

**FFTH Facilitator Training Booklet
2017**



Sheatre 2017

Statistics – this is why FFTH is here

- 1 in 3 Canadian women will experience sexual violence in their lifetimes.
1 in 6 men will experience sexual violence in their lifetimes.
- 86% percent of all sexual offences reported to the police in 2004 involved girls under the age of 18 (OWD 2009; up from 63% in 1996)

Sheatre Facilitation rules

1. Be kind to yourself
2. Be kind to each other
3. Be kind to the environment
4. Have Fun

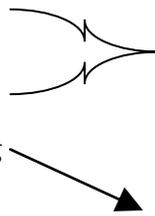
The well-being of our audience is our primary concern.

Day of the Play – Breakdown and Roles

The presentation is 2 hours long.

- 30 minute play
- 60 minutes for audience intervention
- 30 minutes for small group debriefing

**Schools or classes may be comfortable
with additional discussion time.*



Watch and listen for key points in the conversation.
Watch and support students who might be triggered.

Lead the conversation to get students talking and thinking freely and safely.

On the Day of the Play

Community facilitators are present to encourage the discussions and support students in crisis. Please arrive at the school 30 minutes before the scheduled performance start time and sign in at the office. It is best to wear your agency name tag or pin for identification. Sheatre will also have Far From the Heart buttons for facilitators. If a member of the Far From the Heat team is not in the office to meet you, please ask for directions to the performance space. When all of the facilitators have assembled, you will be briefed on the school's protocol and safe spaces, determine who is qualified and comfortable supporting students in crisis and will establish the order in which you will respond to distressed students. The Joker will ask you to wave and identify yourself near the beginning of the show so that students are aware that they can come to you.

Those facilitators functioning as counselor supports should position themselves by the exits where they can check in with any students who might leave the performance. That check in can be as simple as a thumbs up or as extensive as a conversation. We will have worked with the school to establish a safe space to take distressed students. This may be a nearby classroom, guidance department, or the main office. Some schools may set up specific response protocols for the day. The Far From the Heart team will let you know what plans have been made.

During the show, pay attention to the student interventions. Those ideas will be easy fodder for conversations afterwards. Please also watch the audience and signal for one of the qualified counselors if you see someone in distress.

After the play, we will announce the pairings of facilitators and classes and send you off to your debriefing locations. Debriefing conversations will most likely take place in classrooms. The conversations are designed to be 30 minutes long but some schools and teachers may be okay with allocating more time if the conversation is going well. Feel free to extend the conversation if you have the time and it seems fruitful. If the conversation is not flowing well, it's helpful to simply make students aware of more resources in their community. When you have finished the debrief, please check in with the Regional Coordinator and other facilitators as a group before you leave. It's important for us to know what is coming up and to support each other as we broach these difficult issues.

Disclosures

It is possible – and likely – that students will be triggered by the play or disclose sexual assault or abuse. Adults working with youth have specific obligations to report on disclosures. Each agency, school, and schoolboard will have specific policies for how to respond. The following resources are not meant to supersede those policies. They are a general outline of duty and helpful responses.

What to do if someone Discloses, Leaves the room, or is distressed...

- i. **If there is more than one facilitator at the performance or discussion group, designate ahead of time the specific person who will follow a student who leaves the room.**
- ii. As the facilitator, please approach the student to determine if **they are distressed and would like to talk.**
- iii. Let the student leave; **students are not to be forced to return to the group.** They may be experiencing trauma. Ask the student's name. Talk to them. Get them to a safe place. Let the student decide where that is if they are able to do so. If they are not, take them to the prearranged safe space. **You can leave her/him there before returning to the group if that is safe for the student. Afterwards, connect with the student's teacher for follow up.** Tell them what happened. Make sure the teacher understands reporting protocols.
- iv. **If someone is distressed or discloses during the discussion, be sensitive to their needs as well as the needs of the group. It may or it may not be necessary for the student to leave the room. If there are two facilitators, one can leave to talk to the student if that happens, while the other works with the group.** With the group, acknowledge the disclosure and how hard it can be to hear that. Don't talk about the particulars of the case. Discuss their feelings and ask if they need anything right now. Talk about what we can do if a friend discloses. *See below for more info.*
- v. **If someone discloses afterwards,** the same applies. Stay and talk in a safe place or direct them to an appropriate support person (guidance, school counselor, nurse, VP, etc) if the student wants to.
- vi. **Let Sheatre know** that a disclosure has taken place, and what has been done.

