

Gender-Based Violence Prevention

Video Facilitator Guide



Funded by:

Financé par :



Immigration, Refugees and Citizenship Canada

Immigration, Réfugiés et Citoyenneté Canada

The YMCA Immigrant Services Gender-Based Violence Prevention Project began in September 2017 with a review of organizations and programs that work in the sectors of settlement and in gender-based violence prevention (GBVP).

This resource supports work with newcomers about the topic of GBVP and we gratefully acknowledge the dedication and expertise of the many organizations and people that shared information both in person and through their resources. We also want to thank Immigration, Refugees and Citizenship Canada for supporting the project.



Funded by:

Financé par :



Immigration, Refugees
and Citizenship Canada

Immigration, Réfugiés
et Citoyenneté Canada

Serving as centres of community across Canada, responding to the needs of newcomers is a key part of the YMCA's mission in action.

For generations, Canada's YMCAs have been welcoming newcomers and supporting them in building their new lives with a strong framework of programs and a history of successful partnerships with like-minded agencies and all levels of government. YMCA Immigrant Services provides a variety of programs for children, youth and families. With a focus on successful settlement for the whole family, we are working together to build healthy, inclusive communities.

The YMCA: Who we are and what we do





Introduction

We invited youth to participate in a **Forum Theatre** workshop that got them thinking, and talking about, a variety of social issues including racism, sexism and Islamophobia. We recorded this session for use as a tool in our gender-based violence prevention project. This Guide contains: key definitions and information about gender-based violence, some suggestions for conversation starters, and classroom or workshop activity ideas. While the participants are young people, this resource can also be used with adults as a way to discuss and understand youth experiences and family dynamics.

This video and guide can be used to start a conversation about gender roles and critical thinking about violence prevention. The young people in the video are newcomer youth between the ages of 15 and 22 that attend high schools in Nova Scotia and are part of ongoing YMCA settlement programs.

Given the prevalence of gender-based violence, educators, youth workers, and parents need to be discussing healthy relationships with teenagers and children. Some skills that support the development of healthy relationships in young people are: critical thinking, anger management, positive communication, and understanding consent.



What is Forum Theatre?

Forum Theatre is the performance of a set of scenes or vignettes by actors, in this case youth, who the audience can direct, thus altering the outcome each time the scene is played. Through participation in the interactive dramatic process the audience members are empowered to create solutions to these problems or scenarios presented by participating and guiding the scene. By sharing their own personal experience or opinion, forum theatre offers people the opportunity to explore, in a safe environment, possibilities and suggest alternative changes in behaviour. This medium gives people the tools for self empowerment and social change, while developing their dramatic skills and raising the profile of theatre as a universal form for expression and communication.

The benefits of using this tool

The youth that participated in this video speak to how this experience was helpful in creating a better understanding of gender-based violence and more empathy toward those who experience it. The forum theatre exercises helped those involved to see things from another perspective, which can often be hard to do when learning. This video describes some of the ideas that the participants brought to this particular discussion, however each time you conduct a workshop using the tools provided in this guidebook, there will be new insights generated from the people who participate.

