clearly see one person has been excluded from each group.



Bíases

Objectives:

- To talk about biases and how a facilitator's biases can affect the workshop.
- To show trainees their personal biases.

Materials:

- "A Biases Quiz" (Make enough copies for each trainee Found in the Facilitator's section).
- "Understanding Biases" (Found in the facilitator's section).
- Flipchart and markers

Time:

• 10 – 15 minutes

A facilitator's biases can have a detrimental affect on a workshop. This exercise will help facilitators identify their own personal biases.

Before the workshop

- 1. Before you facilitate this activity be sure to read the "Diversity and Inclusion" chapter in the facilitator's section. It will give you background information on how facilitators' biases can affect a workshop.
- 2. Write out the following on a flipchart piece of paper. Leave enough room under each question to write responses.

What are biases?

Are biases bad?

How can a facilitator's biases affect a workshop?

What can a facilitator do about her biases?

What can a facilitator do about participants' biases?



Launching the activity

- 1. Pass out "A Biases Quiz" to each trainee.
- 2. Ask the trainees to look over the questions. Tell them the questions need not be answered on paper. They are simply there so the trainees can recognize each of their personal biases.
- 3. Inform the trainees that they don't need to talk about their own biases. It is most important that they are aware of the biases they themselves hold.
- 4. Give the trainees about 5 minutes to read over the questions.
- 5. When everyone has finished reading the questions, ask for comments and feelings. Remind everyone that sharing is optional. Ask trainees to share only what they find comfortable.
- 6. Brainstorm responses to the questions on the flipchart. Use "Understanding Biases" from the "Diversity and Inclusion chapter" (in the facilitator's section) to add to the trainees' suggestions.

Empowerment

Project

Motíves

Objectives:

• To encourage trainees to reflect on why they want to be a facilitator.

Materials:

- "Examining Your Motives" (Make enough copies for each trainee Found in the Facilitator's Manual).
- Flipchart and markers

Time:

• 10 – 15 minutes

This activity asks trainees to consider why they want to be a facilitator. It is a personal exercise and may work well if given for homework on the first day of training and then discussed sometime the next day.

- 1. Pass out "Examining Your Motives" to each trainee.
- 2. Give the trainees about 5 10 minutes to finish the questionnaire.
- 3. When everyone is finished reading the questions, ask for comments and feelings.
- 4. Remind everyone that sharing is optional. Ask trainees to share only what they find comfortable.
- 5. Go over each question and ask for general feelings and thoughts. Pay close attention to the question: What are your fears around facilitating? Write down the common fears and ask the trainees to brainstorm how they might overcome these fears.



Effective Communication

Objective:

- To show potential facilitators that
 - Two-way communication (urging the participants to ask questions) is better than one-way communication (lecturing).
 - Visuals are very important when presenting information.
 - Participants often interpret what the facilitator is saying in different ways.

Material:

- Pen/pencil and paper for all participants. Markers for the flipchart.
- A picture (like the one on the next page) drawn on a flipchart, facing away from the group.

Time:

• 15 to 20 minutes

This exercise not only illustrates the importance of clear and detailed communication, but also gives the trainees an opportunity to experience the frustrations that go along with being a facilitator.

Before the activity:

1. Photocopy "Drawing A" and "Drawing B" on two separate sheets of paper.

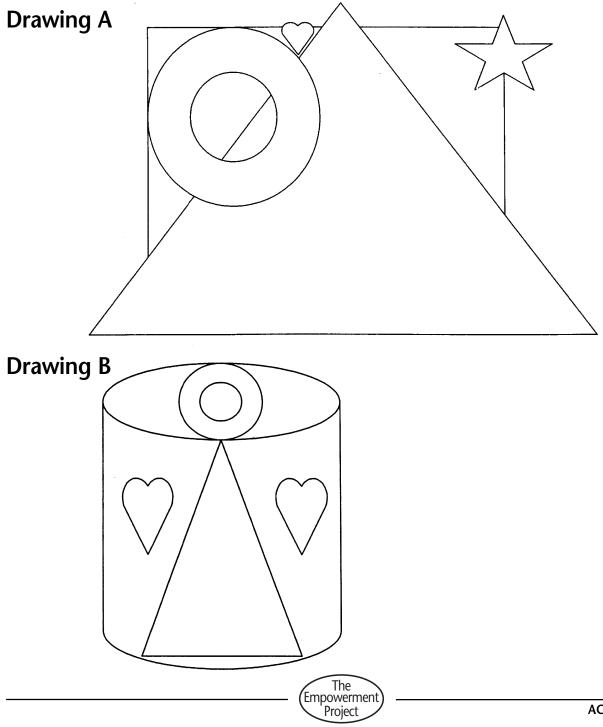
Launching the activity (Part 1):

- 1. Ask for a volunteer. Tell that person that she will be describing something to the group. The rest of the group will draw what she is describing, but will not be allowed to ask questions.
- 2. Hand the volunteer "Drawing A"
- 3. Tell her she can describe it in any way she wishes.
- 4. After the participants have finished drawing, ask the volunteer to show the rest of the group what they were supposed to draw.
- 5. Ask the participants to show what their drawings look like. Does anyone's look like the original? Why not?
- 6. Also ask:
 - Is anyone frustrated? Why?
 - What would have made this exercise easier (for the participants and the describer)? Would it have been easier if the participants could ask questions?
 - How could these suggestions be applied to a workshop to make the workshop more interesting and easier to understand?



