

# Education and Training Toolkit:

Addressing and Preventing  
Gender-Based Violence at  
Post-Secondary Institutions

## **LAND ACKNOWLEDGEMENT**

We would like to begin by acknowledging that this work is taking place on and across the traditional territories of many Indigenous nations. We recognize that gender-based violence is one form of violence caused by colonialism that is used to marginalize and dispossess Indigenous peoples from their lands and waters. Our work on campuses and in our communities must centre this truth as we strive to end gender-based violence. We commit to continuing to learn and grow and to take an anti-colonial and inclusive approach to the work we engage with. It is our intention to honour this responsibility.

## **DEDICATION**

We dedicate this toolkit to Peter Wanyenya. Thank you for being an agent of change and connection in the communities you touched. And to all gender-based violence survivors, educators, front-line workers, we dedicate this toolkit to you.

## **AUTHORS**

Dr. CJ Rowe and Jennifer Flood

## **ACKNOWLEDGEMENTS**

We would like to express our deep gratitude to all those who contributed to the making of this toolkit. It could not have been made possible without the help from the many committed and passionate gender-based violence (GBV) advocates, educators, students, and survivors across Canada. Your stories, experience, labour and dedication to this work are extraordinary. With humbleness and sincerity, we would like to acknowledge the following team who helped make our vision come to light:

## **CONTRIBUTORS**

We would like to thank and recognize the contributions of Dr. Salina Abji in writing this toolkit. Dr. Abji reviewed and wrote sections of Chapter 2: Evaluate and Assess Your Prevention Program.

We would like to thank and recognize the contributions of Farrah Khan in writing this toolkit. Farrah reviewed, edited and worked with the authors to further enhance sections of the toolkit. We deeply thank you for your labour and guidance throughout the making of this toolkit.

We would like to acknowledge and deeply thank Jaye Garcia, who supported the creation and development of the toolkit. Jaye wrote sections of Chapter 4: Building a Task Force. We thank you for your guidance and knowledge in this work.

## PEER REVIEWERS

Dr. Salina Abji, Farrah Khan, Jaye Garcia, Woo Kim, Belinda Karsen, Robyn Wilson, Britt Harvey, Emily Colpitts, Roxanne Runyon, Dee Dooley, Johannah May Black, Leah Shumka, Ian DeGeer, Daniel Brisebois, Sharon Miklas, Lisa Trefzger Clarke, Eric Craven, David Garzon, Isabelle Chagnon, Sandrine Desforges, Isabel Fortin, Gabrielle Gérin, Diana Gutierrez-Ruiz, Nancy Hardy, Mélanie Lemay, Karine Mac Donald, Katy Miron, Sara Therriault Trottier, Marie-Lou Villeneuve-Hobbs, Meaghan Ross, Eileen Conboy, Caroline Larocque, Émilie Marcotte, Nicole Leeson, Lynn Thera, Heather Blackburn, Robyn Ocean, Colleen Wirth, Paula Shappard Thibeau, Meagan Simon, Carla Bertsch, Erin Hagen, Perminder Flora, Radhika Gupta, Leandra Keren, Erin Kordich, Sunand Sharma, Amna Siddiqui, Ali Millar, Amélie Glaude, Brenda Austin-Smith, Corinne L. Mason, Jennifer Chrisholm, Orvie Dingwall, Ashley Curnew, Nell Perry, Alannah McKay, Aubrianna Snow, Catherine Dunne, Chenthoori Malankov, Emma Kuzmyk, Jackie Toner, Jessica Wright, Julia Burnham, Kainat Javed, Vatineh Magaji, Levi Clarkson, Tayler Glaspey, Taylor Irvine and Tia Wong.

## COPY-EDITOR

Karina Palmitesta.

## GRAPHIC DESIGNERS

A special thank you to the incredible graphic design team who imagined and created this magical design: Bilqis Meer, Kitty Rodé, Jay Bird, and Vy Do, with design elements by Michelle Campos Castillo. Michelle Campos Castillo.

## ABOUT POSSIBILITY SEEDS

We are a leading project management and policy development social purpose enterprise that works alongside communities, organizations, and institutions to cultivate gender equity. Courage to Act, a national initiative to address and prevent gender-based violence at Canadian post-secondary institutions, is led by Possibility Seeds, a social purpose enterprise that works alongside clients to create, connect and cultivate gender justice. Learn more about our work at [www.possibilityseeds.ca](http://www.possibilityseeds.ca).

## PHASE 2 COURAGE TO ACT PROJECT TEAM

Farrah Khan (Co-Director), CJ Rowe (Co-Director), Anoodth Naushan (Project Manager), Carina Gabriele (Communities of Practice Coordinator), Andréanne St-Gelais (Francophone Community of Practice Coordinator), Emily Allan (Communications Coordinator), Darshana Patel (Research Assistant), and Kelly Prettvett (Administrative Coordinator).

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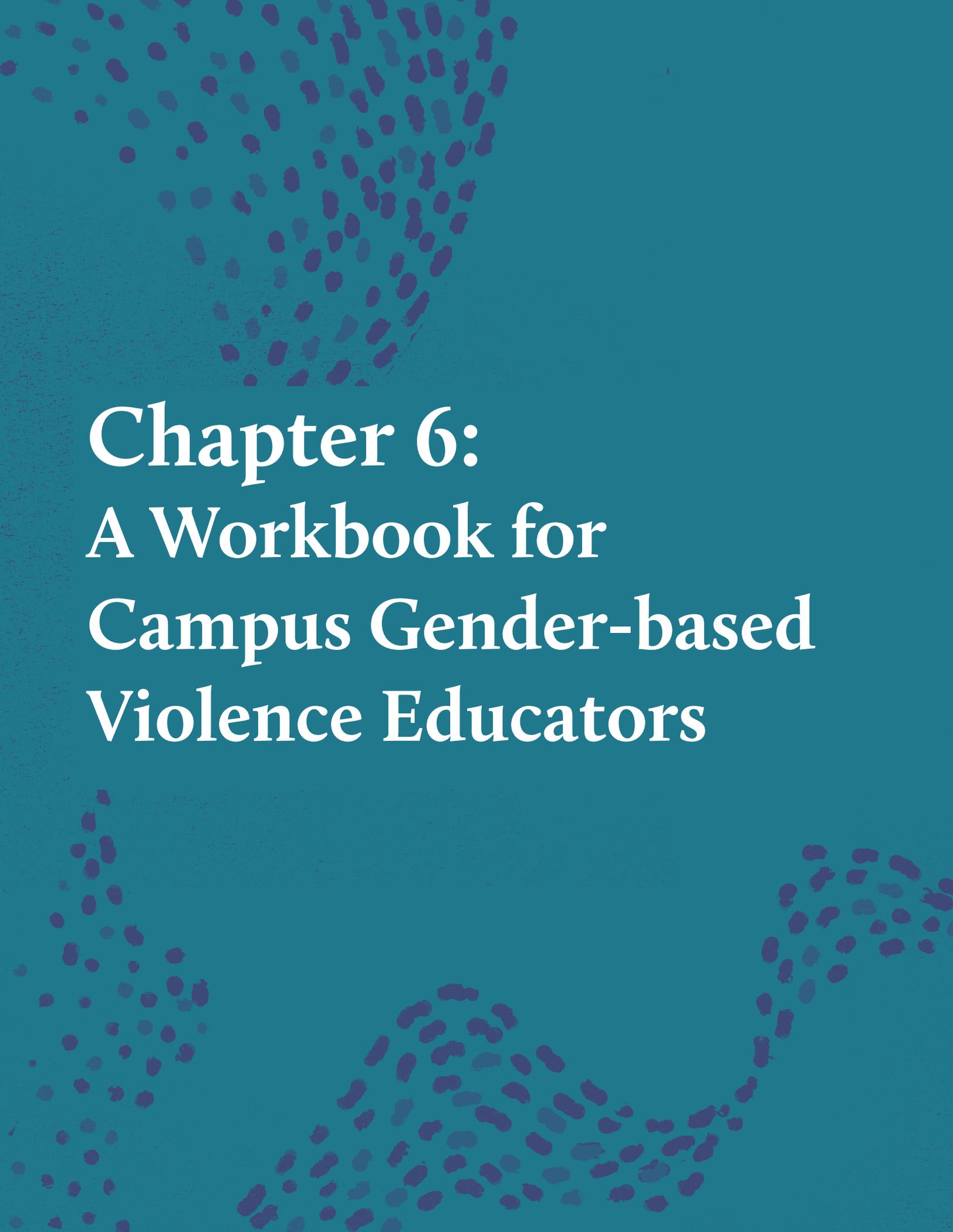


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# Chapter 6: A Workbook for Campus Gender-based Violence Educators

## About this workbook

Welcome to the *Courage to Act Educators Workbook*. This workbook has been designed to help support the ongoing learning of those engaged with gender-based violence (GBV) prevention education at post-secondary institutions (PSIs). With the support from the *Courage to Act* team, the *Courage to Act Project and Community of Practice* members, these resources were curated to further the ongoing learning of educators doing this work. We envisioned this workbook to allow for more space for GBV educators to engage with fellow educators, exchange learning and share promising practices. As this work requires us to continually learn, unlearn and relearn, we hope you use this workbook to think critically about the work we are doing to support those impacted by GBV through our GBV prevention education.

### Context

This workbook draws on the guiding principles from the *Courage to Act* report (Khan et al., 2019, p. 85) to support educators to continually build and evolve their approach to GBV prevention. In Chapter 5: *Develop an Action Plan*, we invite those engaged with action planning at their PSI to work through these principles as a group. However, this workbook is specifically designed for educators to complete on their own, and you will notice that the principles you will be working with are slightly different than the set outlined in the *Courage to Act* report and Chapter 5.

Culturally Grounded

Space Making

Engaging

Peer-to-Peer

Trauma-Informed

Accessibility

Survivor-Centred

Intersectionality

Acknowledge Power

Self-Care and Wellness

What are some of the guiding principles that drive your work? Add them here:

Important layers to add to our practice are *self-care* and *wellness*. To sustain ourselves in and through this work, it is important to centre our own self-care and wellness. We encourage you to draw on the final module and incorporate elements of self-care and wellness into your everyday practices and as a lifelong learner. Think about how you are caring for yourself as you care for others.

## How to use this workbook

We hope you utilize this workbook in a variety of ways. We have posed curious questions and listed resources to be used to reflect individually on your own practice, in ongoing learning, and to strengthen your practices as a GBV educator. They can also be used for regular discussion and dialogue with colleagues and peers on a local, regional, provincial/territorial or even national scale.

We have structured this workbook as a guide to help facilitate a discussion with colleagues on a monthly or bi-monthly basis. We encourage you to find a format or combination of formats that works best for you and your community. This workbook provides a base for your learning — a jumping-off point to spark future collaboration, relationship building and ongoing learning. It is not meant to be an exhaustive list of topics and reflection opportunities, it is meant to help you continue in your learning journey.

We know the work of GBV education at PSIs can be taxing. Through this workbook, we invite you to take the time you need to reflect on your own professional and personal learning, knowledge, strengths and areas of development needed for this work.

This reflection portion of the tool is intended for your personal use to help support your growth and development. Although this is not meant to be shared, you may choose to share it with others who can help you reflect and move forward in your learning. There is no judgment here, only personal reflection, honesty and growth.

## Here are a few ways to use this resource:

- Each month, read the resources and engage with the reflection questions to prepare for your discussion.
- Share the resources with teammates, colleagues, students or any other appropriate group or individual.
- Work with a community of learners to enhance your own learning and professional development, and strengthen networks across regions and the country.
- If you have read any of the resources before, take another look to see if you gain any new insights, understanding or impressions.
- Identify your strengths to develop deeper and broader educational opportunities for your PSI community. Feel free to write them down, make a visual representation, a chart or anything else that helps you with your reflection.
- Develop a plan to help enhance the educator skills and competencies that you want to work on.
- Complete this tool on a regular basis to track your progress and celebrate growth.
- Focus on your wellbeing, boundaries, learning edges and needs as you engage in GBV prevention work.
- Customize as you want, taking bits and pieces from different sections, readings and reflection questions to best meet your needs.
- Add to the list of resources and pick and choose the ones that align with your learning goals.
- **Have fun!**

The readings will help set some foundational understandings, operational definitions and knowledge to facilitate robust discussions. They provide a starting point to explore further, build curiosity and support you as you continue to engage in this work. All of these resources are publicly available online or should be available through your institution's or local library.

This is not a comprehensive list of reading and learning activities. As a community resource, this list should grow and develop along with the community using it. Send us your suggestions of great articles, books, podcasts, websites and other resources that you come across, so that we can add to the Courage to Act Knowledge Centre. Share videos, exercises or cool activities for workshops that address the unique needs of your community and other educators may benefit from. By sharing and collaborating, we help each other build and strengthen our own competencies as well as the GBV prevention education at our respective PSI communities.

## Let's Get Started: Where am I as an educator?

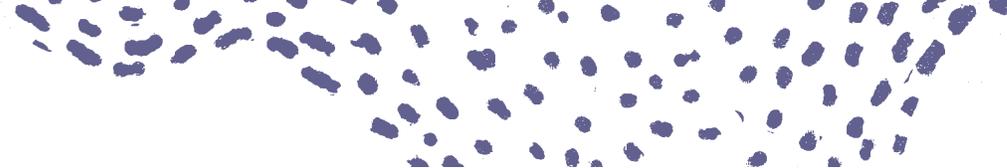
To begin this learning journey, we have provided you with a set of curious questions to help you think about who you are as an educator and where you are starting from. We recommend you start and finish this process with the questions below. However, feel free to come back to them throughout this journey. You can also explore these questions as often as you want and need to throughout the process. Reflect on what's changed, explore new points that jump out at you, and take your learning in new directions based on what you're reading, reflecting on and discussing with others.

Don't forget to celebrate all that you've learned and accomplished along the way! You can use this as a base to dive even further into specific areas resulting in even deeper learning.