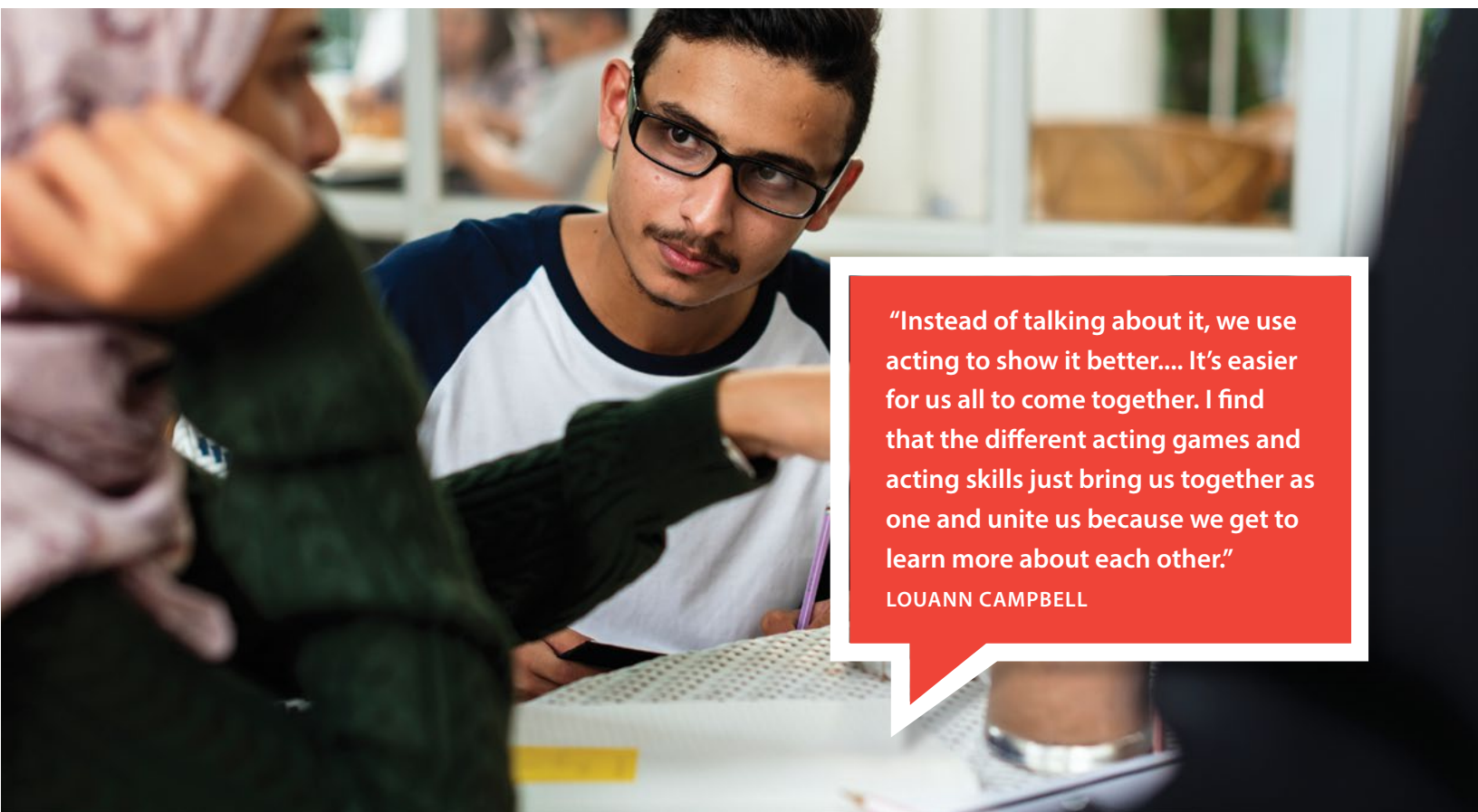
The more time you can spend discussing the topic of gender-based violence prevention, the better, as the participants will become more comfortable with each other. As a result, ideas will begin to generate and flow more freely as participants have time to become familiar with the concepts they are discussing.

If you are limited by time, there is still much that can be accomplished with role playing, discussions and perspective sharing. Encouraging youth engagement and providing them with an opportunity to think and learn more about gender-based violence prevention is the goal!



Objectives of the forum theatre project

- To engage newcomer youth in learning and identifying issues about violence prevention using their own experiences and voices
- To provide educational material and conversation starters about gender-based violence prevention in a youth-centred way
- To use the arts to generate learning and discussion and to encourage creativity while learning about difficult social problems



“Instead of talking about it, we use acting to show it better.... It’s easier for us all to come together. I find that the different acting games and acting skills just bring us together as one and unite us because we get to learn more about each other.”

LOUANN CAMPBELL



Facilitating group sessions about GBV can be difficult and challenging.