Part 2 (Optional)

- 1. Ask for another volunteer. Give the volunteer "Drawing B"
- 2. Tell the other participants that they are allowed to ask questions.
- 3. After the participants have finished drawing, ask the volunteer to show the rest of the group what they were supposed to have drawn.
- 4. Talk to the group about the second exercise.
 - Was it easier this time?
 - Did being able to ask questions help?
 - Were the drawings any closer to the original this time?



Facilitating Groups

Object:

- To learn about group roles
- To practice facilitating groups

Materials:

- "Group Dynamics" and "Group Roles" found in the Facilitator's Information section
- Index cards with different group roles on each card
- Paper and pens for the observers
- Flip Chart and markers

Time:

• 40 minutes

Generally, people play roles in groups. The following activity will help trainees identify and learn to facilitate different group roles.

Before the Activity

- 1. On the flipchart write some basic information about groups and group roles. This information can be found in the facilitator's manual.
- 2. Choose which of the group roles you want the trainees to experience:

Common Behaviours in Groups

Task-directed

Initiator – offers new ideas and other ways to look at things.
 Information Seeker/Giver – asks for, or gives, factual clarification.
 Coordinator – pulls ideas together and coordinates group members efficiently.

Maintenance

Encourager – uplifts the group and includes people who haven't spoken. **Harmonizer** – mediates everyone because she doesn't like tension or disagreement. **Follower** – goes along with the movement of the group – hardly says anything.

Self-centred

Aggressor – Sarcastic sense of humour, puts others down, takes credit for others ideas. Blocker – Can be negative, stubborn, and resistant to new ideas or certain persons. Recognition Seeker – Wants others to see how smart, charitable, rich, important she is. Player – Jokes around, flirts, may do another task while the facilitator is talking. Shoulder Crier – Constantly relates everything to personal problems or insecurities. Special Interest Pleader – Advocates (sometimes aggressively) on behalf of a cause or group. Monopolizer – Wants to do all the talking because they are impatient, want to be the leader. Mute – Says little or nothing. Gets power when members of the group attempt to include her. Side Tracker – Gets the group off the subject.



- 3. Second, use the above list to write roles on each index card. If you have 6 participants choose 5 of the above roles plus a facilitator.
- 4. For example if the five roles you choose are: Initiator, Encourager, Follower, Blocker, and Monopolizer then you will write the following on 6 separate cards:
 - You are an INITIATOR... someone who offers new ideas or other ways of looking at things.
 - You are an ENCOURAGER... someone who supports group member's ideas and includes people who haven't spoken.
 - You are a FOLLOWER... someone who goes along with the group and hardly says anything.
 - You are a BLOCKER... someone who is negative, stubborn, and resistant to new ideas and who may also be resistant to the facilitator in general.
 - You are a MONOPOLIZER... someone who wants to do all the talking because you are either impatient, want to be the leader, or have a strong need for recognition.

The final card should say

- You are the FACILILTATOR... someone who wants each person to learn from the group discussion and who wants to make sure the main points are understood.
- 5. Avoid including yourself in the role-play because the participants will have a difficult time forgetting that you are the facilitator.
- 6. Choose a subject for the group to talk about and write it down on index cards (these index cards will be given to the "facilitator"). Here are some options, but feel free to create your own:
 - Sexual assault myths. Write down five or six from the "Myths" section and tell the facilitator her job will be to read out the myths and ask for examples.
 - Self care. Tell the facilitator to ask the group how they take care of themselves.
 - The importance of intuition in self-protection.
 - The importance of self-esteem in self-protection.
- 7. Write this quote on the last piece of flipchart paper (give yourself a few extra pages between the group dynamics information and this final quote).

The Role is not the Person! The Behaviour is not the Person!

The Role and the Behaviour are the ways the person has learned to cope with what happens...



Launching the activity

- 1. Ask the group to form a tight circle.
- 2. Talk to the participants about group dynamics and group roles. Use the flipchart.

3. Explain that the group is going to role-play a group discussion with a number of "group roles."

- 4. Ask for a volunteer to play the facilitator.
- 5. Pass out the other roles randomly and tell the participants not to disclose their role to the others. Tell them you will give them a couple of minutes to think about how they are going to "act" their role out.
- 6. Give the facilitator her index cards (the subject of the group discussion) and answer any questions she may have.
- 7. Step out of the circle and explain to the group that you will be an observer and will give feedback on what you see after they have finished.
- 8. Ask the facilitator to begin. If the facilitator appears to be having some problems don't jump in right away. Some of the other members of the group may help out (the Encourager, Harmonizer, or Coordinator). However, if you can see the facilitator's frustration rising stop the role-play and suggest that this is a good time to stop and talk about what is going on.
- 9. If the discussion goes well, wait and stop the exercise when you think each person has indicated what role they are playing.
- 10. After the exercise is over go around the group, one by one, and ask for each person's commentary.
- 11. Make your comments as an observer. Be sure to give positive comments about how the facilitator handled particular participants.
- 12. Other questions to ask are:
 - How did it feel to be the facilitator?
 - How did it feel to be playing each behavior?
 - Do the trainees have any fears around facilitating groups? There are always a couple of group behaviors that are more difficult than others.