### Curious questions for educators:

**What skills and training do I possess that make me an effective educator?**

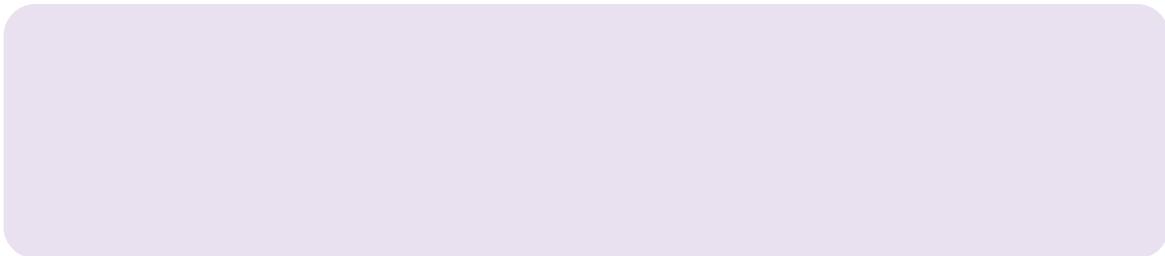
**Where are my growing edges? Where are there opportunities for me to build my skill set?**



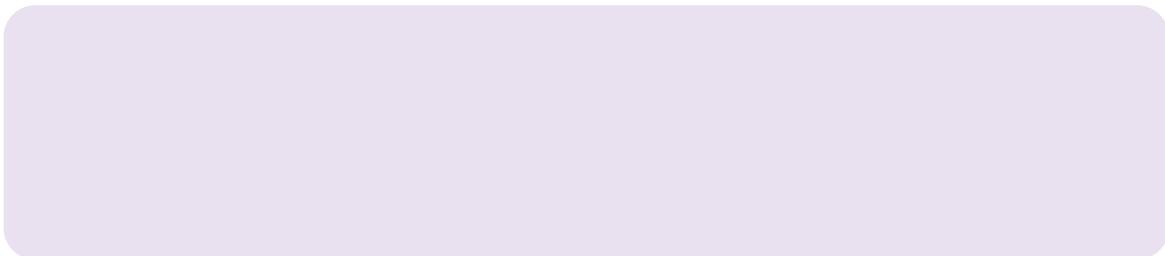
**What mistakes or missteps have I made and what have I learned from them?  
How do/will they inform my practice(s) moving forward?**



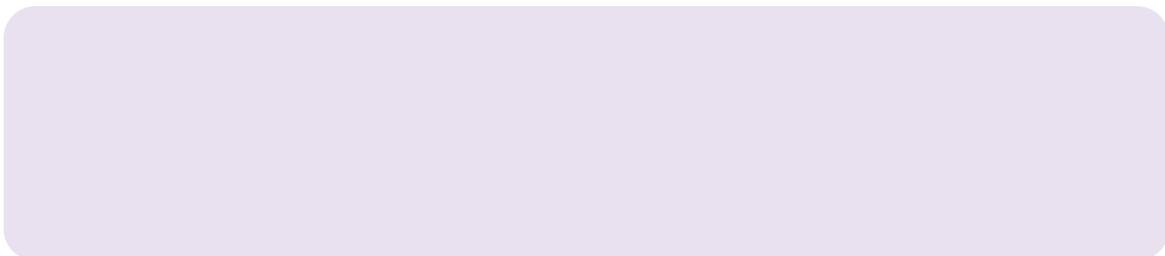
**What do I feel are my strengths?**



**Where do I feel challenged?**



**What are my action steps?**



Now that you've done some reflection on your own style, strengths and learning, let's look at each of the principles to our approach:

## A) Culturally Grounded

Provide a culturally grounded, gendered analysis when developing and implementing educational opportunities. This approach is mindful of the myriad of experiences, perspectives and identities that may impact campus community members.

What this might look like:

“This means working locally and at the grassroots level. The best way to ensure that my education is culturally grounded is by doing the work to create and maintain relationships with broad cultural groups, including: students, survivors, 2SLGBTIQ communities, Black communities, Indigenous Nations, experts in the field, migrant and international student communities, faith-based communities, etc. This involves a lot of networking, collaboration, inviting in for feedback or in an advisory role, piloting sessions, informal discussions, community events, etc.” (Community of Practice member).

### **As an educator:**

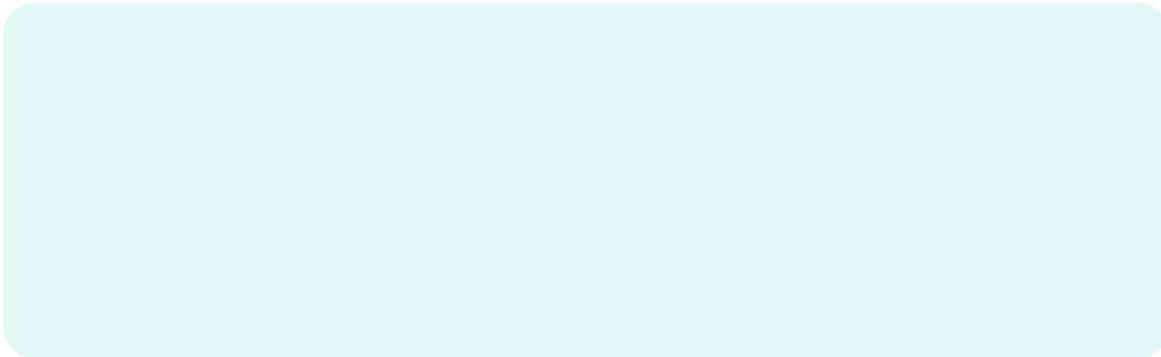
**How do I ensure that my educational material is culturally grounded? What might I need to focus on to continue to build and grow in this area?**

**What do I know about the history of the lands, waters, traditional treaties and Indigenous peoples where I live and work?**

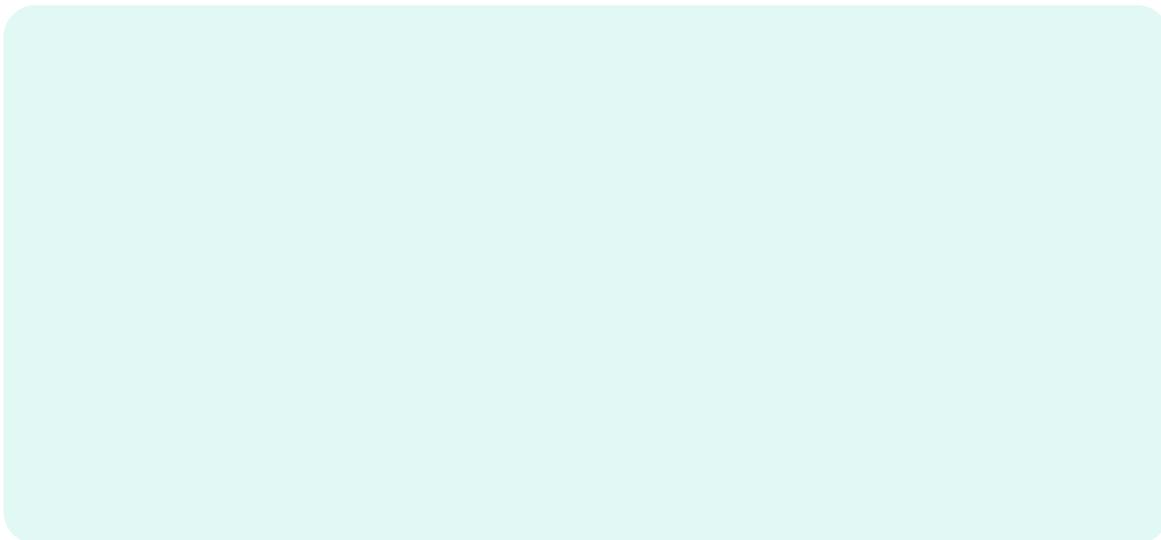
“I think land acknowledgements are so important — they can also feel hollow for Indigenous communities if they are not reflective or just a script of words stating the territory. In my land acknowledgements I like to reflect on the content I am delivering, and connect that to the experience of Indigenous communities.

For example, when talking about GBV + SV, connections between consent and the land [being] taken without consent, violence as a tool of colonization, and solidarity with residential school survivors + families, MMIWG, land protectors can be made through an active role in reconciliation. So, a question I like to ask myself is, ‘How can you make your land acknowledgement a meaningful call to action?’” (Community of Practice member)

**Have I taken time to learn the correct pronunciations of Indigenous peoples and places when delivering education?**



**Have I reflected on why I am delivering a land acknowledgement and the impact this will have on my audience?**



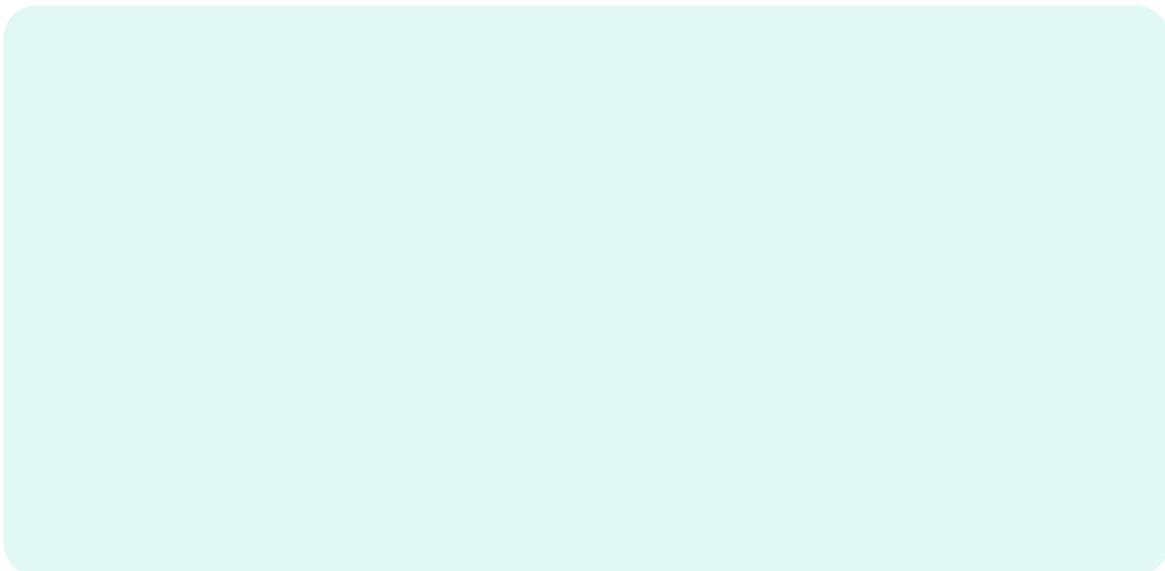
**Where do I see opportunities to build collaborations with campus and community partners (with a focus on QT2SBIPOC<sup>1</sup> communities on and off-campus)?**



**How am I reflecting critically on my practices as a facilitator?**



**What parts of my identity am I bringing to each session, workshop and learning experience, and how does that impact my facilitation? How does the audience experience my practices?**



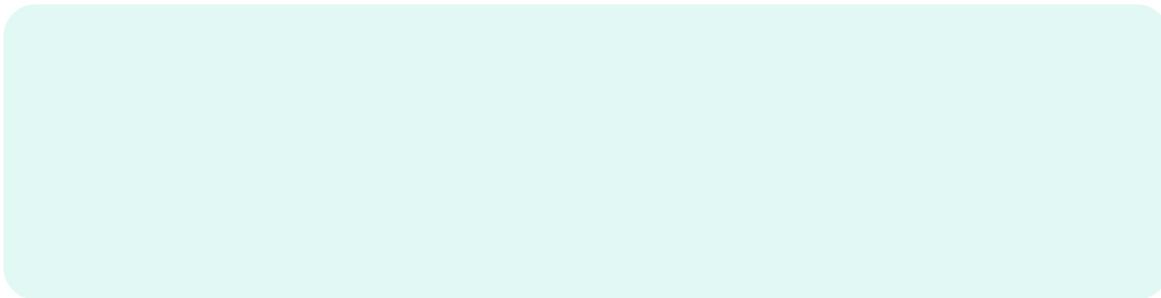
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<sup>1</sup> QT2SBIPOC is a shorthand term that refers to queer, trans, Two-Spirit, Black, Indigenous and people of colour communities.

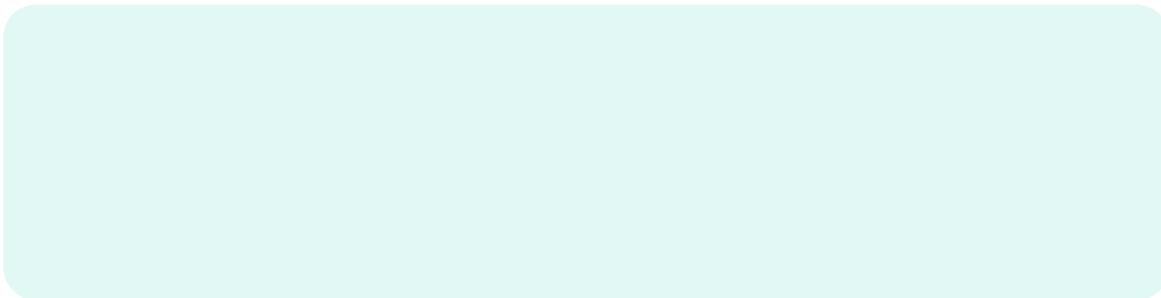
**How do I reflect on the power and privilege that I bring into each educational session as a facilitator?**



**Does this change/influence my approach?**



**What else should I be considering as I critically reflect on my practices?**



“I think this can also speak to a good point of which identities are we highlighting in sessions, workshops etc. Are we purposefully talking about things from a feminist lens, are we sharing resources supported by or created by BIPOC staff? Or is the material that we are using to educate others coming from a narrow lens that silences equity-seeking groups?” (Community of Practice member)

**What do I feel are my strengths?**

**Where do I feel challenged?**

**What are my action steps?**

## Resources

### **Black Women's Blueprint (BWB) Training Institute: The Bystander Mixtape**

CAUT/ACPPU's 2017 **Guide to Acknowledging First Peoples & Traditional Territory**

**Beyond territorial acknowledgements** by âpihtawikosisân on September 23, 2016

**Mi'kmaq community engagement toolkit on sexual violence: A workbook to address sexual violence for Mi'kmaq communities and community members**

**Courage to Act Webinar (2020): Anti-Colonial Approaches to Ending Violence with Indigenous Communities**, a 60-minute webinar with Courtney Skye

### **Indigenous Ally Toolkit**

*This toolkit was designed to support allies in creating positive and supportive impacts on the Indigenous Peoples living in Montreal*

**Dismantling White Feminism**, a 90-minute webinar with Layla F. Saad

**Good Ancestor Podcast** with Layla F. Saad

**Me and White Supremacy** by Layla F. Saad

*A book and guided journal, suggested as a resource for white educators*

**Guide for Transformative Prevention Programming: Sexual Violence & Individuals Who Identify as LGBTQ**

**Creating Inclusive GBV Prevention and Support with International Students** by Melanie Crudginton, Kate Parnell, Farrah Khan, Anoodth Naushan and CJ Rowe for Courage to Act (2020)

**L'Approche Autochtone en Violence Familiale utilisee par le Reseau des maisons d'hebergement autochtones**

### **Quebec Native Women Inc**

*Has a number of publications that may be relevant to you in your work*

**Rapport de la consultation des groupes LGBT du Québec dans le cadre de la Stratégie gouvernementale pour prévenir et contrer les violences sexuelles 2016-2021** (October 2017)

## B) Engaging

Develop education and training opportunities that are positive, fun, engaging, build curiosity and commitment to change, and are sex-positive.