Important things to consider when leading GBV prevention programming or discussions especially with youth:

1. Be aware of the **potential impact** of GBV content on audiences and structure programming and sessions so adequate support for participants can be maintained. *i.e. advance notice of the topics to be discussed; calling on GBV experts to co-facilitate or do a presentation and making counselling or referrals available.*
2. Facilitators should **assess the emotions** of participants throughout the workshop, offer breaks and refreshments if possible. If someone becomes upset or wants to have a confidential meeting this is when a referral could be made to professionals *i.e. guidance counsellor, crisis worker, or your co-facilitator.*
3. **Be prepared for a disclosure** and have a policy or procedure in accordance with provincial child protection laws in place. *i.e. facilitators should have discussed beforehand whether they can or cannot offer counselling following a disclosure of violence during the workshop or meeting.*
4. Have a **referral and a safety plan** in place in case of a disclosure. Local victim's services and sexual assault centres are a valuable resource with helpful tools.
5. Comments or **inappropriate jokes** need to be re-framed and addressed during programming. Encouraging listening to each other, setting up a safe space, and setting ground rules in group sessions, are important steps.
6. Facilitators should **practice self-care**, such as feeling rested and well, and can encourage co-workers and participants to take care of their needs. *i.e. point out water and other refreshments, taking a break when needed and reminding everyone about the need to pay attention to their well-being.*

Introduction to GBV programming

Ensuring ample preparation for teaching or facilitating a workshop, discussion or class on this topic will increase the likelihood of success. Discussing challenging social issues with youth, such as GBV, could require parent or guardian notification depending on their age. Being well-informed yourself about the issues and calling on experts in the field of GBV are best practices.

Tips for GBV prevention programming for children and youth

1. Youth, including male youth, should be encouraged to discuss the topics of consent, healthy relationships, and boundaries.
2. Organize opportunities for separate gender-based programming.
3. It is important to be educated about, and aware of, other gender identities.
4. Inform children and youth that they have a right to say no to someone who is touching, hugging, or coming into contact with their body.
5. Inform young people that if they are being mistreated that they should tell a trusted adult.
6. Demonstrate to children and youth, by modelling positive behaviour, how to treat everyone with fairness, equality and respect.
7. Discuss safety, including cybersafety, with children and youth.
8. Teach children and youth how to solve problems and express anger without harming others. Inform children that all violence in relationships is not acceptable. This can be done through family meetings, one-on-one sessions and using a variety of peace education activities.
9. If conflict occurs during programming, follow up with the people involved to get more information about the cause or nature of the conflict and what is needed to make amends.
10. Let youth know that they can make a difference by learning more about, and in speaking up, against teen-dating abuse, intimate partner violence and sexual assault.



"Everyone has the right to do whatever you want, it doesn't matter if you are male or female... In this workshop, they began to change their thinking." DANIA ALHELWANI

Child Protection

Disclosures of abuse can be a reality of working with children and youth that require appropriate planning and intervention.

Each province or territory in Canada has distinct laws and Acts that govern child protection. It is important that settlement staff and other service providers familiarize themselves with their jurisdiction's laws concerning child protection and family violence. Despite the differences in child protection policies across Canada, understanding child abuse and neglect is important for service providers in helping families remain healthy and strong and to support families experiencing violence or conflict.

With children, the staff person hearing the disclosure needs to follow the specific steps of their jurisdiction's child protection legislation. These key steps involve:

- ✓ Hearing the disclosure
- ✓ Listening actively and empathetically
- ✓ Not interrupting or asking a lot of questions
- ✓ Remembering what the child has said
- ✓ Recording the details
- ✓ Making them feel comfortable
- ✓ Document it and fill out a form in your reporting kit if you have one available
- ✓ Ensure that the document includes only facts, not feelings or thoughts

✓ The next step is to report the information to Child Protection Services. Do not investigate it yourself.

**It is important to remember that you communicate to the child that you cannot commit to keeping a secret and you must report the disclosure to the Department of Community Services. Suspected or disclosed child abuse must be reported by law.*

If an intake officer at Child Protection Services comes to your location, provide them with a quiet confidential space to meet with the child. You may stay only if requested to do so and, if you do, you should not speak unless asked to. Staff must abide by the decisions of the child-welfare agency worker.





Types of child abuse

Physical abuse: may consist of just one incident or it may happen repeatedly. It may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child or young person including deliberately causing ill health to a child or young person.