What to Look For / How to Respond

Everyone copes differently. Here are some signs to watch for and helpful responses.

What you may see/hear:

- Almost all sexual assault/partner abuse victims blame themselves in some way for what has happened.
- They will often have trouble trusting other people.
- They may be experiencing a wide variety of symptoms including: physical symptoms, panic attacks, flashbacks, nightmares, disassociation, intrusive thoughts, self-harming behavior, suicidal thoughts, anxiety, hyper-vigilance, etc.

What to say/do:

- Listen to them.
- Let them know that you believe them, be a good listener, do not pry, do not make assumptions.
- “It is not your fault,” “Sexual assault/abuse is against the law”.
- Whatever their response is, it is “normal”.
- If the student was drunk and/or under the influence, they were unable to consent, therefore “it was sexual assault”.
- Allow them as much control as possible within your mandate to report. You might make an anonymous call together to CAS/police/VAW agency.
- Accessing help sooner rather than later will allow a greater choice of options for care and will improve recovery.
- Encourage access to medical care (VAW agency, Public Health Unit, family doctor).
- It is a student’s right to decline to access medical care. If this happens, continue support and encouragement about medical care/counseling if appropriate. Help to make sure they have access to the supports they need and want.
- Take care of yourself. Access support as needed from friends and family, professional resources, and the resources within your community.

Western University offers a free online training to help service providers in the law enforcement, social work, and education sectors best respond to disclosures of sexual violence. If you want to learn more you can find the training at:

<http://learningtoendabuse.ca/responding-disclosures-sexual-violence>

There is a one hour training video here: <https://www.youtube.com/watch?v=yLiA-ujvIkU>

The following flow chart and narratives demonstrate a recommended path of action in the event that a child discloses sexual assault or abuse. It was prepared by the Sexual Assault and Partner Abuse Care Centre (SA&PACC), Grey Bruce Health Centre, Owen Sound, Ontario

When the chart references contacting the VAW agency, please contact the appropriate Violence Against Women / Sexual Assault Agency in your community. For students over the age of 16 years, CAS may be able to assist with linking to resources.

In the following flow chart, if the answer to the fact in the box is “no” you follow one course of action; if the answer is “yes”, you follow another course of action.

A Child Discloses Sexual Assault / Abuse

Child is less than 16 years old

no

Provide support; listen.
Encourage/facilitate access
to medical care and or
counseling.

yes

Discloses assailant to be a person having
charge of child, a parent, or someone in
position of power/authority. Or you suspect
the caregiver failed to protect.

yes

Report to local
Children's Aid
Society (CAS)

no

Child is <12
They're unable
to consent to
any sexual
activity

Report
to CAS

Child is 12 or 13.
Their assailant is within 2
years in age?

no

Report to
CAS

Child is 14 or 15
Their assailant is within 5
years in age?

yes

Is the child safe?
What does the
child want to do?
Consult with
VAW agency or
CAS

Children are also
often victims of cyber
sexual abuse, sexual
harassment, and
abuse by a dating
partner. Consult with
a local support or
advocacy agency
and/or CAS.

* Regardless of the age of the student, if you do not consult with CAS or a Sexual Assault Agency, it must be determined if there are any other children at risk of harm or assault by the same assailant.

Training Scenarios

Questions to Consider:

- Is this person currently safe?
- What will be your first response?
- What does this person need from you?
- Will you report this?
- Does this person currently have the supports they want and need?
- What questions do you need to consider as you respond?