Determine which of these were the most problematic and brainstorm (on a flipchart) how best to handle these. (NOTE: Keep the facilitator's manual nearby and open to the information on groups – it has information on how to handle difficult group behaviors.)

13. End with the following quote on the Flip Chart:

The Role is not the Person!

The Behaviour is not the Person!

The Role and the Behaviour are the ways the person has learned to cope with what happens...



Speech on the Spot

Objectives:

- To learn effective public speaking tools
- To practice public speaking

Materials:

- Index cards
- Flipchart and markers
- "Tips for Public Speaking" (Found in the Facilitator's Section)

Time:

• 30 minutes

Public speaking is a great fear for most people. This activity aims to help trainees overcome their fears by giving tips for public speaking and by giving trainees the opportunity to practice public speaking in a warm and friendly environment.

Before the workshop

- 1. Write a speech topic on separate index cards. Use the following topic ideas or make up your own. A number of these topics are based on sexual or intimate subject matter. These topics have been chosen because Empowerment facilitators are often asked questions that are sexual or intimate in nature. Empowerment facilitators need to be able to discuss such subjects in a group without feelings embarrassed.
 - a. Body Piercings b. Tampons c. High Heeled Shoes d. Sex

- e. Feather Boas
- f. A Television Show
- g. Empowerment
- h. Orgasm
- 2. Write out the following on a piece of flipchart paper. Leave room under each point to write comments and suggestions. More information on these tips can be found on the "Tips for Public Speaking" information page (found in the facilitator's manual).

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Know your audience Know your material Never read Don't apologize Use visual aids and examples Be aware of body and voice. Make eye contact Use key points Visualize the workshop Encourage discussion

Launching the activity

- 1. Ask trainees how they feel about public speaking and facilitation. Explain that you will be helping trainees to overcome some of their fears around public speaking in this activity.
- 2. Bring out the flipchart and talk about the "Tips for Public Speaking." Ask trainees to comment on their public speaking experiences. Ask for their personal tips. Write these on the flipchart as well.
- 3. Explain to participants that they will be giving a quick one-minute speech. The purpose of the exercise is to practice the "Tips for Public Speaking" so that trainees may feel more comfortable in front of groups.
- 4. Pass out index cards, a piece of paper, and a pen to each person. Give the participants 3 minutes to make quick notes on their speech.
- 5. Ask for a volunteer to start off the speeches. Ask the other trainees to note the positive things the speaker does during her speech. The trainees can write these comments on the back of their piece of paper.
- 6. When all the speeches are finished use the following questions to debrief the activity. Write comments and suggestions on the flipchart.
 - How did you feel before, during, and after you gave your speech?
 - What were your fears?
 - What tips did you find most useful?
 - What makes a speech more interesting?
 - Why is it important for facilitators of self-protection programs to feel comfortable talking about sexual and intimate subjects?
 - What three things can you do before a workshop to calm your fears about speaking in front of a group?



Teaching Basic Counselling

It is important to note that this type of training can be troubling, even scary, for some trainees. Be prepared to adapt the activity or move on and address disclosure and counselling later on if trainees express anxiety.

General Tips to Teach Basic Counselling

- 1. Stress the importance of confidentiality.
- 2. Encourage openness, discussion and feedback.
- 3. Stress the value and importance of debriefing after workshop disclosures.
- 4. Let the trainees know that they don't have to "solve" the problems of the participants. Rather, their role is to listen, show caring and provide resources.
- 5. Give the trainees a break after each counselling activity. Counselling activities are often draining. Trainees will need to reenergize before they can move on to another topic.

Role Plays

- Pay attention to the level of safety (and anxiety) in the group.
- In some instances it may help to have the facilitators demonstrate first. Alternatively, if there is a great deal of anxiety in the group, one of the facilitators could play the role of the victim while the trainees practice listening and responding.
- Throughout the role-plays encourage the trainees in their answers but do not hesitate to offer more appropriate responses and constructive feedback.
- Use examples from personal experiences (disclosures) whenever appropriate, but do not reveal any identifying characteristics about the person who disclosed. To maintain confidentiality and anonymity you may want to combine different experiences and disclosures.
- After each role-play ask for comments, feelings, and reactions. It is important the trainees are given the opportunity to debrief after each experience.
- Although role-plays are handed out, let participants know that they can change the scenario if they find it too intense, personal or inappropriate.



Helping

Objective:

- To learn the fundamental skills of a helping relationship.
- To practice the fundamental skills of a helping relationship.

Materials:

- Flipchart and markers
- Role-plays printed on index cards
- The entire "Counselling" chapter from the facilitator's manual

Time:

• 60 minutes

The following activity offers a step-by-step process for learning and practicing the basic skills needed in a helping relationship. For participants with low literacy, the instructor could read out the scenarios rather than giving the participants the index cards to read.

Preparing the Activity

- 1. Before you facilitate this activity be sure to read the "Counselling" chapter in the facilitator's section. It will give you background information on the helping relationship and provide you with information on the basic skills of counselling.
- 2. Write out the following counselling skills (found in the facilitator's section) on flipchart paper. Write each one on a separate piece of paper. Write only the key points and then discuss the ideas with participants:
 - Counselling Philosophy
 - Listening
 - Empathy

- Supporting
- Responding and Questioning
- Problem Solving

Here are two examples (you will fill in the information based on the counselling chapter pages).