Emotional abuse: involves harming a child's sense of self. It includes acts (or omissions) that result in, or place a child at risk of, serious behavioral, cognitive, emotional or mental health problems. For example, emotional abuse may include verbal threats, social isolation, intimidation, exploitation, or routinely making unreasonable demands. It also includes terrorizing a child or exposing them to family violence. Some level of emotional abuse is present in all forms of abuse.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child or young person is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. This may also include involving children and young people in prostitution or pornography.

Neglect: the persistent failure to meet a child's or young person's basic needs for their physical, psychological or emotional development and well being such as failing to provide adequate food, shelter and clothing, or being responsive to a child's or young person's basic emotional needs.



The definition of a child in Nova Scotia:

"As of March 1, 2017, child welfare laws cover any individual under the age of 19. While any child under 16 years of age may be taken into care, a child who is over 16 years of age can only be taken into care if there is an ongoing child protection proceeding."

Source: Family Law Nova Scotia (2018). "Frequently Asked Questions about Child Protection."



Facilitation Tips

Before the workshop

Set up: Ensure the materials and room are set up ahead of time, and that the technology works. **Think about:**

- The layout of chairs for the discussion
- Would you prefer a circle, small groups etc.
- Have a resource table ready with handouts
- Include crisis contact info should someone require intervention
- Identify someone to co-facilitate with you if possible

In preparation with participants

Acknowledge they may have emotional responses:

There are situations when we get so strongly involved that our emotions affect our ability to reason, problem solve and appropriately communicate. When we are very upset, and have not successfully processed our feelings, we may not be able to listen. Unexpressed feelings can be a problem when discussing difficult social issues because they may take the form of sarcasm, aggression, or impatience.

Sometimes youth who would really benefit from special activities or topics in sessions have behaviour challenges that could prevent them from participating. It could help to talk with them ahead of time and give them some notice about the topic, and expectations.

During the workshop

- Create the ground rules for the discussion (*i.e. respect, confidentiality, not sharing very personal information, not interrupting, speaking from your own perspective, etc.*)
- Explain some consequences for making negative comments (*i.e. it could impact participants learning, sharing and listening*)
- Suggest that they do not have to share personal information

Explain how active listening works: This is where you make a conscious effort to hear not only the words that another person is saying but also trying to understand how they are feeling about it and what the complete message is. Reflecting the message back to the person, asking a clarifying question or saying something encouraging are all active listening techniques.

After the workshop

Suggest a time that you might be available if anyone has any other concerns or questions about GBV. Give out other resources and point out crisis intervention information should they know someone that needs it.

Checklist for responding to gender-based bullying during a facilitated session:

- ✓ **DO MAKE** a plan for if a significant, hurtful comment is made and a place for someone who cannot be re-engaged to go to (with another leader/teacher for example). Try and create another opportunity to follow up.
- ✓ **DO EXPLAIN** your reaction to the comment because sharing personal impact is a way to connect with feelings.
- ✓ **DO ASK** a question about what they said or meant so they have a chance to review.
We all say things that come out wrong from time to time. For example; "What did you mean by that?"
- ✓ **DO SHARE** information to help educate them by offering an observation or more information.
The more genuine you are about sharing information and not trapping the person in their bias, the more likely they are to hear you.
- ✓ **DO TRY** alternative approaches such as redirecting and changing the subject or ignoring a comment if it has not made a significant impact.
- ✓ **DO CALL OUT** the comment if it is really negative and clear that the intention was to harm.
For example: "That kind of comment is not acceptable here."
- ✗ **DON'T MAKE ASSUMPTIONS** if a comment is made that could be offensive. Explain that we are all learning, we all make mistakes and we have the opportunity to learn. Be compassionate and provide information.
- ✗ **DON'T ACCUSE OR LABEL** people because this can cause a defensive response. Learning about intersectionality and being an ally is challenging work.



Gender-based
Violence
Prevention
project





Statistics about teen dating violence

Dating violence is defined as violence between romantic partners who do not live together. Violence between intimate partners who live together, whether married or common-law, is called spousal violence.