Scenario One:

During the debrief, a female student describes sexual harassment that she is experiencing at work. Her co-workers have been calling her clothing slutty (it's a restaurant and she wears the uniform) and continually telling her that she should give them blow jobs. She has reported this to her manager and nothing has been done. She is starting to dread going to work and feeling bad about both her body and being a woman.

Scenario Two:

You notice that a student is in tears in the audience during the show and interventions. They appear unable to move and the friend sitting beside them is looking around trying to get someone's attention.

Scenario Three:

During the presentation, a student stands up abruptly and walks quickly out of the room.

Scenario Four:

A male student tells you after the show that he was sexually assaulted a year ago, coped poorly using alcohol, and is now in counseling and doing much better.

Scenario Five:

During the debriefing conversation, a student tells the group that she was in an emotionally abusive relationship two years ago and talks about the ways she wishes her friends had supported her.

Suggested Responses Scenario One: Respond empathetically, listen to what she wants to share, let her know that she doesn't deserve to be treated like that, that it's illegal, and there are supports. Ask if her guardians know and whether she has considered reporting to a higher level of management or the Ontario Human Rights Commission www.ontario.ca/humanrights

Scenario Two: The student is obviously in distress. Approach her as subtly as you can and offer to help her leave the room. Make sure another teacher or attending counselor leaves with you and offer to take the student to one of the established safe spaces. You may wish to let a counselor, guidance teacher or administrator take the lead. If the trigger is related to a known and addressed incident, support them as they calm down. If they have not previously disclosed, follow your organization's protocols, establish whether the student is safe, if you have a duty to report, and what supports are available to them. Above all, respond with empathy and do not blame them.

Scenario Three: Follow the student to find out whether they're in distress. If they are, then offer to take the student to one of the established safe spaces. You may wish to let a counselor, guidance teacher or administrator take the lead. If the trigger is related to a known and addressed incident, support them as they calm down. If they have not previously disclosed, follow your organization's protocols, establish whether the student is safe, if you have a duty to report, and what supports are available to them. Above all, respond with empathy and do not blame them.

Scenario Four: Listen empathetically, thank him for trusting you with his story, and tell him you're glad he's doing better.

Scenario Five: Listen empathetically; thank her for sharing her story. Gauge the reaction of the group and direct the conversation in non-judgmental directions, possibly suggesting ways to be a good friend or what makes a healthy relationship.

Facilitation Strategies¹

Far From the Heart exists to help start conversations. We partner with community facilitators because you have the skill and/or expertise to help make sure that the first conversations students have following the show are constructive and healthy. It can be hard to get students talking though. We've provided some facilitation strategies and sample questions to help. We also want to make sure that students understand that there are resources available in their community.

Please begin by introducing yourself and the work of your agency (if applicable).

Relax

The easiest and most effective strategy for facilitation is simply to relax. The post-show discussions aren't lectures or presentations – they're just friendly conversations. You'll find that as the students realize you are relaxed and having fun, they will be more open to discussion, more receptive to ideas, and any discomfort or "awkwardness" will subside.

Remember Your Resources

You have resources both from past experience and from this training. If you're feeling "stuck", don't be afraid to use the resources or, if you have a co-facilitator, ask them what they think.

Suggested Questions

There are lists of suggested questions below; if you're feeling stuck, they can provide question ideas at your fingertips. Remember to be "in the moment" – refer to the sheet if necessary, but don't read from it verbatim.

Active Listening

Listen carefully to what people are saying, and respond to the issues that most interest them. Pay attention to body language and intonation (keeping in mind that these cues can vary culturally).

Paraphrasing

Use your own words to repeat back what has just been said (summarize if it is a long statement). When completed, look at the speaker's reaction. This will ensure that you and the rest of the group understand what the speaker has said, and gives the speaker a chance to clarify or elaborate.