The Empowerment

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Counselling Philosophy Violence against women is not a woman's problem. The victim is never at fault. Believe her. Create an equal relationship. Believe in her. Maintain confidentiality.

Listening

Why is listening important? How can you listen effectively? What is SOLER? S O L E R What keeps people from listening actively and effectively?

- 3. Write (or print out) the following role-plays on index cards. Make enough copies of each for half the number of participants (if there are 8 participants make 4 copies of each role play).
 - a. You are a 35-year-old woman who was raped two years ago at a bar. He forced you into the bathroom while your husband was playing pool. Because you were drinking at the time you think it was your fault. You never told your husband. You are edgy and emotional because you saw the guy who raped you at the movies last night.
 - b. Your best friend is in a relationship with an abusive man. He regularly beats her and rapes her. You are the only one who knows. You have noticed that the violence is getting worse. You are very worried about your friend, but she swore you to secrecy and does not want help.
 - c. You are a 60-year-old woman. You don't know what is happening to you. For the past month you have been increasingly depressed and upset. Life has always been a struggle, but lately you just can't seem to cope. When you were 13 years old your father's friend raped you. You just want to find someone to help you feel better.
 - d. You are a 20-year-old woman who has been dating a 50-year-old man. He sees you occasionally. Sometimes he rapes you when you refuse to satisfy his sexual needs. You are afraid to stop seeing him because he threatens you and you are afraid to report it because you think everyone will call you a "tramp."
 - e. You are a mother. Your daughter was sexually abused by her uncle (your husband's brother) a year ago. Your daughter is in counselling and has improved a great deal, but you feel overwhelmed, distressed, and unable to cope with life. Your mother-in-law (the uncle's mother) keeps calling, wanting to patch things up with the family.
 - f. Last week you went on a date with a friend of your co-workers. He asked you to his place to watch a movie. Near the end of the evening he tried to kiss you. When you said no he became very aggressive and said you had been asking for it all night. He grabbed you fiercely; you screamed, punched him in the nose and ran out the door. Now you feel guilty for hurting him and wonder if you did lead him on.

Launching the Activity

- 1. Display the flipchart page "Counselling Philosophy." Discuss each point.
- 2. Explain that you will be going over 5 basic counselling skills to help facilitators handle disclosures. They will be:
 - Listening

- Responding
- Problem Solving

Empathy Supporting



- 3. Display the flipchart page "Listening." Brainstorm the key points and give them the SOLER skills. Ask the group to practice the skills by partnering up and asking each other about the last time they laughed until they cried. Walk around as the trainees practice. Encourage their listening skills, point out effective skills and gently comment on points of improvement. Give the group 5 minutes.
- 4. Display the flipchart page "Empathy." Brainstorm the key points and ask the trainees if they know any empathetic people. Talk about how you know when a person is being empathetic. To practice empathy, ask the trainees to partner with a different person. One trainee will answer a question while the other listens with empathy. Remind them to keep their listening skills (SOLER) from the last exercise. The questions are: What do you look forward to as a facilitator? What do you fear as a facilitator? Give the trainees 5 minutes.
- 5. Display the flipchart page "Supporting." Brainstorm key points and ask trainees how they feel most supported. Write these on the flipchart. Ask the participants to practice giving support to each other by acting out a role-play. Hand out Role-play A to half of the trainees, and Role-play B to the other half of the trainees. Ask the trainees to partner up with someone who doesn't have the same role-play as they do. Ask the trainees to practice being supportive by using all the skills they have learned so far. Give the trainees 5 minutes, and then ask the participants to switch role-player and counsellor roles. Give another 5 minutes to finish.
- 6. Display the flipchart page "Responding." Brainstorm key points. Write these on the flipchart. Ask the participants to practice responding to each other by acting out a role-play. Hand out Role-play C to half of the trainees, and a Role-play D to the other half of the trainees. Ask the trainees to partner up with someone who doesn't have the same role-play as they do. Ask the trainees to practice responding by using all the skills they have learned so far. Give the trainees 5 minutes, and then ask the participants to switch role-player and counsellor roles. Give another 5 minutes to finish the second role-play.
- 7. Display the flipchart page "Problem Solving." Brainstorm key points and talk about the most effective problem solvers. Do they try to fix the problem or just give options and talk about consequences of each? Write suggestions on the flipchart. Ask the participants to practice responding by acting out a role-play. Hand out Role-play E to half of the trainees, and Role-play F to the other half of the trainees. Ask the trainees to partner up with someone who doesn't have the same role-play as they do. Ask the trainees to practice responding by using all the skills and suggestions they have learned so far. Give the trainees 5 minutes, and then ask the participants to switch role-player and counsellor roles. Give another 5 minutes to finish the final role-play.
- 8. When the trainees are finished, bring the group back together and talk about common experiences and feelings.

The Empowerment

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Disclosure in the Round

Object:

• To practice responding to disclosure in a workshop setting.

Materials:

- Role-play scenarios
- Index cards
- Flip-chart and markers
- "List of sexual assault myths" Found in the workshop section.

Time:

• 15 to 30 minutes (depending on the number of scenarios you choose to do).