27,000

Nearly 27,000 female youth aged 12 to 17 were victims of violent crime in 2011; casual acquaintances were the most common offenders. The rate of 2,273 victims per 100,000 young women in the population was almost twice as high as the violent crime rate for adult women 18 and older.

28%

Research with Canadian adolescents indicated that 28 per cent of high school students had been victims of abusive behaviours on at least one occasion.

15-24

Dating violence is most common between the ages of 15 and 24. According to police reports, 43 per cent of all victims of dating violence come from this age group. The rate of dating violence is much lower for those between the ages of 12 and 14, representing only two per cent of all victims.

57%

Just as with spousal violence, a large proportion of dating violence happens after the relationship has ended. More than half (57 per cent) of all dating violence incidents in 2008 were perpetrated by an ex-partner.



The topic of teen dating is not represented in our video as one of the scenarios developed and it can be a private subject. However, dating is a reality of many youth's experience and teen dating violence can be a corresponding problem for young people.

97,500

There were 97,500 victims of intimate partner violence, representing a rate of 341 victims per 100,000 population. The vast majority of these victims (80%) were women, a finding consistent over time.

8,200

Police reported that in 2011, about 8,200 girls aged 11 and under were victims of violent crime, representing 381 victims for every 100,000 girls in the population. Over half (56%) of the violent crimes against girls were committed by a family member, and males were the offender in about 8 of 10 incidents.

Source: Statistics Canada (2013). "Violence against women, 2011" <http://www.statcan.gc.ca/daily-quotidien/130225/dq130225a-eng.htm>

Canadian Women's Foundation (2012). "An Overview of School-Based Healthy Relationship Programs." <http://www.canadianwomen.org/sites/canadianwomen.org/files/PDF%20-%20Healthy%20Relationships%20101.pdf> <http://www.statcan.gc.ca/daily-quotidien/130225/dq130225a-eng.htm>

Barriers for newcomer youth

There are many barriers that newcomers to Canada face and there are unique barriers that newcomer youth face when discussing issues of GBV. While it is important to recognize the barriers and challenges, it is equally important to look at things through an asset lens and reinforce the message that newcomer youth also bring with them skills, strengths and diverse perspectives which enriches Canadian society, classrooms and communities.

SOME BARRIERS THAT NEWCOMER YOUTH FACE:

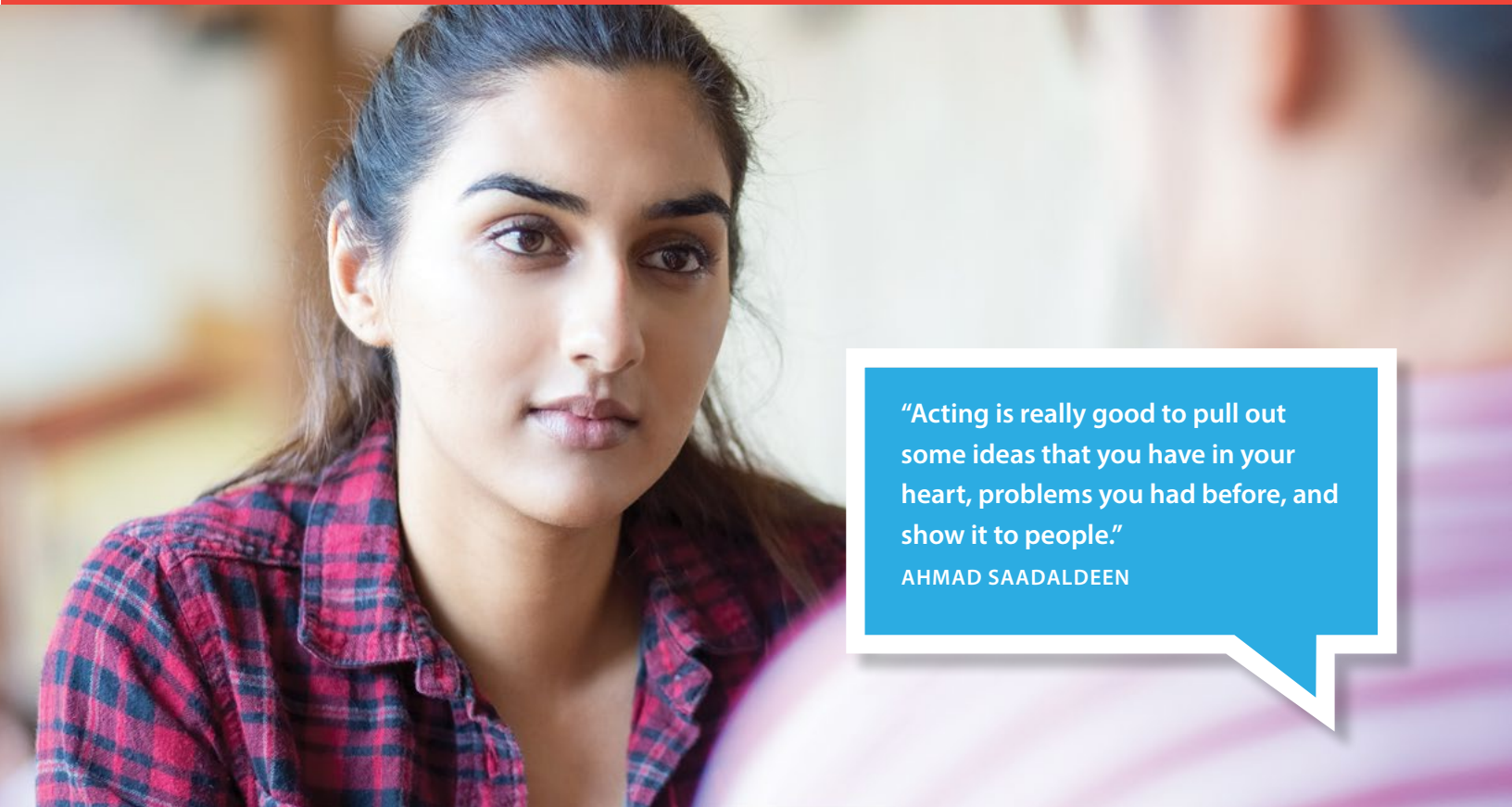
- Learning English or French
- Not feeling welcome
- Making friends
- Understanding a new school system
- Knowing about different social and recreational activities
- Leaving friends and family “back home”
- Not being part of the decision-making process to come to Canada
- Experiencing racism
- Parental stress and strain in the family
- Doing well in school
- Balancing cultural identities

ADDITIONAL CHALLENGES FOR GIRLS MAY BE:

- Gender stereotypes
- Clothing requirements
- Cultural restrictions for example: dating or going on a sleepover
- Household and childcare responsibilities
- Family concerns about daughter’s safety

BARRIERS AROUND GBVP:

- Lack of information about resources and tools
- Unfamiliarity with the topic
- Lack of awareness of the causes and prevalence of this social problem
- Not being aware of signs of GBV
- Stressors around access to the social determinants of health
- Limited opportunities to discuss the issues related to GBV - healthy relationships, consent, sexuality



“Acting is really good to pull out some ideas that you have in your heart, problems you had before, and show it to people.”

AHMAD SAADALDEEN



Conversation starters using this video

Our forum theatre workshop on GBV prevention was the first time many of the youth participated in a critical analysis of the topic. It was challenging as some of the terms and concepts were new to the group. Using forum theatre was a great medium for getting people comfortable, being participatory and solution-focused.

Youth identified areas of conflict in places where they spend the most time and are meaningful to them - at home, in the classroom and with their peers. There was a lot of great learning and sharing and in this guide, we have included the key scenes which really seemed to resonate with youth and generated the most discussion. We hope this serves as some starting points, idea generators and conversation starters for you and your work with youth and families!



Play scenes and discussion questions





“Hijab scene”

This scene in the video shows two young women being bullied for wearing the hijab. This is a situation that can occur for Muslim girls and women. In the scene, other students are touching one of the girl’s hijabs and calling her names. This scene demonstrates how newcomer and Muslim women can face specific types of discrimination based on religion and gender.