What this might look like:

“Survey participants to assess the facilitator’s ability to engage participants. Learn through evaluation.” (Community Practice member)

### As an educator:

What energizer activities do I incorporate into my educational sessions (small group discussions, case scenarios, roleplay, storytelling, polls, etc.)?

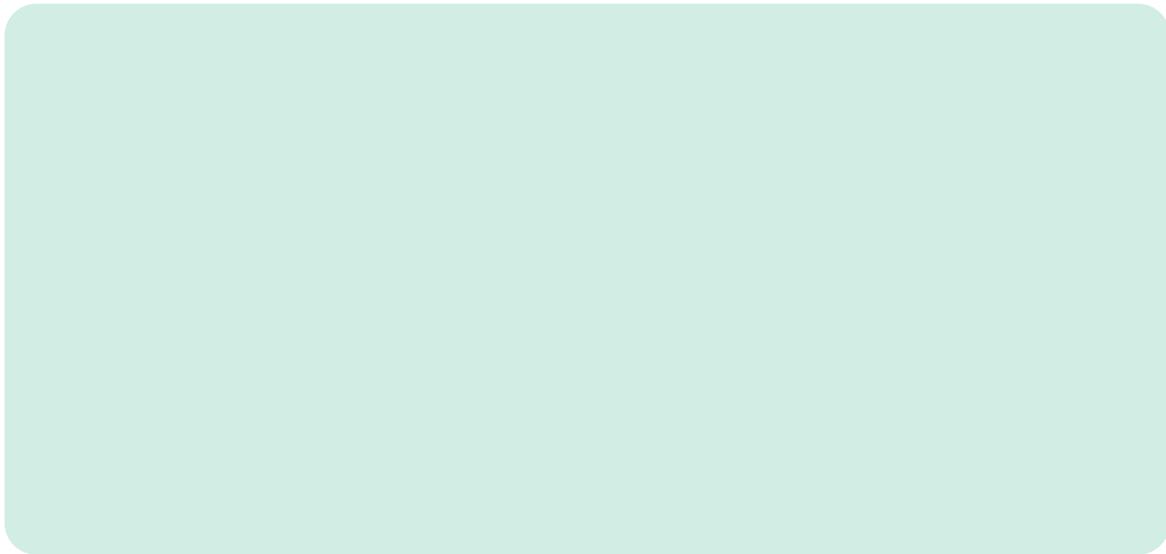
What adult learning strategies do I draw on to inform my work?

Do I vary my teaching methods (e.g. kinesthetic, individual and group activities, film, scenarios and discussion)?

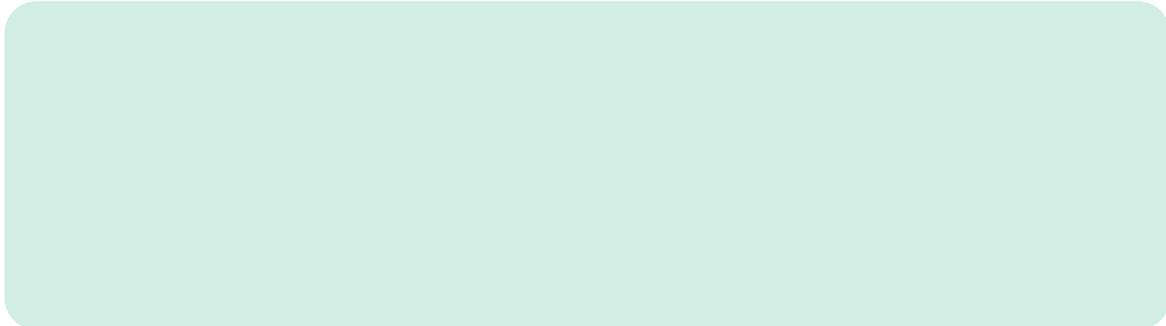
**Are there barriers that prevent me from making my educational sessions engaging (e.g. virtual limitations, group size, etc.)?**



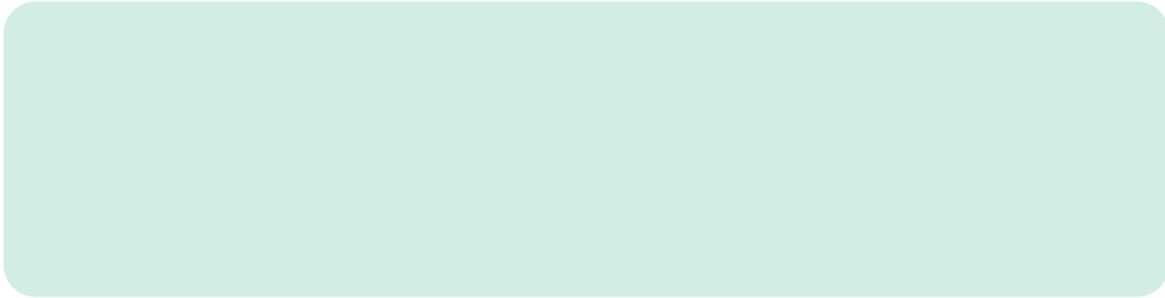
**How do I ensure that the education and training I offer is sex-positive (e.g. do I reflect kink positivity, recognize the different forms of relationships structures, recognize different forms of attractions, ensure I'm able to respond positively when participants share personal experiences that are new to me)? What else would I like to learn?**



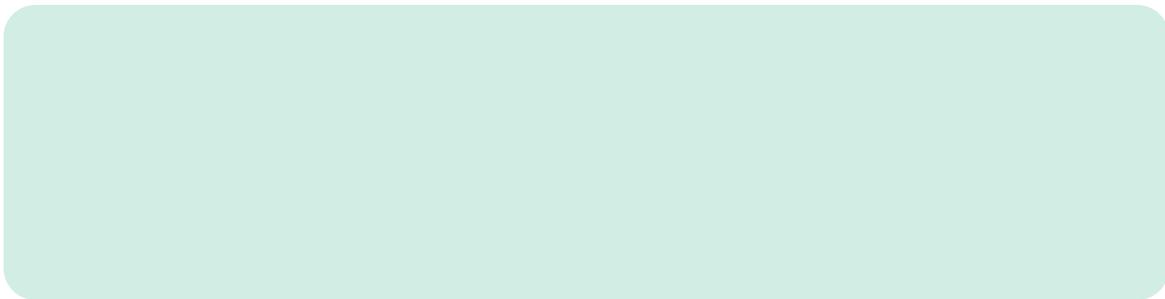
**What tools/resources are available to me to support my ongoing learning at my PSI?**



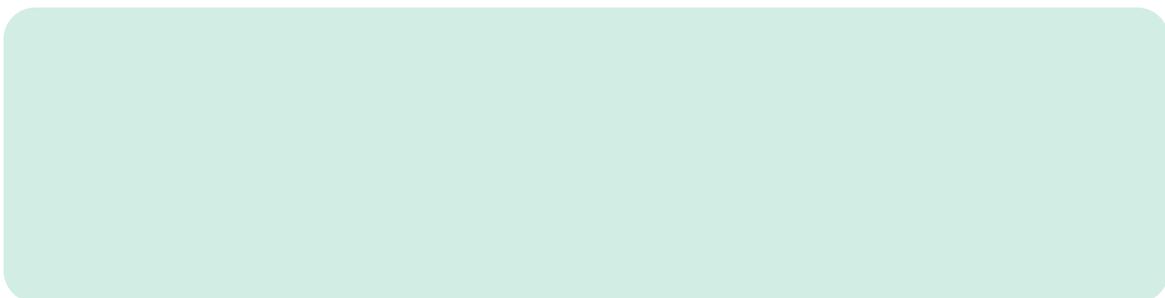
**Have I worked with student representatives and groups to explore what's relevant and engaging for them?**



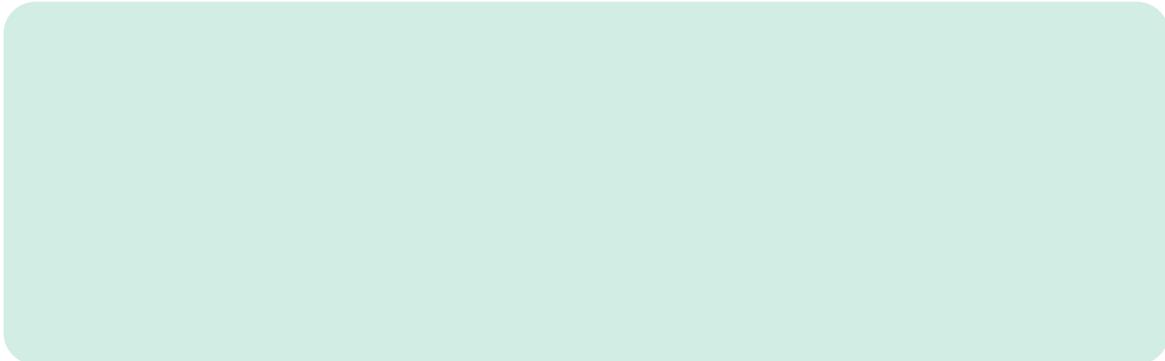
**How do I ensure that the activities I use are engaging and accessible to all?**



**What do I feel are my strengths?**



**Where do I feel challenged?**



## What are my action steps?

## Resources:

**Emergent Strategy** (2017) by adrienne maree brown offers many facilitation tips and tools. In particular, take note of the exercise that begins on page 264 that explores “facilitation tools for creating more possibility”.

**Pleasure Activism: The Politics of Feeling Good** (2019) by adrienne maree brown explores questions such as: How do we make social justice the most pleasurable human experience? How can we awaken within ourselves desires that make it impossible to settle for anything less than a fulfilling life?

**Social Justice Toolbox** is a resource hub for free, curated, ready-to-use social justice activities and facilitation guides. This online resource is a great place to explore new to your activities and engagement strategies.

**PeerNetBC** is a Vancouver-based not-for-profit organization that focuses its energy on supporting and activating peer-led initiatives across the province. They provide training, resources and support to peer-led initiatives that focus on fostering opportunities for people to learn from each other and make connections. They offer community access to a number of their resources through their website, it is well worth the exploration!

**Action Canada for Sexual Health & Rights’s** article on What Young People Want and Need for their Sex-Ed. This article explores key components that are part of a sex-positive curriculum and includes a conversation on healthy relationships, a wish for LGBTQ+ specific content, fun and play-based interventions. While GBV educators are not necessarily educating around sex education, we are providing educational opportunities that are sex-positive, engaging and explore key themes around consent and healthy relationships. Our work intersects and it is important to work and collaborate with sexual health and pleasure educators on and off our campuses.

**Work with sexual health and pleasure educators.** Look for the experts on your campus and in your area who you can collaborate with on intersectional, sex-positive, QTBIPOC-positive programming and campaigns. Who can run Instagram live sessions, be a guest speaker, host sexy bingo, facilitate an arts-based practice? Build collaborations to explore educational opportunities at the nexus of GBV prevention and sexual health education and promotion.

**Sex Education in Schools and at Home Needs an Anti-Racist Focus** by Varuna Srinivasan (2020)

**AMAZE Sex Ed Conference: Delivering Sex Ed in the Digital Age** was a conference hosted in October 2020. A number of the sessions and conversations were recorded and shared on the [AMAZE website](#).

## C) Trauma-Informed

Trauma-informed prevention promotes empowerment and works from a base that assumes all campus community members have experienced GBV regardless of whether they have or not. It provides us with opportunities to normalize these conversations and move from silence to challenging misconceptions that GBV is normal or acceptable.

What this might look like:

“Regular meetings and curriculum review by sexual violence trauma therapists... I work closely with my peers who are trauma therapists and regularly seek out their advice and input. It is also vitally important to listen to survivors’ comments in exit surveys that particular parts of a training are triggering or not. What one person finds triggering may differ from another person. There are some very common triggers but there are others that are less common. Being open to feedback is very important and finding ways to be flexible with our curriculum while still delivering the core message is important.” (Community of Practice member)

Our reflections on this principle revolve around two areas:

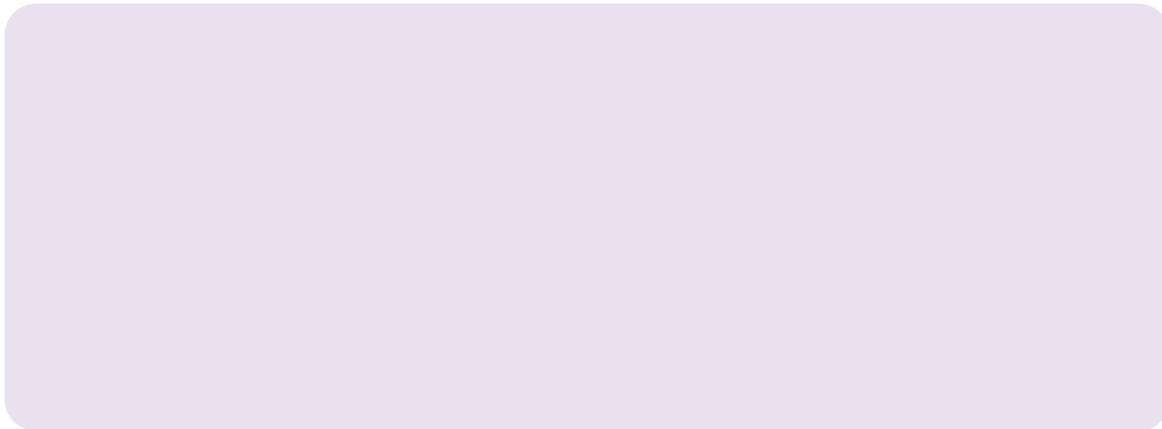
Working to proactively prevent harm

Reflecting and being accountable when we cause harm inadvertently

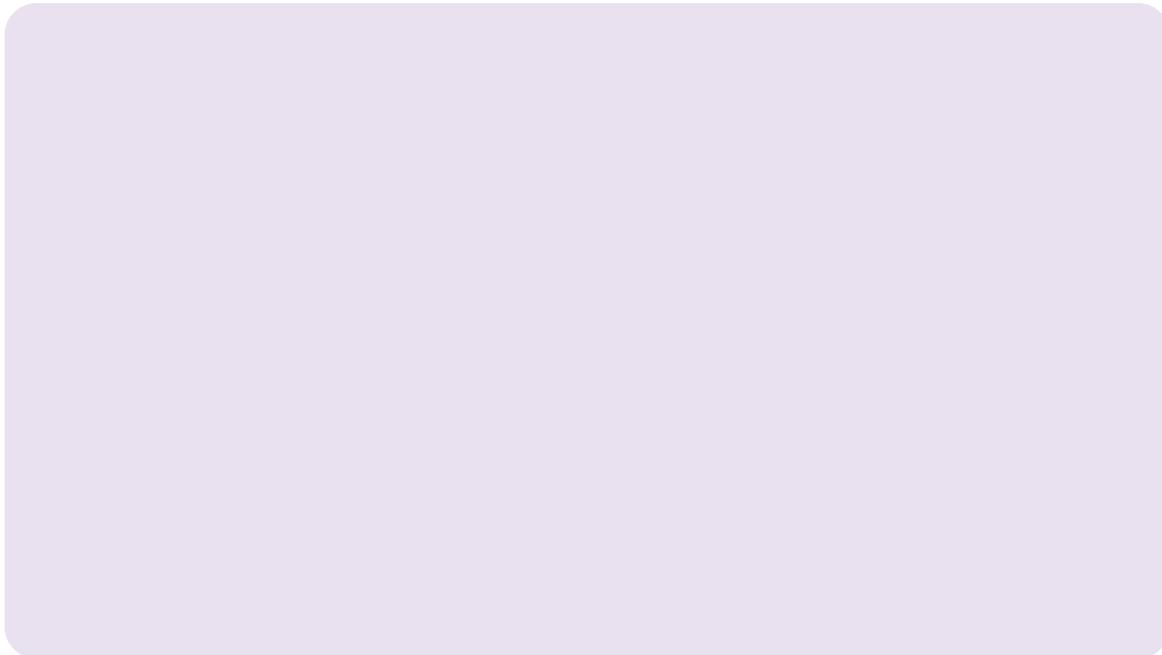
# 1. Working to proactively prevent harm