It is common to have at least one disclosure during a self-protection workshop. This activity gives trainees the information and skills needed to handle a disclosure in the middle of a workshop.

Before the workshop

- 1. Before you facilitate this activity be sure to read the "Counselling" chapter in the facilitator's section. It will give you background information on disclosure and the helping relationship.
- 2. Write the following important points about disclosure in a group setting on a flipchart.

If a participant discloses during a workshop:

- 1. Since 2 of every 5 Canadian women (39%) are victims of sexual assault you can safely assume that you will have a survivor in your workshop. With this in mind it is important to prepare for disclosure.
- 2. Don't interrupt her.
- 3. Let her know that:
 - You believe her.
 - You are glad she brought it up.
 - You are available to talk about it further on the break.
- 4. Say something like:

"Thank you for sharing. Your experience shows us how deeply violence against women affects women's lives and how often it happens to women we know. Maybe you and I can talk about your experience more later." Then make sure you talk to her privately after the workshop.

5. It may be difficult but try to move the group's focus away from the disclosure. One disclosure often prompts other disclosures. It is important to remember that the group came for self-protection training not to participate in a support group.



3. Write (or print out) the following scenarios on index cards:

Scenario #1

You are in your early forties and came to this workshop to refresh your self-protection knowledge (you have taken this type of workshop before). You were date raped 20 years ago. You acknowledged the rape soon after and went through counselling at a sexual assault crisis center. You feel good about how far you have come, most of the time, but feel it is your duty to inform young women about the dangers of date rape. This is why you disclose.

Scenario #2

You are in your early sixties. Five years ago you were looking for a new home because your husband had passed away and the home you shared was too big for you alone. You were looking at a condominium with your real estate agent (a friend of a friend) when he forced you to have sex with him. You are still extremely upset about the situation and have not told anyone. You finally feel you can tell your story to this group because everyone seems so supportive.

Scenario #3 – In this role-play there are two roles (you will need two volunteers).

- A. You are 28 years old and have come to the workshop because your dependence on others puts you in a compromised position. You are a paraplegic and have not been treated well by your caretakers (you were sexually abused by your father and your male care-taker) and you want to learn to protect yourself against them or others who might try to assault you in the future.
- B. You are 35 and have been sexually abused in the past: molested by your gym coach in high school as well as being forced to play 'secret sex games' with your uncle. You have come to the self-protection workshop because you don't feel safe with anyone. You feel you are able to disclose after another person in the group discloses.

Scenario #4 - Advanced

You are a young women going to University. You have come to this Self-Protection Workshop because there has been much talk about rape at the university and all the university residents are required to attend. Recently your boyfriend raped you twice. You are not calling it rape; he simply forced you to have sex after you told him 'no'. He was drunk both times and probably didn't know what he was doing. During a discussion you hear the definition of date rape and disagree with it. You decide to give your story as an example of why you don't think unwanted sex is date rape when alcohol is involved.



Launching the activity

- 1. Ask the trainees to form a circle.
- 2. Tell them they are going to role-play a discussion about date rape (or acquaintance rape).
- 3. Some of the trainees (who volunteer) will be given a role to play.
- 4. Decide if you want to be the facilitator (in order to demonstrate how to respond to disclosure during a workshop) or if the trainees feel confident enough, trainees may volunteer to be the facilitator.
 - If you are going to play the facilitator tell the trainees that you are not going to do the situation perfectly there is no perfect way to handle disclosure.
 - You may also consider purposefully missing something and asking the trainees what you missed at the end.
- 5. Ask for a volunteer. Give the volunteer one of the roles. Inform the participant with the role-play that she may begin whenever she feels it is appropriate.
- 6. Using the "List of Sexual Assault Myths" read out the myths or ask the group to give an example of a myth. Keep the discussion going until the volunteer discloses. Handle the disclosure and then return to the sexual assault myths discussion.
- 7. When you feel the trainees understand the importance of acknowledging the disclosure, then continue on with the activity by going on to debrief.
- 8. Debrief by asking the group the following questions:
 What was the person disclosing feeling?
 What did she need to hear?
 How did the rest of the group respond when she disclosed?
 How do you keep the session from becoming a support group?
 What is most important to get across to the person who discloses?
- 9. If time permits, ask for another volunteer and do another role-play.



Dísclosure One-on-One

Objectives:

• To practice responding to disclosure in a one-on-one situation.

Materials:

- Flip Chart and markers
- Role-play scenarios
- Index cards

Time:

• 30 minutes

It is common for a participant to disclose an incident of sexual assault to a facilitator during a break or after the workshop. Participants must be prepared and knowledgeable to handle such a situation.

Before the workshop

- 1. Before you facilitate this activity be sure to read the "Counselling" chapter in the facilitator's section. It will give you background information on disclosure and the helping relationship.
- 2. Write out the following important points about private disclosures on a flip chart.

When you are alone and a survivor discloses: 1. **Listen** deeply and think about how she is feeling right now. 2. Believe her. 3. Keep your personal feelings, and opinions to yourself. Do not judge. 4. Communicate the following messages: • I believe you. I'm glad that you told me. • You are not alone. This happens to • It's not your fault • I'm sorry this happened to you. many women. • There are people who can help. 5. Validate her feelings and concerns. Let her know that what she is feeling is normal. 6. Ask how you personally can help her. Ask if there is something she needs from you. 7. Let her make her own decisions and believe in her ability to make the best decision. 8. Watch your body language and respect her personal space. 9. Refer her to a sexual assault crisis centre and/or a competent counsellor. 10. Keep her disclosure confidential (unless she is under 16).