II Issues that emerged in the development of this scene

- Newcomer women may be navigating multiple types of discrimination while they are trying to settle in Canada for example: religion, culture, race and gender.
- Newcomer women may be facing stereotypes about wearing the hijab.
- Bullies sometimes target people that look different or seem different from oneself.
- Standing up to harassment can be difficult because people fear they will become targets themselves.

? Discussion questions

- How do you think the girls are feeling?
- What can be done by either adults or youth if someone is being bullied?
- How can you be an ally?
- In Canada we have the freedom to decide what our religious beliefs and customs are. What are the advantages of this freedom?
- Why do you think people become so opinionated about freedom of religion and freedom of speech?
- Who might be a guest speaker or lead a presentation about wearing the hijab?



Newcomer women may be navigating multiple types of discrimination while they are trying to settle in Canada for example: religion, culture, race and gender.



“Needing extra help in math class” & “Don’t get me in your trouble”

In this scene, two female students demonstrate that the teacher is not helping them and is answering the male student’s questions, even though the female students requested help first. One student keeps trying to get the teacher’s attention, but he ignores, and silences her. Another female student tries to stop her classmate from speaking out and asks her to keep quiet, so she doesn’t get in trouble. It is clear the female students are not getting the extra help that they need.

A related scene follows where the two female students are talking about what happened in class. The female student asks that the other girl not get her in trouble because she doesn’t want to face any repercussions from her family. The female student who requested help says that a test is coming up and they need help. Her friend says that they would rather not get in trouble and that they will do better on the next test.

II Issues that emerged in the development of this scene

- Newcomer students may not receive, and may not ask for, the additional supports in the classroom that they need for various reasons.
- Women, and especially women of colour and newcomer women, may not be given adequate attention, encouragement and supports in science, technology, engineering and math (STEM).
- Newcomer girls may need to balance and navigate issues like; academic success, asking for help, speaking out, and the fear of getting in trouble with their families.
- Some girls said that they worry about being labeled a “troublemaker” if they speak out or are allies with other girls who are not receiving the supports they need in school.

? Discussion questions

- Have you seen this happen in the classroom?
- It is common that newcomers communicate with each other in Arabic (or another language) to support each other. How could this be perceived by teachers and classmates?
- What are some ways teachers can promote students supporting one another in their classrooms?
- How might the female student that hesitates to help her friend be feeling?
- How might the female student who has gotten in trouble feel?
- What could the impact of being labelled a “troublemaker” have on the female newcomer student within the school, at home and in her community?

Have you seen this happen in the classroom?

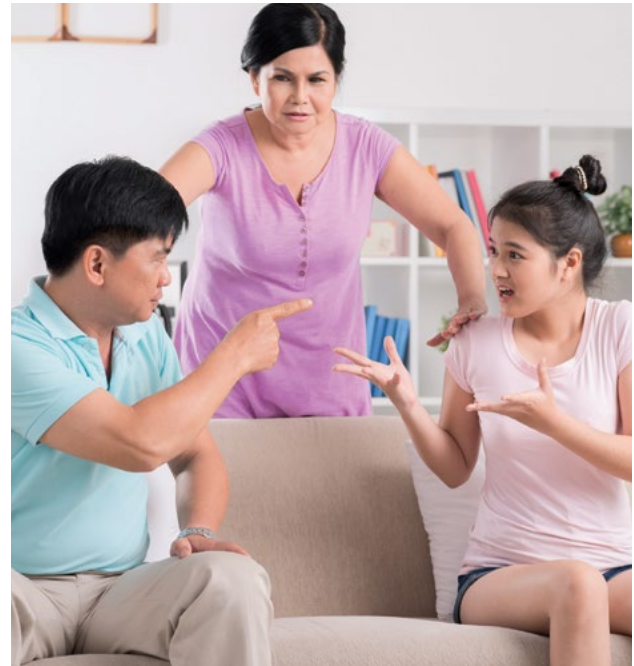


“Angry parents scene”

There is a scene in the video where the father is very angry because the school has called home to say that the daughter is not doing well and has been talking in class. When she comes home, her parents confront her and blame her for the problem.