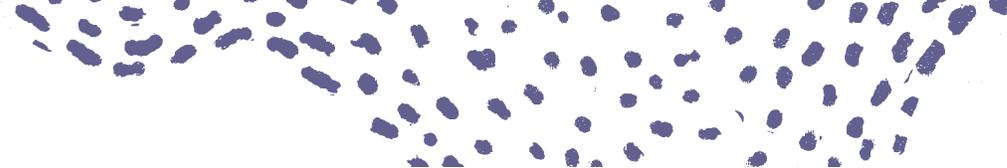
## As an educator:

**How do I ensure that the educational material, space (online or in-person) and facilitation are trauma-informed? How do I understand the needs/lived experiences of participants in each of my sessions/engagement opportunities?**

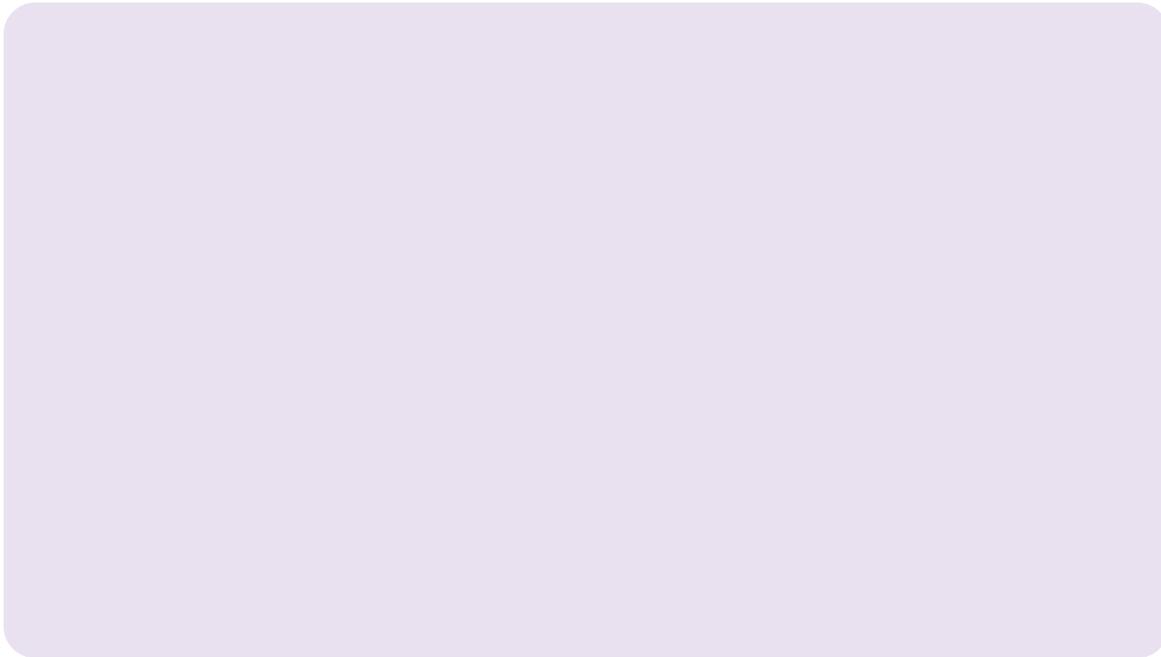


**How do I build stronger relationships and collaborations with community-based partners to help ensure that I'm centring on the experiences of those most impacted by GBV (e.g. QT2SBIPOC communities)?**

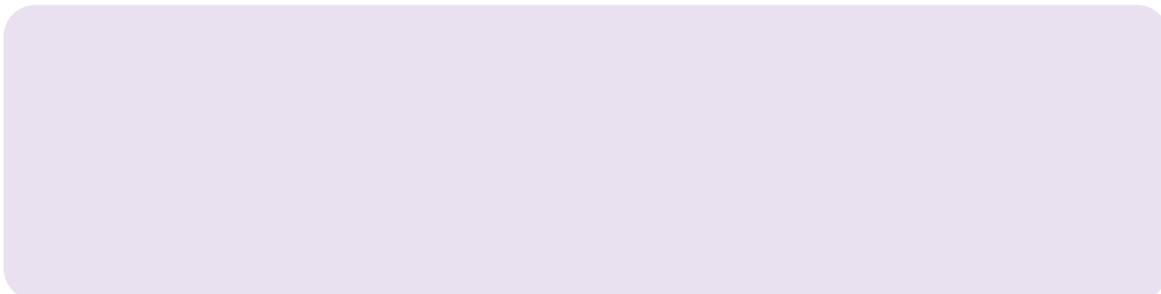




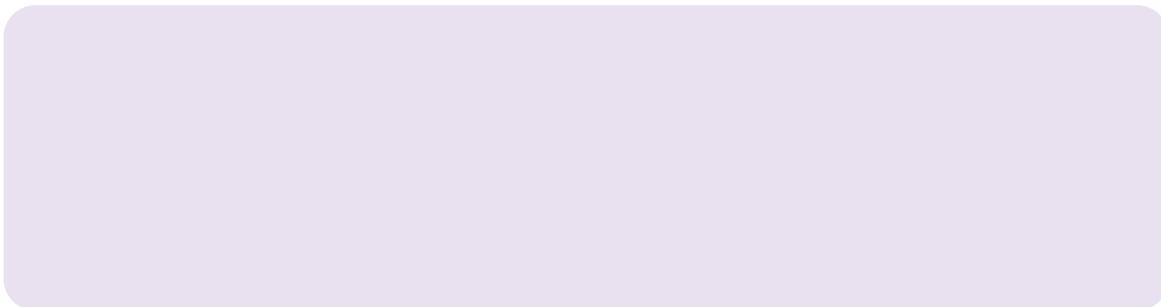
**How do I recognize the impacts of trauma (intergenerational, historical, complex, acute, chronic, community-based) on individuals and communities in and through my work? How do I integrate this knowledge into both the development and delivery of the work that I engage with?**



**How do I recognize the impact of trauma on my own life and practice?**



**What do I feel are my strengths?**



**Where do I feel challenged?**



**What are my action steps?**

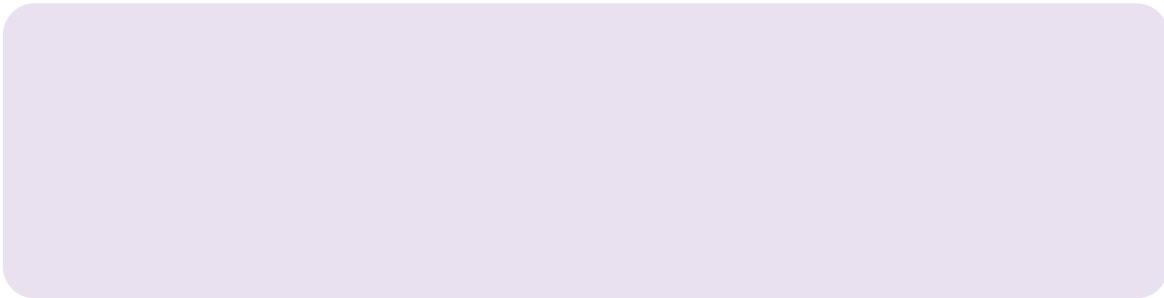


## 2. Reflecting and being accountable when we inadvertently cause harm

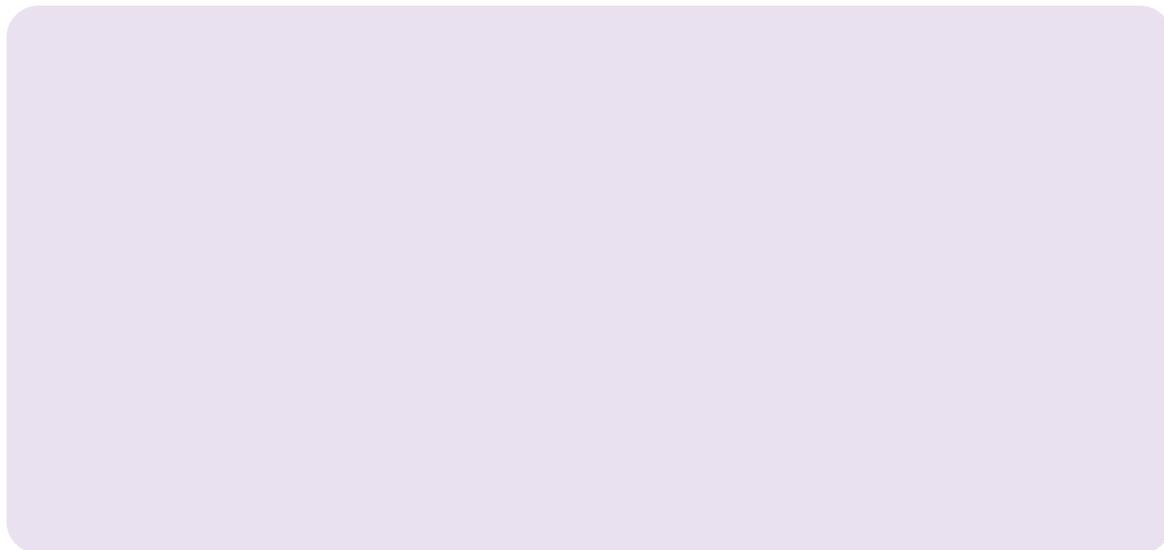
Despite our best efforts and intentions, we are all complicit and have caused harm in some way, shape or form. As educators, we need to create more trauma-informed spaces to allow for the deeper and sometimes messy conversations of accountability. This accountability is both for instances where we have caused inadvertent harm as well as holding space for others who have caused harm.

### As an educator:

**Can I be compassionate with someone who has caused harm through enacting gender-based violence?**



**How will I address harm as a GBV educator? How do I invite conversations around accountability and harm into my work?**



**How do I learn from my mistakes (when I've inadvertently done harm, not had the time/ability to support someone impacted during a session)? How do I listen to feedback about the mistakes I have made without getting defensive and without justification?**



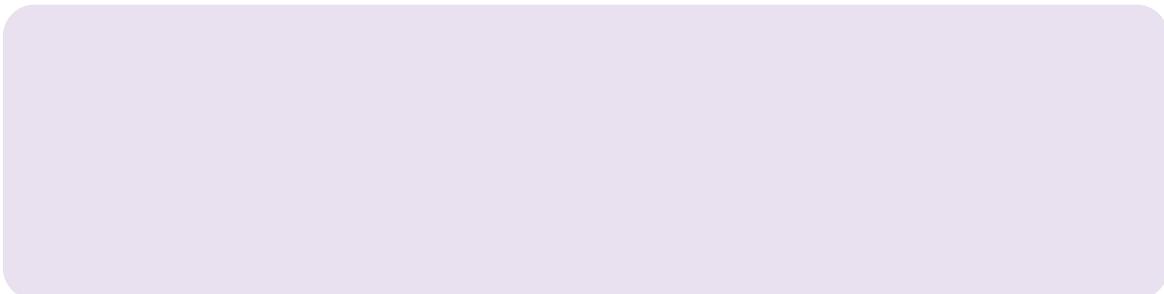
**How do I address mistakes or instances of inadvertent harm when I am called in?**



**What do I feel are my strengths?**



**Where do I feel challenged?**



What are my action steps?

## Resources:

**Supporting Survivors of Sexual Violence: A Nova Scotia Resource**, an online course developed by the Department of Community Services in Halifax, NS.

**Building Partnerships to End Violence Against Women: A Practical Guide for Rural and Isolated Communities**, prepared by the Community Coordination for Women's Safety Project (2005)

**A Future without Gender-Based Violence: Building Newcomers' Resilience through Community Education**  
*A toolkit for service providers*

**The Politics of Trauma: Somatics, Healing, and Social Justice** by Staci K. Haines

**Trauma-Informed Practices for Postsecondary Education: A Guide** by Dr. Shannon Davidson

**Addressing Sexual and Relationship Violence: A trauma-informed approach**

**The Revolution Starts at Home: Confronting partner abuse in activist communities**, a zine and book edited by Ching-In Chen, Jai Dulani and Leah Lakshmi Piepzna-Samarasinha (2010)

**Pour les intervenantes et intervenants**

## D) Survivor-Centred

Create a supportive learning environment that assumes there are survivors in the room. Such education and training seeks to raise awareness around a survivor-centred approach and prioritizes the rights, needs and wishes of survivors.