- 3. Write (or print out) the following scenarios on index cards.
 - A. You say that a neighbour recently raped your friend. In reality, you were raped by your neighbour but haven't told anyone and worry it might be your fault.
 - B. You were sexually assaulted by a date in your own home. You had a couple of drinks but you were not drunk. Your friends say you shouldn't have been drinking with him because he's known to be a bad guy.
 - C. Your uncle raped you when you were 14. You never told anyone. This workshop has made you think you might want to do something about it now.
 - D.Your father sexually abused you as a child. You have been to counselling and feel stronger about it than you have in the past. Still, you never feel quite safe and wanted to come to this self-protection program.
 - E. You were out with a male friend and asked him back to your apartment for a coffee (you thought he needed to talk because his girlfriend recently broke up with him). But, when you got there, he forced you to have sex with him.
 - F. You are upset because you recently learned that it is illegal for a husband to force his wife to have sex. You realize that your husband often rapes you you are upset because you thought you had to have sex with your husband and that it was okay if he forced you.
 - G.Five months ago your plumber cornered you in the bathroom and sexually assaulted you. You fear that your husband will find out.
 - H. Three years ago you were looking for a new home. You were very depressed at the time because your partner had passed away. The rental agent sexually assaulted you when you were alone looking at one of the houses.

Launching the Activity

- 1. Introduce the topic to the group and use the flipchart to discuss the important responses to disclosure.
- 2. Explain that one person (possibly the facilitator) will be given a scenario (a disclosure) to act out. This person will be called the disclosing participant.
- 3. The trainees will be asked to listen to the disclosure and then encouraged to respond using the skills discussed. Any one of the trainees can jump in with a response after the disclosing participant has finished.
- 4. The disclosing participant will then respond (in role) to the trainee. Other trainees or the same trainee may then make another response.
- 5. Begin the activity



Here's an example:

Disclosing Participant

"I feel a little uncomfortable saying this but I need to get it out. When we were talking about date rape I realized that I was date raped last summer."

PAUSE (to ensure she's finished)

Trainee #1

"That's a difficult thing to realize. Would you like to tell me more?"

Disclosing Participant

"Yes. I was at a party and this guy I had been dating got me drinking and then we ended up in his sister's bedroom. He told me I would love her CD collection because she and I have similar tastes in music. But, when we got in there he started really kissing me, telling me how long he had been waiting, and how I had been teasing him. I didn't know what to do. When I asked him to slow down he did for a bit but then said he couldn't control himself. And then we had sex, but I didn't want to."

PAUSE

Trainee #2

"I am so sorry this happened to you. It must have been very scary."

Disclosing Participant

"It was. He just took over. I swear I didn't want it. I tried to tell him no. I guess I didn't tell him properly."

Trainee #3

"You are in no way at fault. Forcing sex on you was his choice. It was his doing. It is up to him to get your permission for everything that happens sexually. And it is his responsibility to stop if you don't say yes."

Disclosing Participant

"Really? I'm just not sure. He seemed so convinced that I owed this to him."

Trainee #2

"Sex is never owed – no matter how turned on a man is or how much money he spends. Deciding to have sex must be an equal decision without any strings or pressure.

Trainee #3

"Is there anything I can do to help you get through this? I do have some referrals to a sexual assault crisis center and a help line."

Disclosing Participant:

"Maybe I should take those. I'm scared to tell anyone in my family because they will say I shouldn't have been at that party."

Trainee #1

"There are a lot of myths out there and some people have a hard time understanding sexual assault from the victim's point of view. But remember, in no way was this your fault."

Trainee #4

"It may be difficult but calling one of those numbers might help quite a bit. They really understand your point of view and you will be able to talk to someone who won't judge you."

Disclosing Participant:

"Thanks so much. I probably will."

The Empowerment Project

A Facílítator's Boundaríes

Objective:

- To help trainees recognize and consider difficult subject matter
- To prepare trainees for difficult questions by helping them establish personal boundaries

Materials:

- Photocopies of 'A Facilitator's Boundaries' Worksheet
- Flipchart, pens and pencils

Time:

• 20 minutes

The Empowerment Project workshops are often intimate in nature. Consequently, personal subjects are often brought up. Personal questions put facilitators in a difficult position. The following activity helps future facilitators prepare for difficult questions.

- 1. Pass out photocopies of 'A Facilitator's Boundaries' Worksheet along with a pen or pencil for each participant.
- 2. Explain to participants that you are going to read out a list of subjects that may come up in a workshop. These subjects can be controversial so it is important for facilitator's to decide ahead of time whether they will be comfortable discussing them or not. If the trainees are comfortable revealing their opinions on the subject they should write the subject on the outside of the circle. If the trainees are not comfortable revealing their opinion on the subject they should write the subject on the inside of the circle. If the trainee is unsure ask them to write the subject on the line of the circle.
- 3. Before you begin reading out the subjects, brainstorm with the group the consequences of giving opinions or disclosing personal information. Mention that the following are important questions to ask when they are considering whether or not they will discuss difficult subjects:
 - How will disclosing my feelings or experiences affect how I feel about myself? Am I being respectful of my own boundaries?
 - How will disclosing my feelings or experiences affect my credibility as a facilitator?
 - How will disclosing my feelings or experiences affect the group? Will it cause some members of the group to feel excluded or defensive?