"Let me see if I am understanding you..."

"It sounds like what you are saying..."

"So what you are saying is..."

"Do you mean...?"

"You said that nobody takes responsibility. So you wish that everybody was motivated?"

¹ Remember that the FFTH on-line movie is available to increase your familiarity with the story. Select the 'A' choices to follow the plot of the problem play.

Balancing

It's no secret that group discussions can be a balancing act! Often, a discussion follows the lead of the first few people who speak. Sometimes, just because others haven't spoken up yet, doesn't mean they agree with what has been said.

"Does everyone else agree with this?"

"Are there other ways of looking at this?"

"Okay, so we've heard x and y point of view, is there a third way of looking at this?"

"Does anyone feel the same way? ...Does anyone feel differently?"

Silence

Sometimes, a few seconds of silence can stimulate conversation – it gives time for people to think about what's been said. Stay relaxed and focused on the group, and make eye contact. Remember that five seconds of silence can seem much longer than it really is!

Be Honest

Admit it if you don't know the answer or aren't sure of how to respond! The group will appreciate your honesty. If you are co-facilitating, it will help your co-facilitator work with you most effectively – they might know an answer where you don't!

Debriefing and Safety

Check in and debrief with the other facilitators afterwards. Take some time to debrief with your co-facilitator and other facilitators after each session. If anything has left you feeling "rattled" or uncomfortable, talk to another facilitator or Sheatre staff about it. Please be available in case another facilitator needs to talk too.

Guiding Questions

Questions fall into three categories:

- WHAT? – to help students focus on what they saw
- SO WHAT? – to help them understand what they saw and relate it to their own experience.
- NOW WHAT? – to help them consider taking action for change

You **do not** need to ask all of these questions. They're arrows in your quiver and if it only takes one to hit the bull's eye and get the conversation going then that's fine.

WHAT? THE FACTS

Replay what you saw and heard, like a film camera.

- What did the boys talk about at the beginning of the play?
- What did you notice at the beginning between the girls?
- What kinds of violence did you see/ hear?
- What did the boys do?
- What did the girls do?
- What happened to the boys?
- What happened to the girls?
- What effects did it have on the girls / on the boys?
- What did they say?
- What language did they use?
- What choices did you see the girls make / the boys make?

SO WHAT? WHAT DOES IT MEAN?

To help make sense of the play.

- Was the play realistic?
- Could this happen to people in your school?
- How did what the boys say at the beginning of the play influence their behavior?
- In the play, the boys call Felicity a “slut” and “my slut”. When someone calls a girl “a slut”, what does that tell us what the boys think / feel?
- How does this talking affect boys’ / men’s behaviours? How does sexual objectification influence the treatment of people?
- Warren says that Felicity is “my business”, and he puts his sweater on her. What does he mean?
- Why did Adam take Felicity downstairs away from the party? What was his intention? Why would she go? What was she thinking?
- Was Felicity blamed? Why would people think it was her fault?
- What are the effects on Felicity? On her friend, Rachel? On Warren? On Adam? On their friends? On their parents? On the school? On the community?
- Why is it sometimes hard to talk about what we feel and what we want with others?
- Was Rachel a good friend?
- Did Rachel and Felicity’s buddy system work? Why not? Why should we have buddy systems? What makes them challenging?
- What social influences affected the choices the girls and boys made?
- Do you think any of the characters were feeling pressured? Who was feeling pressured? What were they feeling pressured about? What do you think influences people to give into peer pressure? (Not being cool? Losing a friend?)
- Were their relationships healthy?

NOW WHAT? WHAT CAN WE DO?

What can we do to prevent this from happening? Filter this conversation through the characters.