What this might look like:

“The only way to create survivor-centred education is by centring survivors. This sounds obvious but it is not. We must include, seek out and centre the experiential knowledge and voices of survivors both in our own community and through other resources. Include survivors in the work. Hold closed feedback sessions with therapists that include survivors.” (Community of Practice member)

### As an educator:

**What does being survivor-centred mean to me? What does it mean in my work as an educator?**

**How does my understanding of survivor-centred align with how I facilitate discussions and learning opportunities?**

**How do I centre this principle when it is being challenged?**

**What do I feel are my strengths?**

**Where do I feel challenged?**

**What are my action steps?**

## Resources:

### BOOKS WRITTEN BY SURVIVORS

**Care Work: Dreaming Disability Justice** (2019) by Leah Lakshmi Piepzna-Samarasinha.

*Start with her story Not Over It, Not Fixed, and Living a Life Worth Living: Towards an anti-ableist vision of survivorhood*

**They Said This Would be Fun: Race, Campus Life, and Growing Up** (2020) by Eternity Martis

**We Believe You: Survivors of Campus Sexual violence Speak Out** (2016) by Annie C. Clark and Andrea L. Pino

**Know My Name** (2019) by Chanel Miller

**Speak: The Graphic Novel** (based on a 1990 book) by Laurie Hales Anderson and illustrated by Emily Carroll

**I'm Afraid of Men** (2018) by Vivek Shraya

**Mettre la hache: Slam western sur l'incest** by Pattie O'Green and Dissins de Delphine Delas

### PODCASTS

**I'm a Survivor Podcast** by Misty Chavier

**elles parlent par Léa Clermon-Dion** #13 - Kharoll-Ann Souffrant: Regards sur Black Lives Matter et #MeToo

## E) Acknowledge Power

Acknowledge that GBV is a mechanism of power and is a product of colonialism, heteronormativity, patriarchy and other systems of oppression.

What this might look like:

“This means being intentional about mapping out various hierarchies and power relations on our campuses and discussing them openly in our trainings.” (Community of Practice member)

### Cultural Safety

Cultural safety examines prejudice, power and bicultural relations. It was first introduced in 2002 by Irihapeti Ramsden, a Maori nurse in her doctoral dissertation Cultural Safety in Nursing Education in Aotearoa and Te Waipounamu. She addressed the historical oppressions that have led to the high rates of illness in Maori populations in New Zealand.

Through cultural safety, individuals are encouraged to reflect on their own power that may lead them to stereotype and make assumptions about others. By asking those with power to listen and understand instead of making assumptions about others' experiences and identities, educators can create a trusting environment where participants in differing privilege and power positions have equal partnerships. Cultural humility is an important and necessary practice for cultural safety.

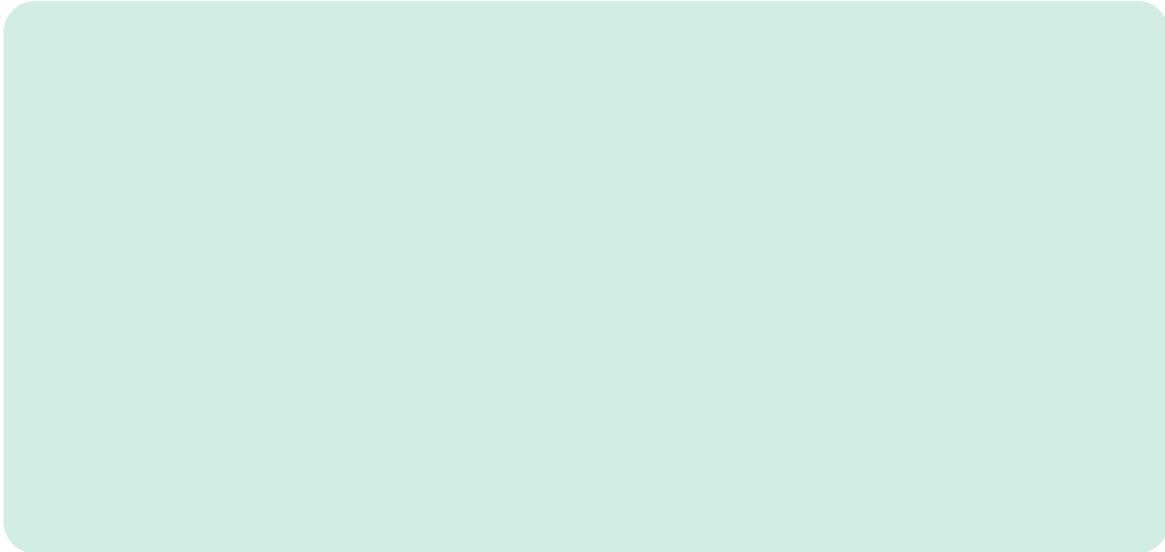
GBV prevention educators will need to regularly reflect on their own assumptions and power within the system in order to create a culturally safe environment. In practicing cultural safety:

- Educators become curious and reflective practitioners
- Educators reflect on their own biases and confront their prejudices
- Respectful communication occurs that recognizes historical and systemic (organizational/societal) oppression
- Equal partnership between those who are communicating with each other is created.

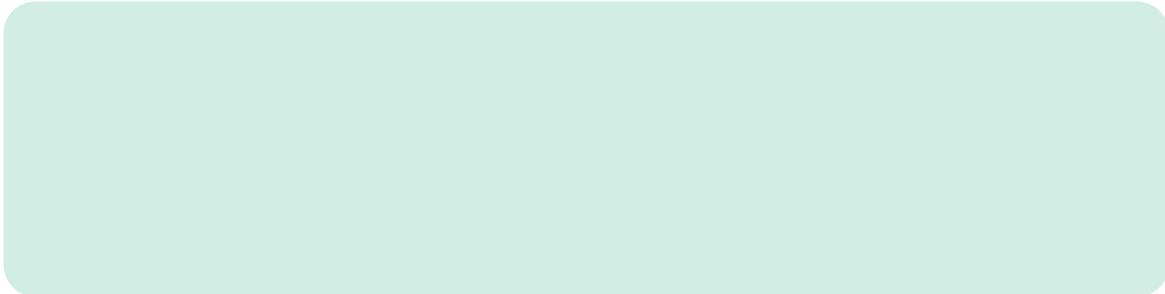
Cultural safety can be applied to any person or group that differs on an axis of privilege or oppression (age, ability, ethnicity, sexual orientation, gender identity, migrant status, socioeconomic status, education, etc.).

## **As an educator:**

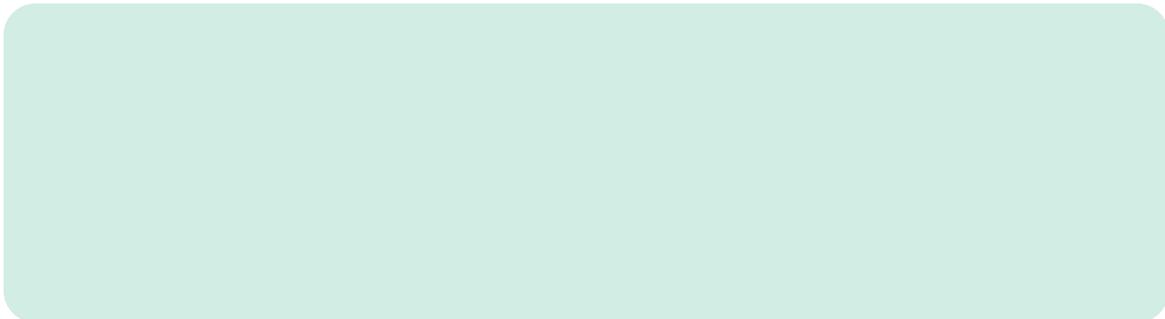
**How do I explore and account for my own positions of power and influence? How does it show up in the educational environments that I curate (be it online, in-person, posters, curriculum development, etc.)?**



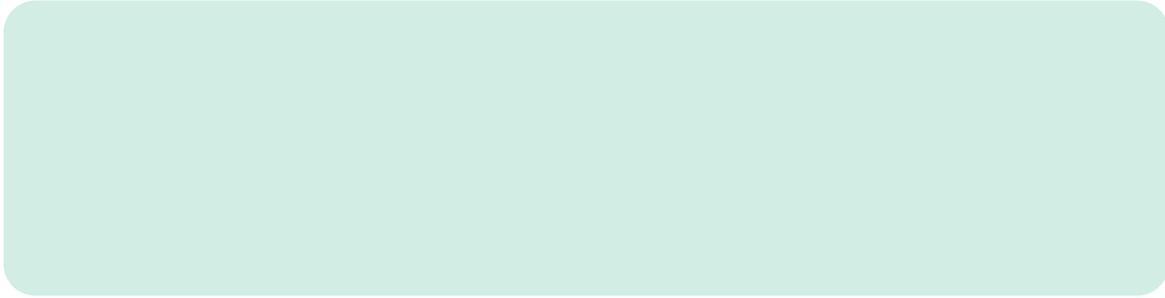
**What work do I engage with to stay accountable and self-reflexive?**



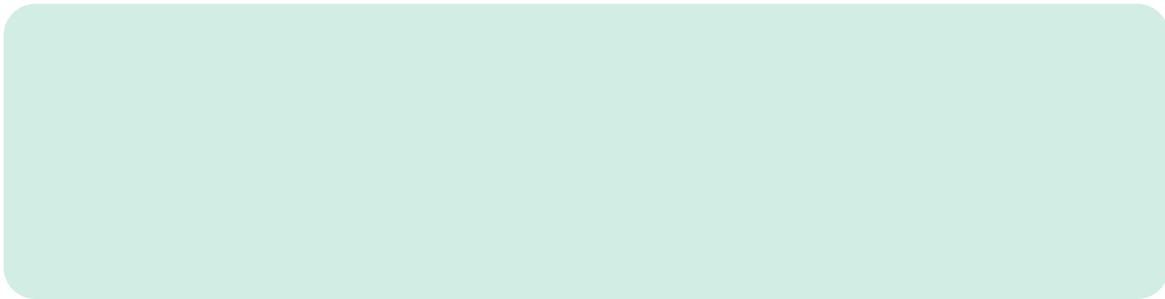
**How do I integrate an acknowledgment of power and privilege in the work I do with those I am educating/developing educational opportunities for/with?**



**How do I collaborate with campus and community partners to enhance my understanding of power and privilege in GBV education?**



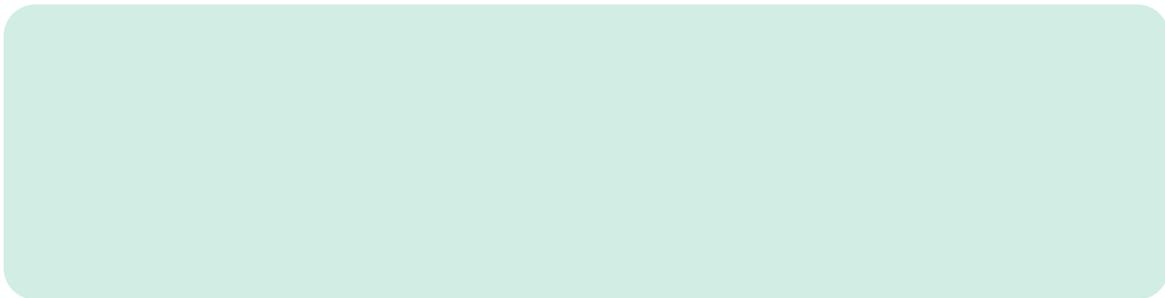
**How do I reflect on my own power and privilege in order to create a sense of cultural safety when facilitating?**



**What do I feel are my strengths?**



**Where do I feel challenged?**



What are my action steps?

## Resources:

**Campus Toolkit for Combating Racism** by Canadian Federation of Students

**Is Everyone Really Equal?: An Introduction to Key Concepts in Social Justice Education** by Ozlem Sensory and Robin DiAngelo

**Sexual Violence on Campus: Power Conscious Approaches to Awareness, Prevention and Response** by Chris Linder

**Beware of Equity Traps and Tropes** by Jamila Dugan

## PODCASTS

**Pod Save the People** hosted by DeRay  
*Explores activism, social justice, culture and politics.*

**How to Survive the End of the World** by adrienne maree brown and Autumn Brown  
*Note the #MeToo Part 2 episode with Mariame Kaba to learn about transformative justice.*

Une pour toutes et toutes pour ELLES! Programme de formation du RQCALACS portant sur l'approche féministe intersectionnelle. **Guide d'animation** (2015)

Une pour toutes et toutes pour ELLES! Programme de formation du RQCALACS portant sur l'approche féministe intersectionnelle. **Cahier de la participant**

## F) Space-making

Make safe and brave spaces for discussions, questions and thoughtful engagement for people to reflect upon and speak to their experiences and ways of healing.

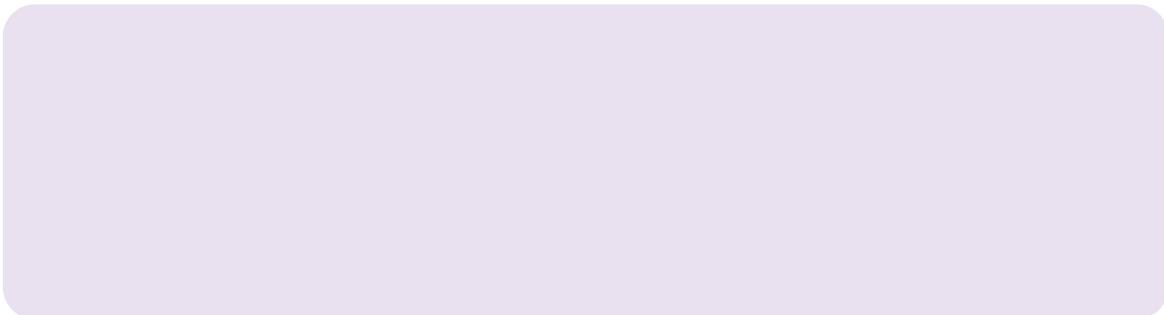
What this might look like:

“Making space... means taking the effort to create safe and diverse spaces for various groups and communities to engage with the work in different ways.”  
(Community of Practice member)

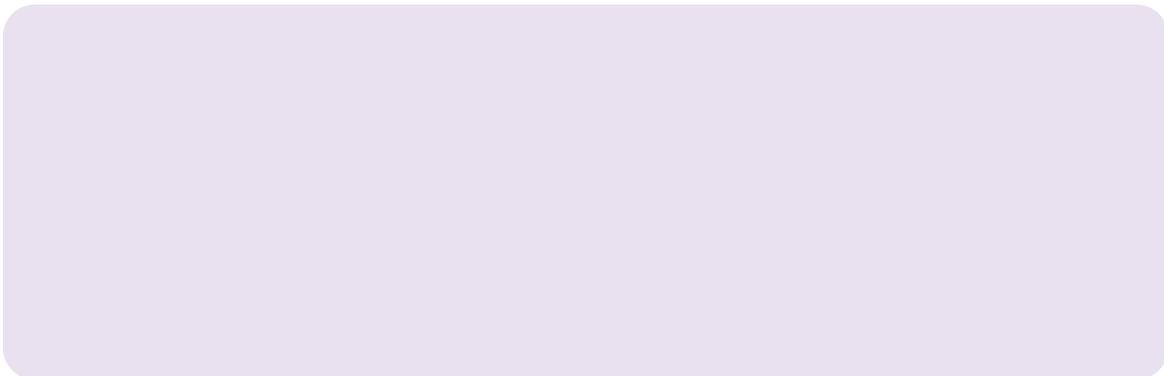
“[Creating opportunities for] exclusive groups (i.e. males, international students, Indigenous students) in order to be inclusive.” (Community of Practice member)

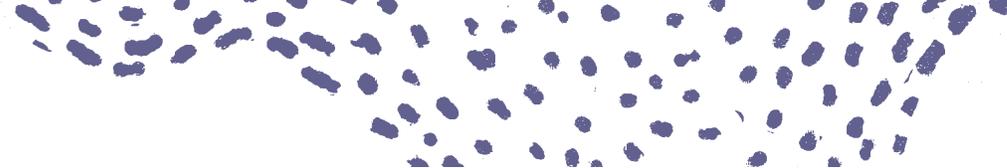
### As an educator:

What tools and techniques do I use as a facilitator to co-create a space that is open, safe for all, and generative? Why am I drawn to these techniques?