II Issues that emerged in the development of this scene

- The parents may not be familiar with the Canadian school system and their interaction with the teacher could have involved miscommunication.
- Newcomers entering the Canadian education system may be learning a new language.
- The school system may be structured differently than the school system in their country of origin.
- Parents may not be used to being contacted by their child’s school.
- Newcomer youth may not be doing very well in school for different reasons some of which are: missing schooling because of conflict in their country of origin, being overwhelmed with settlement needs, having trouble with English/French.



? Discussion questions

- What might be some of the settlement challenges this family is experiencing?
- What are some possible reasons why the father is so angry?
- How might the daughter be feeling?
- Why might the child not have told the parents that they are struggling in school?

The parents may not be familiar with the Canadian school system and their interaction with the teacher could have involved miscommunication.

Concepts and definitions

Ally

Someone who learns about and advocates together with other people who are encountering social injustice and discrimination. This is done by recognizing where we have privileges and power and using that power to take a stand against oppression. For example, white people who speak out against racism, men who are anti-sexist. An ally works to be an agent of social change rather than an agent of oppression.

Gender

Culturally defined identities and roles associated with masculinity and femininity. A person's gender identity, presentation, and gender expression are separate from their biological sex. How a person understands and expresses themselves in relation to these differences exists on a spectrum of gender identification.

Gender-based violence

Violence perpetrated against someone based on their gender, gender expression, gender identity or perceived gender as defined by Status of Women Canada.

Source: Government of Canada (2017). "It's Time: Canada's Strategy to Prevent and Address Gender Based Violence- Fact Sheets." <http://www.swc-cfc.gc.ca/violence/strategy-strategie/fs-fi-en.html>

Intersectionality

A theory developed by Kimberlé Crenshaw that explains how multiple forces work together to reinforce conditions of inequality and social exclusion, the roots of violence. This occurs because there are intersecting types of oppression such as race, religion, country of origin, sexual orientation and gender identity, socio-economic status, ability, and many other identities. Violence against women is not a single-issue struggle. Colonialism, anti-Black racism, xenophobia, racism, Islamophobia, homophobia, transphobia, ableism and all systemic discrimination impact how women experience violence and their barriers to accessing support.



There are many specific concepts and definitions in the field of gender-based violence prevention research and practice.

It is important to be familiar with these terms and to connect with experts in the field of GBV to get more information, support and resources.



Racism/xenophobia

Systemic subordination, oppression, and exploitation of specific groups of people based on nationality, and perceived physical and cultural characteristics. Racism is rooted in assumptions of biological and cultural superiority of one racial group over others, resulting in power and privilege for the dominant groups and unequal treatment and limited opportunities for oppressed groups.

Sexism

The systemic unequal treatment, prejudice, and discrimination of individuals or groups of people based on their sex or gender. Sexism can be individual actions such as a personal attack on women, however it also includes structural and systemic disadvantage, inequity and exclusion.

Government of Canada (2017)

"It's Time: Canada's Strategy to Prevent and Address Gender Based Violence- Fact Sheets."

<http://www.swc-cfc.gc.ca/violence/strategy-strategie/fs-fi-en.html>

Canadian Red Cross

<http://www.redcross.ca/how-we-help/violence--bullying-and-abuse-prevention/youth/healthy-relationship-tips>

Canadian Women's Foundation, 2012 Healthy Relationships 101:

"An Overview of School-Based Healthy Relationship Programs."

<http://www.canadianwomen.org/sites/canadianwomen.org/files/PDF%20-%20Healthy%20Relationships%20101.pdf>

Other resources



"We can do the same thing in our real life; it doesn't have to be an act. It doesn't finish here... If someone is being treated unfairly we can go and ask them: why are you doing this?"

MOHAMED HASHER

YMCA of Greater Halifax/Dartmouth

104-7071 Bayers Road

Halifax, Nova Scotia B3L 2C2

902-457-9622

ymcahfx.ca



Funded by:

Financé par :



Immigration, Refugees
and Citizenship Canada

Immigration, Réfugiés
et Citoyenneté Canada