- Are we okay with this type of violence? What can we do about it?
- If Adam were your friend, what would you tell him?
- If Warren were your friend, what would you tell him?
- If you knew about an assault, what would you do?
- What does Adam need? What does Warren need?
- How would you talk to Adam? How would you talk to Warren?
- If you were Rachel, what might you have done differently?
- If you could offer Rachel advice, what would you say to her?
- What other strategies might Felicity have used?
- What does Felicity need?
- What would you do for her/say to her?
- What do you think we need to do so that things like this don’t happen anymore?
- How will you make sure that you or a friend of yours won’t make mistakes like these characters did?
- How will you lessen the risks?
- What does a healthy relationship look like? What can you do to make healthy relationships?
- How do people talk about consent? How can you make those conversations happen more often?

DO NOT ASK OR SAY...

Anything that puts the responsibility and guilt on the victim.

Anything that is too personal. (eg: Has it happened to a friend of yours / you?)

Anything insensitive. (eg. Guys, we all want virgins and if we keep it up we won't have any.)

Challenging Situations

Q: What if the room is deathly silent?

A: Asking questions about the play's realism, whether Rachel was a good friend, whether the dress is to blame, and how their friends talk about healthy relationships were effective go-to's to start conversations on the 2016 tour. You might also offer to speak from your area of expertise. If the group remains quiet, that's okay. Feel free to simply reflect on and reinforce the main ideas of the play. Let the group know about more services in their community and reinforce that it's okay to talk about these issues.

Q: What if a student or group are laughing at the issues and disrupting the conversation?

A: Laughter happens for many reasons. The group might be honestly uncomfortable or might be trying to diminish the issues. You can hold up a mirror for them and address the behavior but make sure to do it without being punitive or punishing (you don't want to label them because they'll simply stop engaging). Identify the beliefs and ask about the effect they have on everyone involved. Focus on the behaviour, not the individual(s).

Q: What if a student or group are focused on Felicity's dress and using it to blame the victim?

A: In discussion, it is helpful to reframe the dress as a symbol of Felicity's struggling self-confidence and her desire to fit in rather than the cause of the assault.

Identify the group's behaviour as victim blaming. It is important to remind the students that what a person is wearing does not increase her chances of being sexually assaulted and that no one is 'asking for it' unless they're literally providing consent. This is a great time to talk about consent. Remind the students that clothing is never an invitation to sexual assault. A useful example is wearing a bathing suit, which is far more revealing than the dress (ie. "What about when we wear bathing suits? What about snow suits? No matter what someone is wearing they don't deserve to be sexually assaulted.")

During a previous tour, one class became especially fixated on the dress. When they refused to move on their teacher said, "fine, if the dress was so important then what side was the black trim on?". The students argued for a moment until the teacher said, "there was no black trim, time to move on".

Feedback

When the discussion is finished, it's time to check in with the regional coordinator and complete the post show discussion report. Your feedback will:

- keep us informed of how events transpire and allow us to make changes
- let us know that there is a plan in place (if something occurred) so we can follow up
- help you debrief with peers

Feel free to fill out the form immediately by hand or wait to type and e-mail your response to your Far From the Heart contact. We appreciate receiving the feedback within a few days.

Post-Show Discussion Report Form

GENERAL INFORMATION

Name of Facilitator: _____

Agency (if applicable): _____

Work #: _____ Mobile #: _____ Home #: _____

Email: _____

Show Date (mm/dd/yy): _____ Show Time: _____

Show Location: _____

POST-SHOW DISCUSSION PARTICIPANTS

Number of Student Participants: _____ Number of Educators: _____

Total Participants (including facilitators): _____

QUESTIONS

Please describe participant responses to the meaning of the play.

Students:

Educators:

Please describe participant responses to prevention of the issues that arise in the play including, dating violence, sexual assault and rape.

Students:

Educators:

Please describe participant responses to the main characters in the play.

Students:

Educators:

Additional Information:

Facilitator Feedback (Questions/Comments)

Signature of Facilitator: _____ **Date:** _____

On behalf of all of us at Sheatre, thank you for volunteering your time and contributing your expertise to Far From the Heart. We truly appreciate your support!