How can I challenge myself to explore and adopt new techniques to support me in this work?





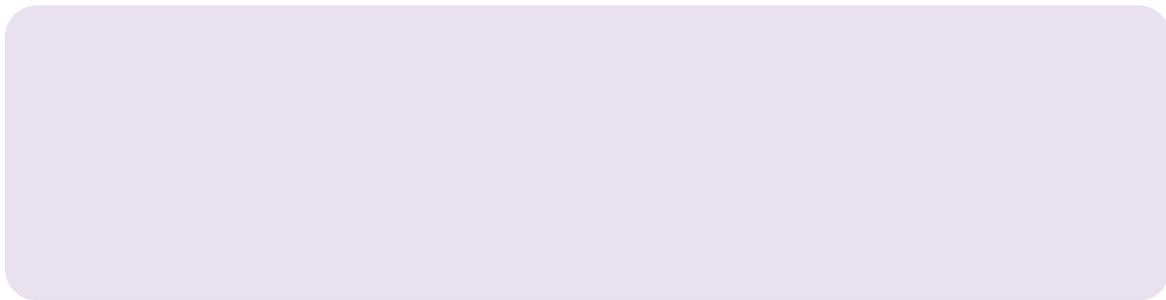
**How do I make space for people with diverse stories, perspectives and lived experiences to share their voices?**



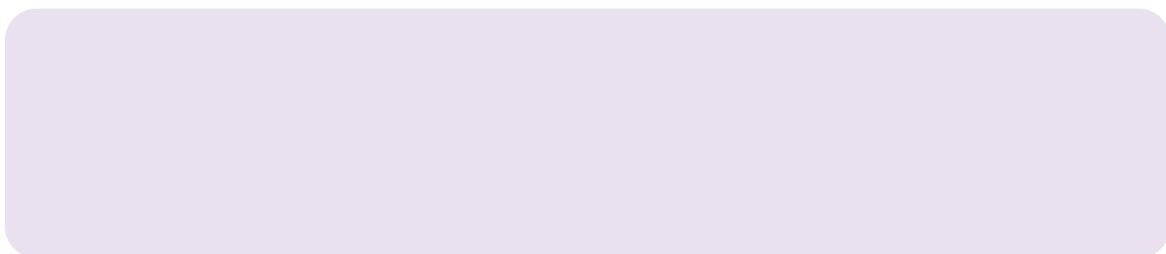
**Am I providing space for and acknowledging the complex nature of gender-based violence for individuals, communities and within systems?**

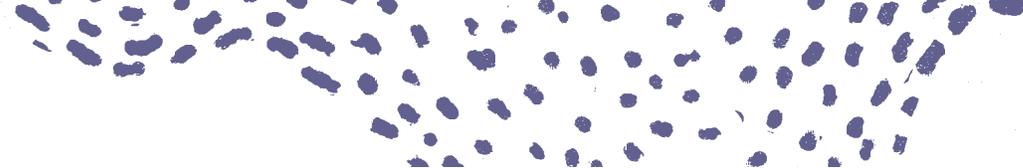


**Am I allowing an opportunity for participants to share what they need in the space? How do I ask for this information (e.g. ask in registration, during the event, post-event feedback)?**



**How am I setting up the physical or online space to be the most conducive for engagement and accessibility?**

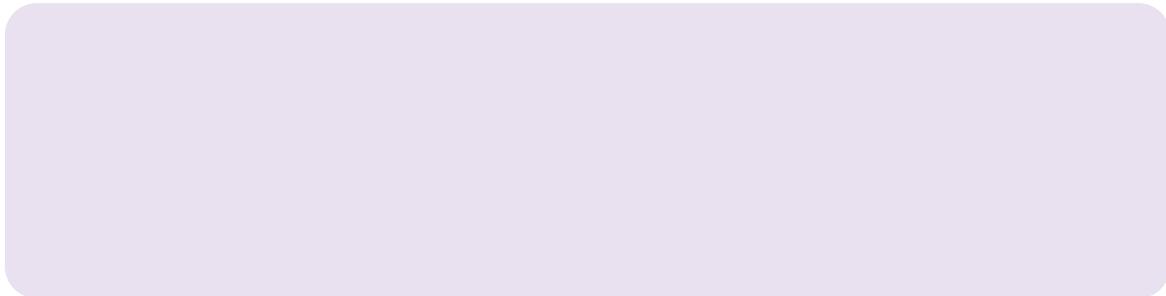




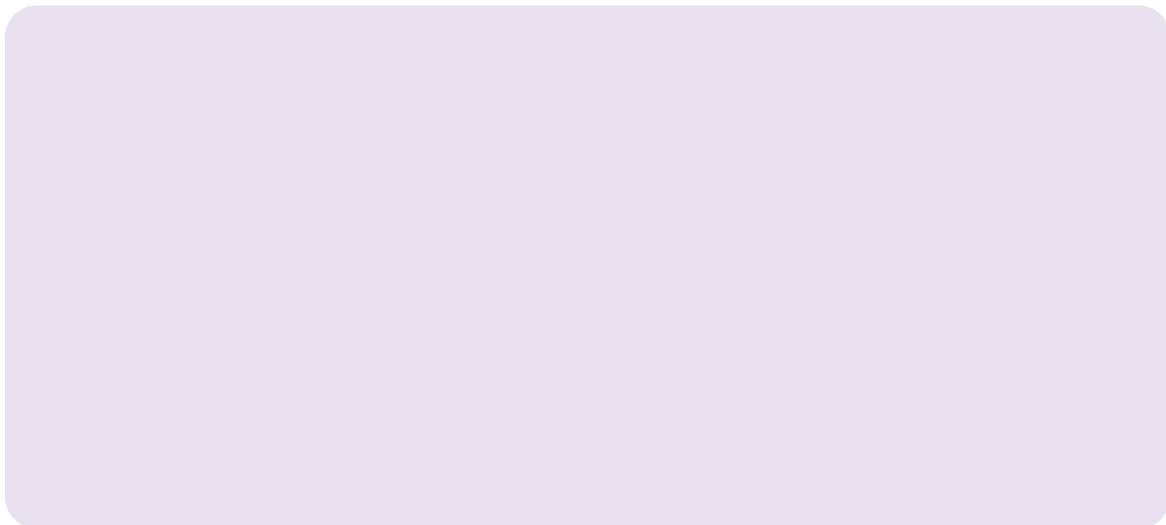
**How am I presenting myself as being open to feedback in creating more comfortable learning spaces? How do I respond and take action when someone states they are not comfortable? What resources can I draw on?**



**Am I checking in with myself and the audience about the space frequently? How is the captured post-event/workshop?**



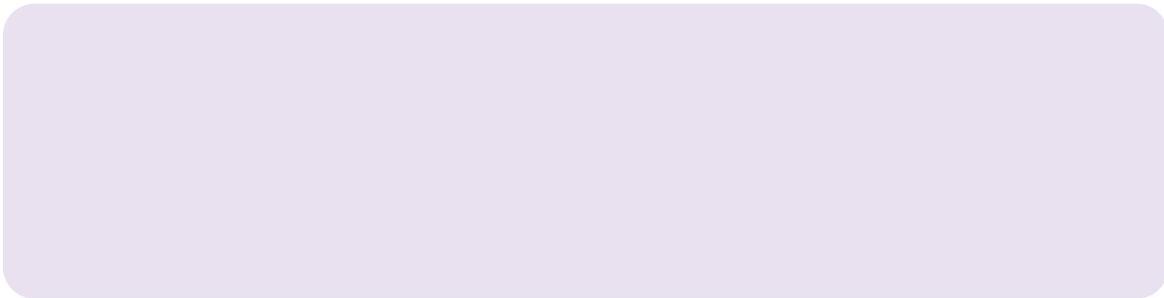
**As a facilitator, am I comfortable addressing those who are taking up a lot of space? How do I respond and take action?**



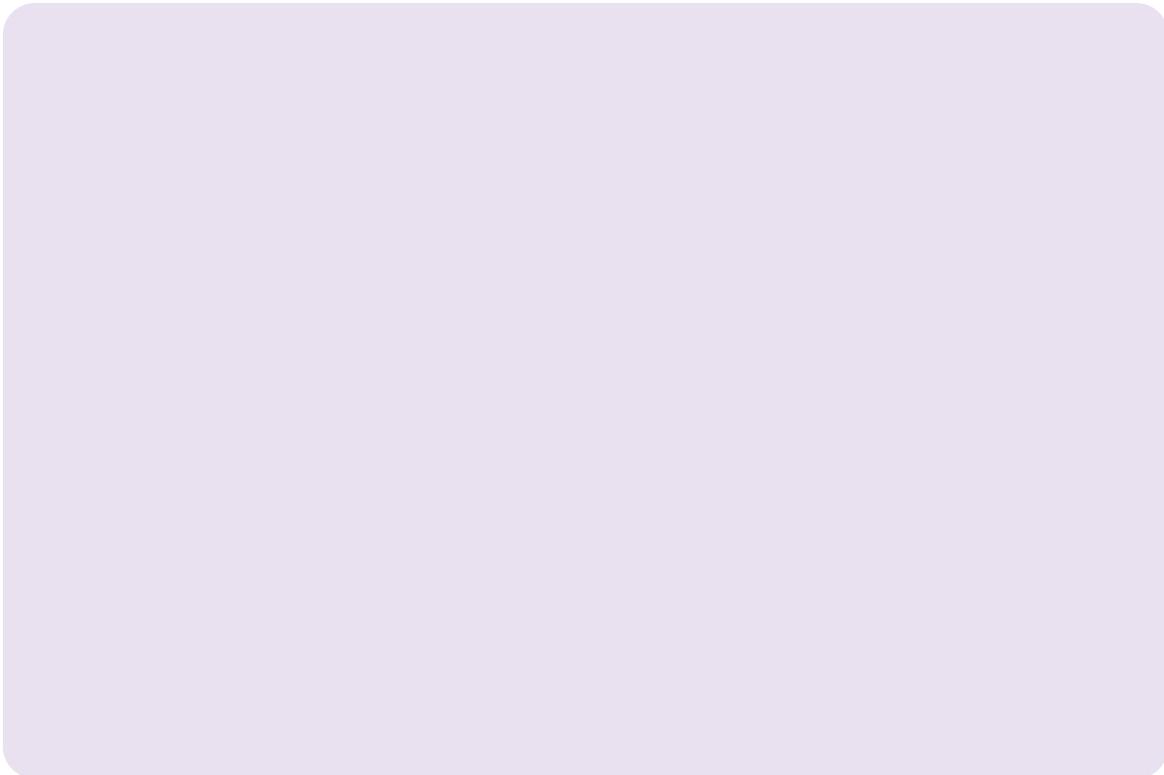
**What do I feel are my strengths?**

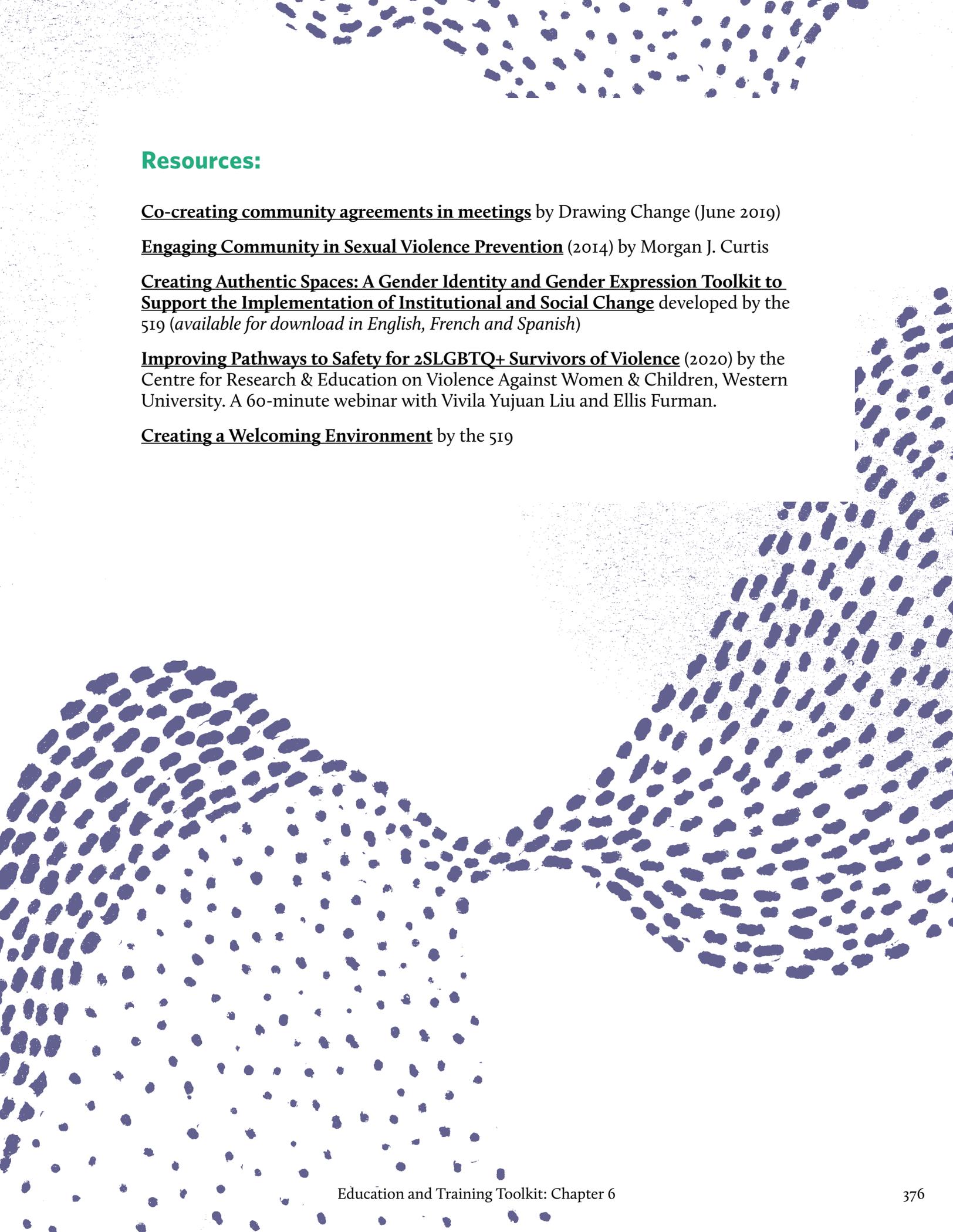


**Where do I feel challenged?**



**What are my action steps?**





## Resources:

[Co-creating community agreements in meetings](#) by Drawing Change (June 2019)

[Engaging Community in Sexual Violence Prevention](#) (2014) by Morgan J. Curtis

[Creating Authentic Spaces: A Gender Identity and Gender Expression Toolkit to Support the Implementation of Institutional and Social Change](#) developed by the 519 (available for download in *English, French and Spanish*)

[Improving Pathways to Safety for 2SLGBTQ+ Survivors of Violence](#) (2020) by the Centre for Research & Education on Violence Against Women & Children, Western University. A 60-minute webinar with Vivila Yujuan Liu and Ellis Furman.