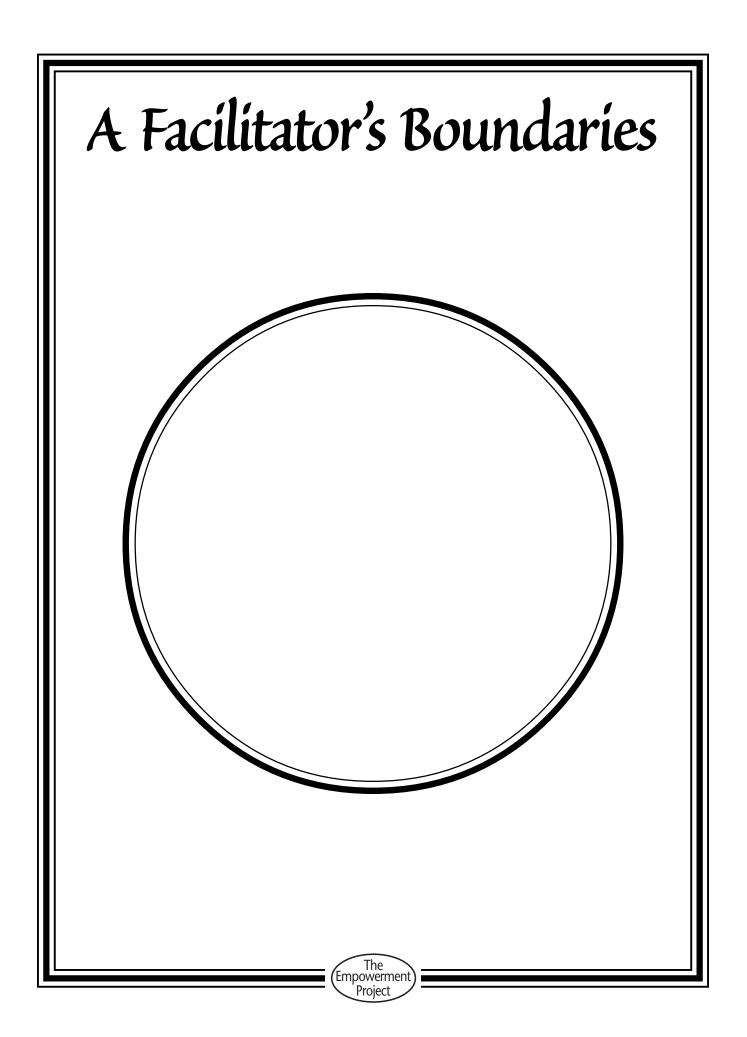


- 4. After discussing the above, read out the list of possible subjects (shown below) and ask the trainees to put each subject in the appropriate area on their worksheet. Remind the trainees that if they are comfortable giving their opinion on the subject then the subject should be written outside the circle. If the trainee thinks she will be uncomfortable discussing the subject she should write the subject inside the circle. If the trainee is unsure ask them to write the subject on the line of the circle.
- 5. It is important to tell the trainees that they are in no way obligated to tell the other trainees where they put the subjects.

Ask the trainees: Will you talk about your opinions on these subjects? Then, read out the subject titles. The smaller lettering may be read out if you wish.

- **Religious beliefs** If you identify yourself as a member of one religion, how will group members from other religions feel?
- Past sexual assault experiences If you have not been sexually assaulted how will this affect the group? If you have been sexually assaulted how will this affect you and how will it affect the group? Will it help or hinder?
- Beliefs about abortion As a facilitator and a leader you have the power to influence others. Will telling your view influence or upset someone?
- Political views Will you talk about what political party you vote for?
- Past mental health experiences (depression...) Will disclosing this make you vulnerable or upset later on? Is it relevant to disclose this?
- Sexual Orientation If you mention that you are heterosexual will you isolate lesbians in the group? Or vice versa? Will it make you vulnerable?
- Present sex life is your partner okay with you talking about this?
- Financial Income
- Past experience with drugs or alcohol
- Qualifications as a facilitator
- Family Life
- Education
- 6. When you have finished reading out the subjects ask the group if they wish to discuss any of the possible subjects.
 - Which subjects could cause problems within the group? Exclude people?
 - Which subjects could put the facilitator in a vulnerable position?
 - Which subjects could undermine the facilitator's credibility?
 - Which subjects did the trainees find difficult to put inside or outside their circle?
- 7. Debrief as long as you feel it is necessary.





Dealing with Difficult Questions

Object:

• To prepare trainees for difficult questions

Materials:

- "Difficult questions" (from the facilitator's information) written on individual index cards
- "Answering Difficult Questions" Found in the facilitator's manual.
- Dice and long necked bottle
- Flip chart and marker
- Index cards

Time:

• 20 minutes

Sometimes difficult questions are asked. Responding to them can be challenging (especially when they are asked with a hostile tone). This activity helps participants prepare responses to common difficult questions. One of the benefits of this exercise is that it allows trainees to hear different response styles. From these options a trainee may chose what style of response suits her best.