[Creating a Welcoming Environment](#) by the 519

## G) Peer-to-peer

Research on sexual violence prevention education demonstrates that the most effective approach to education for students is through a peer-to-peer approach. It is important to value and support peer-to-peer educational opportunities. Peer-peer learning can be a powerful form of education; however, we recognize there are limitations. Depending on staffing capacity and resources, you may not be well-positioned to train and oversee a peer-peer program.

What this might look like:

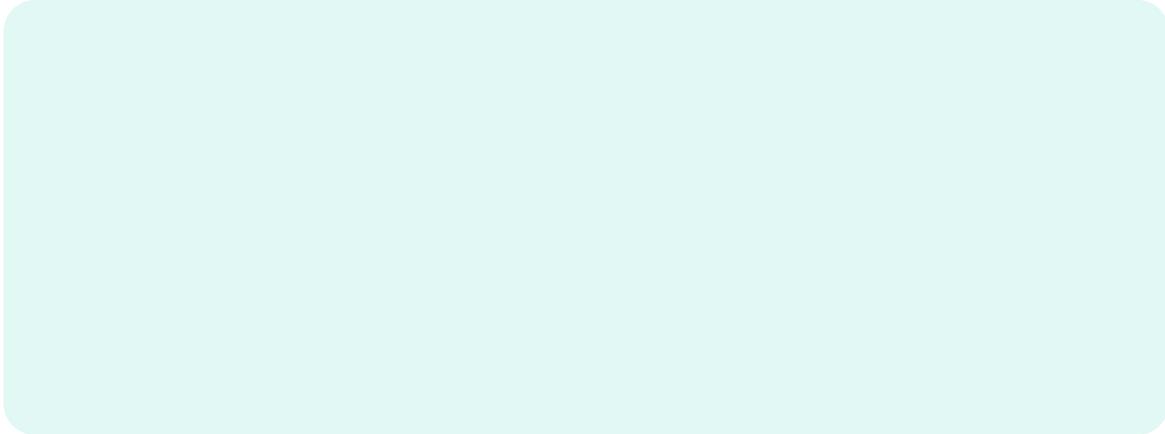
“The most important way to do this is by fostering broad student involvement and feedback. This should be done by partnering with student unions and other student groups including activist groups that are critical of the PSI.”  
(Community of Practice member)

### As an educator:

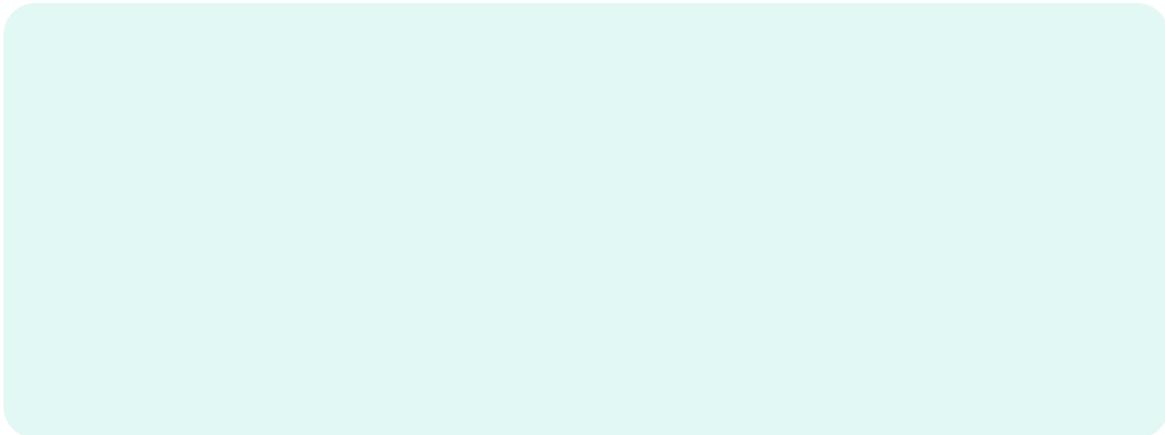
**How am I already supporting peer-to-peer engagement in and through educational programming?**

**What opportunities exist to build partnerships with students, faculty and staff on campus to ensure that programming and initiatives speak to the lived experiences of unique populations?**

**How can I better engage with key student groups on campus to strengthen GBV education? What can I do to ensure they can take leadership roles in this work and are seen as the leaders on campus? What initiatives already exist that I can support?**



**What opportunities exist outside of traditional educational methods (workshops, online modules, lectures, booting events, etc.) that might be possible in collaboration with diverse communities of students on campus (e.g. trivia nights, developing board games, etc.)? How do I open up space for these opportunities for co-creation?**



**What kind of support is available for students doing this work?**



**What do I feel are my strengths?**

**Where do I feel challenged?**

**What are my action steps?**

“Maybe also assessing where the institution might be facing challenges with negative effects of peer learning. Ex: negative or harmful structures or cultures being passed throughout groups.” (Community of Practice member)

## Resources:

**Boundaries, better friends and bystanders: Peer education and the prevention of sexual assault**, a report on the CASA House Peer Educator Pilot Project written by Renee Imbesi with Nicole Lees (2011) by CASA House.

**Training of Trainers Manual: Youth Peer Education Toolkit** developed by the Y-PEER Program (2005)

**Peer Leadership: Harnessing its power at every stage of the student lifecycle**, by Jennifer A. Latino (2017) Ellucian, Inc.

**How to Guide: Peer Education** by Peer Education Network, University of Cincinnati (2016)

## H) Accessibility

Ensure that prevention education materials are equally accessible to community members with disabilities. Online training modules and videos should be captioned and learners provided with transcripts. In-person sessions can be made accessible by including a section in the promotional material that indicates where community members can request accommodations. Another key element to accessibility is to work alongside campus community members with disabilities in creating educational modules and initiatives. Ensure their voices are at the table.

What this might look like:

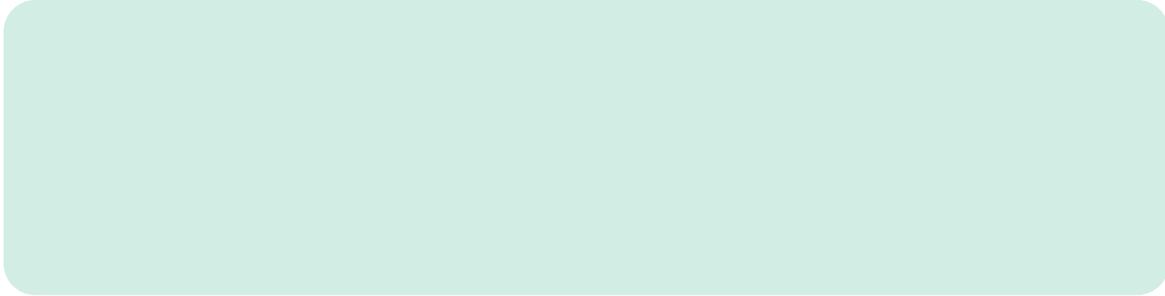
“Work with experts to ensure the methods and messaging are accessible.”  
(Community of Practice member)

### As an educator:

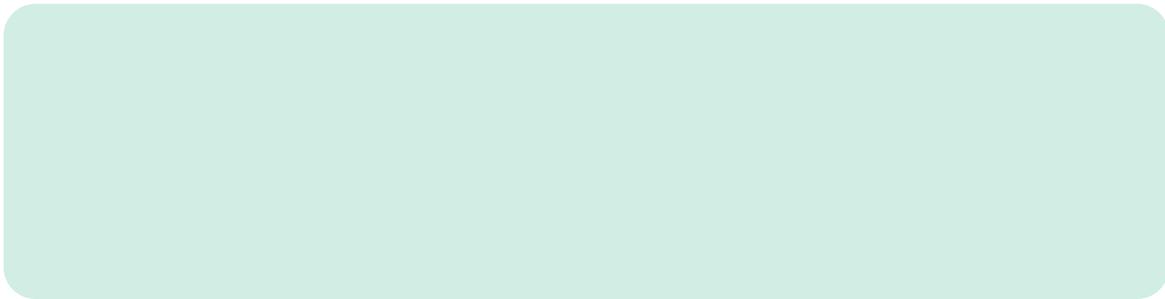
**What do accessibility and being accessible mean to me and my work? What are other components of accessibility I may be missing?**

**What would it take to ensure that this workshop or program is being approached from an accessible education lens? How can we restructure things to ensure that they are truly accessible in design?**

**What do I do to ensure that my workshops, programs, events and initiatives are accessible?**



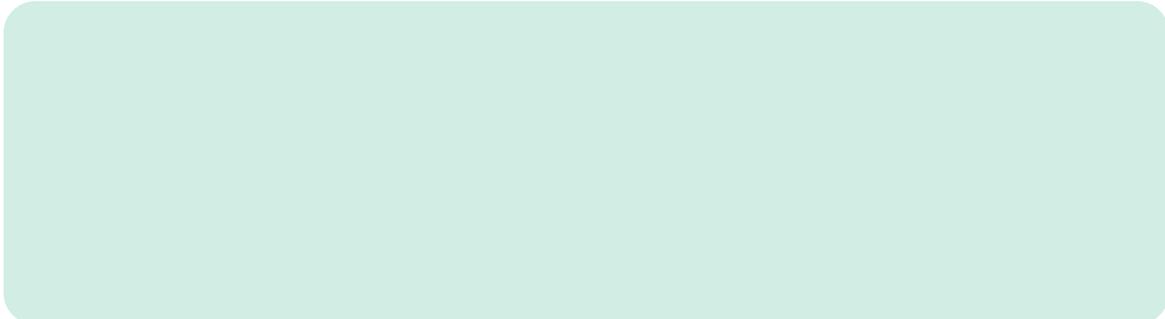
**Who can I partner with to help me stay accountable and ensure that I am incorporating the most contemporary approaches to accessibility into my work?**



**What do I feel are my strengths?**



**Where do I feel challenged?**



## What are my action steps?

### Resources:

**Universal Design Principles** from the Center for Teaching Support and Innovation, University of Toronto

**Accessible Education** from University of Guelph

**Creating an Accessible Learning Environment** from Health and Counselling Services, Simon Fraser University

OCASI's **Accessibility Planning in the Settlement Sector: Newcomers with Disabilities**, workshops and toolkit

**Introduction to Accessible Education** by Accessible Campus, Council of Ontario Universities

**The Sexual Assault Epidemic No One Talks About** (2018) from NPR's All Things Considered

**Not on the Radar: Sexual Assault of College Students with Disabilities** (2018) by National Council on Disability (US-based)

**Care Work: Dreaming Disability Justice** (2018) by Leah Lakshmi Piepzna-Samarasinha

**Ableism — A Form of Violence Against Women**. Critical reflections by Fran Odette (2013). Learning Network, Center for Research and Education on Violence against Women and Children.

**Video: Intersections of Disability Justice and Transformative Justice** (2020). Feat. Elliott Fukui and Leah Lakshmi Piepzna-Samarasinha, Barnard Centre for Research on Women.

## I) Intersectionality

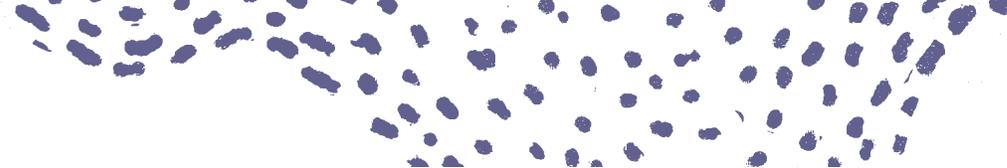
Intersecting identities and individual and group lived experiences must be taken into account in the development and delivery of education and training initiatives. This will allow for education and training initiatives to speak to the experiences of those most impacted by GBV, explore the impacts of interlocking oppressions and educate and encourage others to step up and become active bystanders.