Before the workshop

- 1. Write suggestions for responding to difficult questions on the flipchart. Use the information from "Answering Difficult Questions."
- 2. Write out a different difficult question on each index card.

Launching the activity

- 1. Assemble the group of trainees in a circle.
- 2. Talk to the participants about difficult questions and use the flipchart to give suggestions on how to respond to them.
- 3. Place the difficult question index cards on the table. Turn the index cards with the questions face down.
- 4. Place the long necked bottle in the middle of the group.
- 5. Explain that the bottle will be spun. When the bottle stops, whomever the base of the bottle is facing will ask the difficult question, and whomever the neck of the bottle is facing will answer the question. Then, the bottle will be spun again.
- 6. Point out that there is no perfect answer and that the trainee may ask the group for help if she doesn't want to answer the question.
- 7. Discuss each question



Burnout

Objectives:

- To talk about facilitator burnout.
- To help trainees assess their personal level of burnout and self-care needs.

Materials:

- "Are You Burned Out?" (Make enough copies for each trainee Found in the Facilitator's manual).
- "Facilitator's Self-care" handouts (Make enough copies for each trainee)
- Pens or pencils,
- Flipchart and markers

Time:

• 20 – 30 minutes

It is common for self-protection facilitators to talk about stressful subjects such as women's oppression, victimization, and assault. Consequently, it is important that facilitators consider their personal self-care. To avoid burnout, facilitators need to recognize the warning signs of burnout and take care of themselves. The following activity helps trainees recognize their present level of burnout and also gives them an opportunity to discuss fears around facilitating these difficult topics.

Before the workshop

1. Write out the definition of burnout on the flipchart.

Burnout is the weakening of physical and mental abilities. Symptoms of burnout include:

- Chronic fatigue, unstable sleeping
- Frequent aches and pains
- Weight loss or weight gain
- Disinterest in sex
- Increase in tobacco, alcohol, caffeine
- Depression or anxiety
- Being easily moved to tears
- Withdrawal from friends & family
- Lowered level of performance
- Loss of motivation



Launching the activity

- 1. Pass out "Are You Burned Out?" to each participant. Give the participants about 5 minutes to answer the questions.
- 2. Explain burnout. Discuss the symptoms.
- 3. Go around the group and ask for comments. Remind everyone that sharing is optional, but that you would like to discuss burnout and facilitating self-protection workshops. Ask participants to share only what they find comfortable.
- 4. Here are some questions to get the discussion started:
 - How do participants feel about this quiz? Is it useful?
 - Were you surprised at your answers? Concerned?
 - What does it feel like to experience burnout?
 - Why is burnout a factor to consider when facilitating self-protection workshops?
 - How can a facilitator avoid burnout?
 - What are some fears associated with facilitating self-protection workshops?
 - How can facilitators address these fears?
 - What are some different self-care ideas?
 - What stops you from taking care of yourself?
- 5. Consider writing down common fears, and stressors on the flipchart. Also write down specific self-care ideas for facilitators.
- 6. Give the trainees the handout "Facilitator's Self-care" (found in the facilitator's manual). You may also want to give them these other handouts that can be found in the workshop manual:
 - "Self-care Assessment"
 - "What is Self-care?"
 - "Take Care of Yourself"
 - "More Take Care of Yourself"



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Assertiveness and Self-Protection Training for Women and Girls

Developed by Mary Whiteside-Lantz Fredericton Sexual Assault Crisis Centre

The Empowerment Project References

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Please help us Evaluate this Toolkit

Please take a moment to fill out this small survey after you have read through the manual or used it in a group situation. Your feedback is invaluable and will be used to monitor the ongoing impacts and uses of **The Empowerment Project.**

You may send the completed form by mail or fax to: Fredericton Sexual Assault Crisis Centre P.O. Box 174, Fredericton, New Brunswick Canada E3B 4Y9

Fax: (506) 457-2780

- a. Who are you? (Please check one category your primary role in working on issues relating to sexual violence against women.)
 - □ Clergy or church worker
 - □ Community member
 - □ Guidance counsellor / Teacher
 - Lawyer
 - Psychologist
 - Physician
 - Police officer

- □ Organization for women in conflict with the law
- □ Rape / Sexual Assault Centre
- □ Shelter worker
- Social worker
- □ Victim / Survivor
- Women's organization
- Other:____

b. Please rate the following (if applicable) in relation to your work: 1 = needs improvement → 5 = excellent

	Presentation was well done					Instructions were easy to follow					Led to new skills and/ or behavior					Increased awareness on subject presented				Facilitator's degree of satisfaction					Participants' degree of satisfaction					
Activities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Printed materials/ Handouts	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Training information	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Facilitator's information	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Layout of toolkit	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5



- c. Please explain the purpose and objectives for which this toolkit was used.
- d. Do you feel your objectives were met? Please explain why or why not?
- e. Please specify which parts of the toolkit you used.
- f. Which activities worked the best? Why?
- g. Which activities need improvement? Why?
- h. Would you recommend this toolkit / program? Why or why not?
- i. What do you feel is missing from this toolkit?
- j. Do you have any additional comments on The Empowerment Project: A Train-the-Trainer Toolkit?