### As an educator:

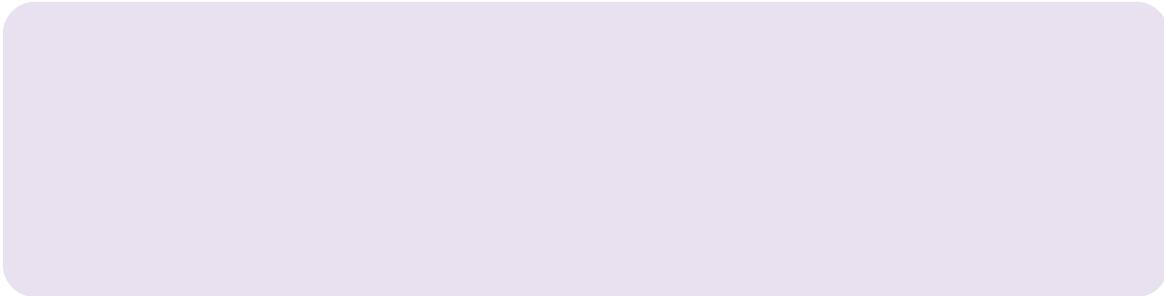
**How does intersectionality inform the current programming that I support, facilitate and develop?**

**Where can I go to learn more about intersectionality as it pertains to this work?**

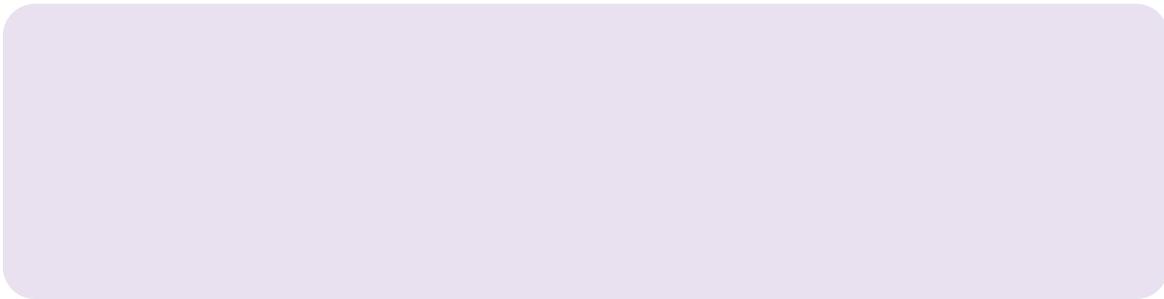
**Where in my prevention education does intersectionality show up? (workshops, programming, conversations etc.)**



**Are there opportunities for me to work with committees and working groups that include student representatives to ensure that my approach to GBV education meets their needs and addresses their lived experiences?**



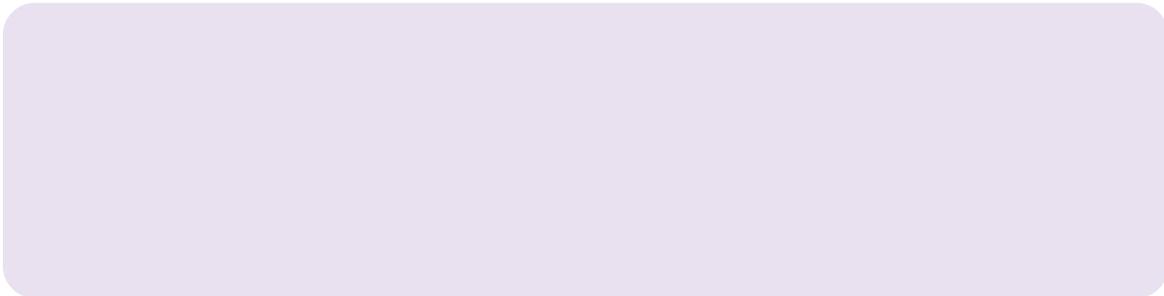
**Are these groups reflective of the diverse members of the campus community?**



**What do I feel are my strengths?**



**Where do I feel challenged?**



What are my action steps?

### Resources:

**On Intersectionality: Essential Writings** by Kimberlé W. Crenshaw (2017)

**Ending Sexual Violence: An Intersectional Approach** by the California Coalition Against Sexual Assault

**An Intersectional framework to sexual violence prevention** by Nadeeka Karunaratne (September 2017) in Inside Higher Ed.

**Sometimes You're a Caterpillar** by Franchesca Ramsey and animated by Kat Blaque

**The Intersectionality War** by Jane Coaston (May 28, 2019)

**Developing an Intersectional Approach to Training on Sexual Harassment, Violence and Hate Crimes: Guide for Training Facilitators** from the University of York (April 2019)

**A Black Experience-Based Approach to Gender-Based Violence** by Tricia B. Bent-Goodley (2009)

**An Anti-Racist Guide to Consent** by Dr. Nadine Thornhill

**L'intervention féministe à l'ère de l'intersectionnalité** (2020)

## J) Self-Care and Wellness

Prioritize sustainable care for yourself as a facilitator, educator, curriculum designer and response person. It is important to recognize that we need to take care of ourselves and each other to be able to continuously engage with and show up for this work while embodying our best selves.

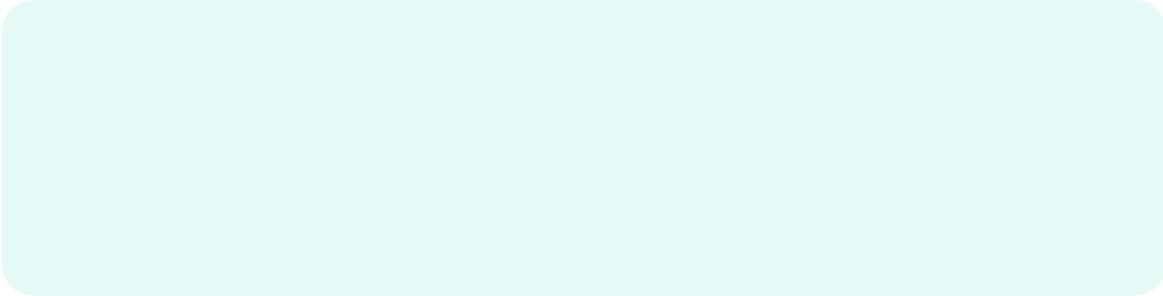
### **Reflection:**

**What brings up strong feelings for me? How do I navigate the strong feelings that might come up for me during a workshop or in an educational setting?**

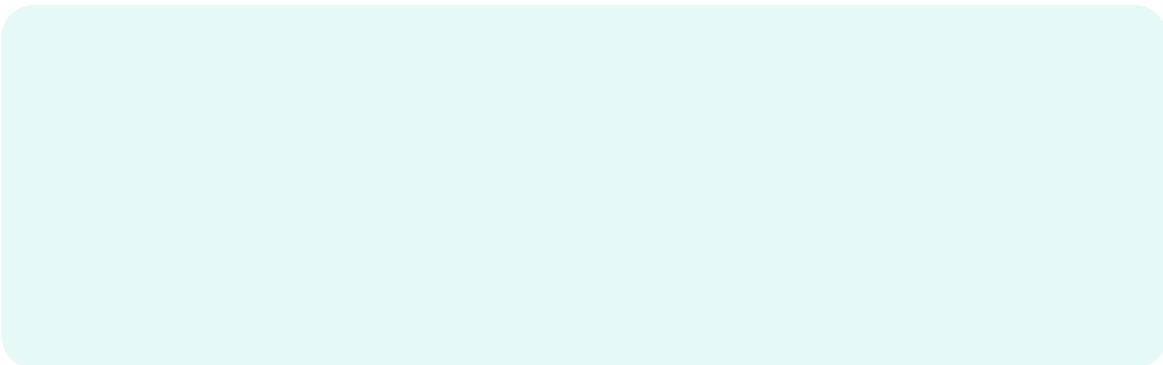
**What supports do I have access to as part of my own healing? What support do I need to continue doing this work?**

**How do I address my own experiences of harm and where does this live in my work?**

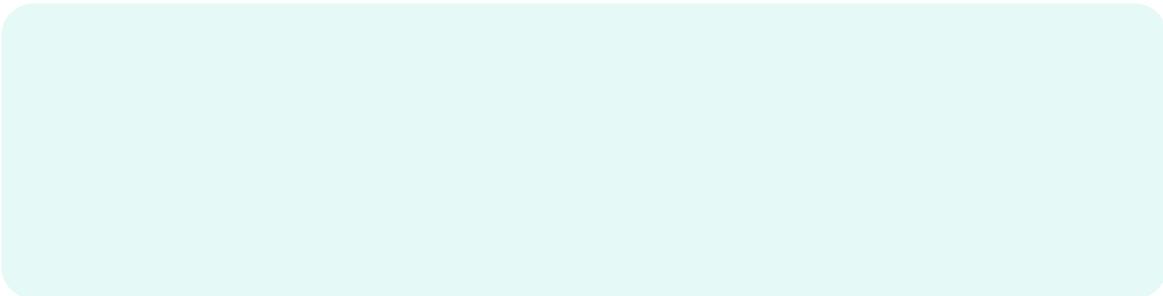
**How do I address my own wellness needs with my manager/director/supervisor?**



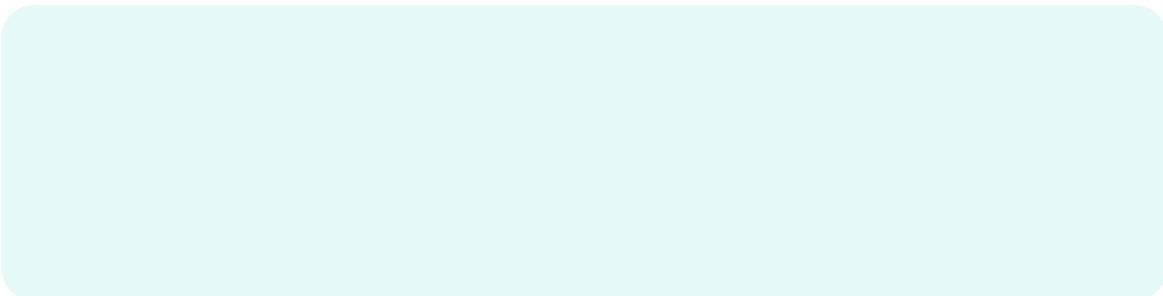
**How do I recognize my current capacity to engage in this work? What boundaries might I need to put in place in order to gain better balance in my work life?**



**What do I feel are my strengths?**



**Where do I feel challenged?**



What are my action steps?

## Resources:

Everyday Feminism's **Activist Burnout Webinar: From Burnout to Radical Self-Care**

**Emergent Strategy** (2017) by adrienne maree brown offers many facilitation tips and tools. In particular, take note of the exercise that begins on page 183 titled “assess yourself: your emergent strategy journal.”

**Caring for Yourself is a Radical Act: Self-care Guide for Youth Working in Community**

**Self-Care Resources** assembled by Farrah Khan

University of Toronto's **Strengths-Based Resilience (SBR)** is based on the Values in Action Model of Character Strengths. Use the assessment tools available on the website to explore your “salient character strengths of thinking, feeling, and behaving in a way that enables you to function optimally.” The program is designed to help you develop resilience by actively reflecting on your experiences to help you identify your resilience (ability to cope with adversity).

**Entretenir sa vitalité professionnelle par-delà les exigences de l'intervention de**  
Pascale Brilon

## In Summary

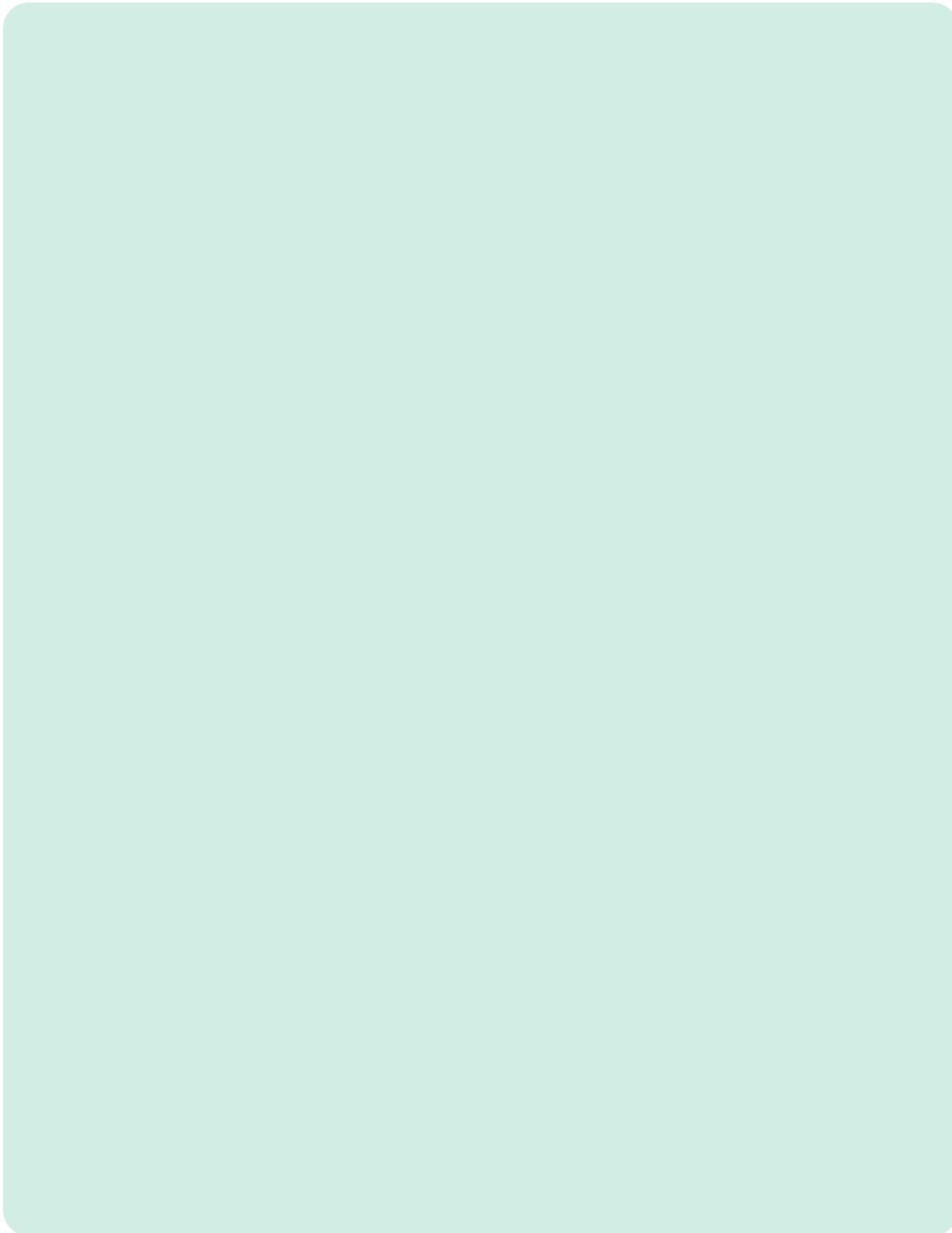
Now that you've engaged with this process, take a few moments to write down a few notes and thoughts about what you've learned while things are still fresh in your mind. Pull the whole thing together as an action plan and consider:

**What is something new that you've learned about yourself?**

**What is one strength you can draw on as you address one of your growing edges/ challenges?**

**What is your overall impression of your assessment? Please take some time to write out your own unique learning plan.**

**Are there other areas that you'd like to improve upon that are not listed in the reflection above? If so, write them out and incorporate them into your plan.**



## Putting it All Together

We have offered you a road map with many bumps, complicated routes and no final destination. You may be thinking, *what kind of toolkit is this!* If you have read this far, you may be hoping for some answers to the many questions we have raised throughout. We stand true in our opening remarks of this toolkit: **we do not hold all the answers to this work.** However, we can promise you that the answers *do* exist, and will be formed by you, us and our communities over the years and generations to come. Our true vision for this toolkit was to bring together a small (but mighty!) growing community of PSI GBV educators across Canada, and we hope we did just that.

As we bring this toolkit to a close, we know that the work is far from over and there are no easy roads. So if you head down a bumpy road, remember there is a community of us who have likely been down that road too. Share with each other, support each other and work together.

We hope that you found what you needed in this toolkit and feel engaged, nourished and inspired to keep going. This is only the beginning, where we look forward to the world we want to see, feel, and live in. We wish that even in the hardest moments of this work, you find time to bask in laughter, joy and gratitude. On that note... we will be seeing you on the roads!

In gratitude and solidarity,

CJ Rowe and Jenn Flood