

**FFTH Facilitator Training Booklet
Fall 2016**



Sheatre 2016

Statistics -- this is why FFTH is here – came to be... touring...

- 51% percent of Canadian women have experienced at least one incident of sexual or physical violence. Close to 60% of these women have survived more than one incident of violence. (Statistics Canada 1993)
- 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)
- The results of a 2011 study showed that 61% of male participants did not consider forcing sex on an acquaintance as rape (Weiler-Polak, 2011)

Sheatre Facilitation rules

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

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

Day of the Play – Breakdown and Responsibilities

The presentation is 2 hours long.

- 30 minute play
 - 60 minutes for audience intervention
 - 30 minutes for small group debriefing
- } Watch and support students who might be triggered.
- Lead the conversation to get students talking and thinking freely and safely.

Pre-Activities

Classes will complete three pre-show activities to prepare students for the show. The first is a personal quiz to assess their perspective on issues related to dating violence, gender norms, sexual assault, and consent. The second is a group activity that uses the premise of a television interview to collect general perspectives from the class. The third is a clear outline of expectations for audience behaviour. Where possible, we encourage the community facilitators to join their class for these preparatory activities. For a complete outline of in class activities please reference the 2016 Education Toolkit.

Disclosures

It is possible – and likely – that students will be triggered by the play or disclose sexual assault or abuse. Community facilitators are present to encourage the discussions and support students in crisis. Adults working with youth have specific obligations to report on disclosures. If a student leaves the presentation in distress, a community facilitator should follow them to ensure they have the necessary support. Facilitators will collaborate to determine in which order they will support students.

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. The facilitator should go to the student and ask if s/he is distressed and would s/he 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 her/him. Get them to a safe place in the hall or another location. Let the student decide where that is if they are able to do so. If not, take them somewhere private yourself. **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. Sometime later that week, connect with the school teacher or administrator to follow up and make sure that the student is receiving the help s/he needs. It doesn't stop because you left the building.
- 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 be 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 what we can do if a friend discloses.
- v. If someone discloses afterwards, the same applies.** Stay and talk in a safe place if the student wants to. Don't talk in a busy hallway.
- vi. Follow up, follow up, follow up.**
- vii. Let Sheatre know** that a disclosure has taken place, and what has been done.

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

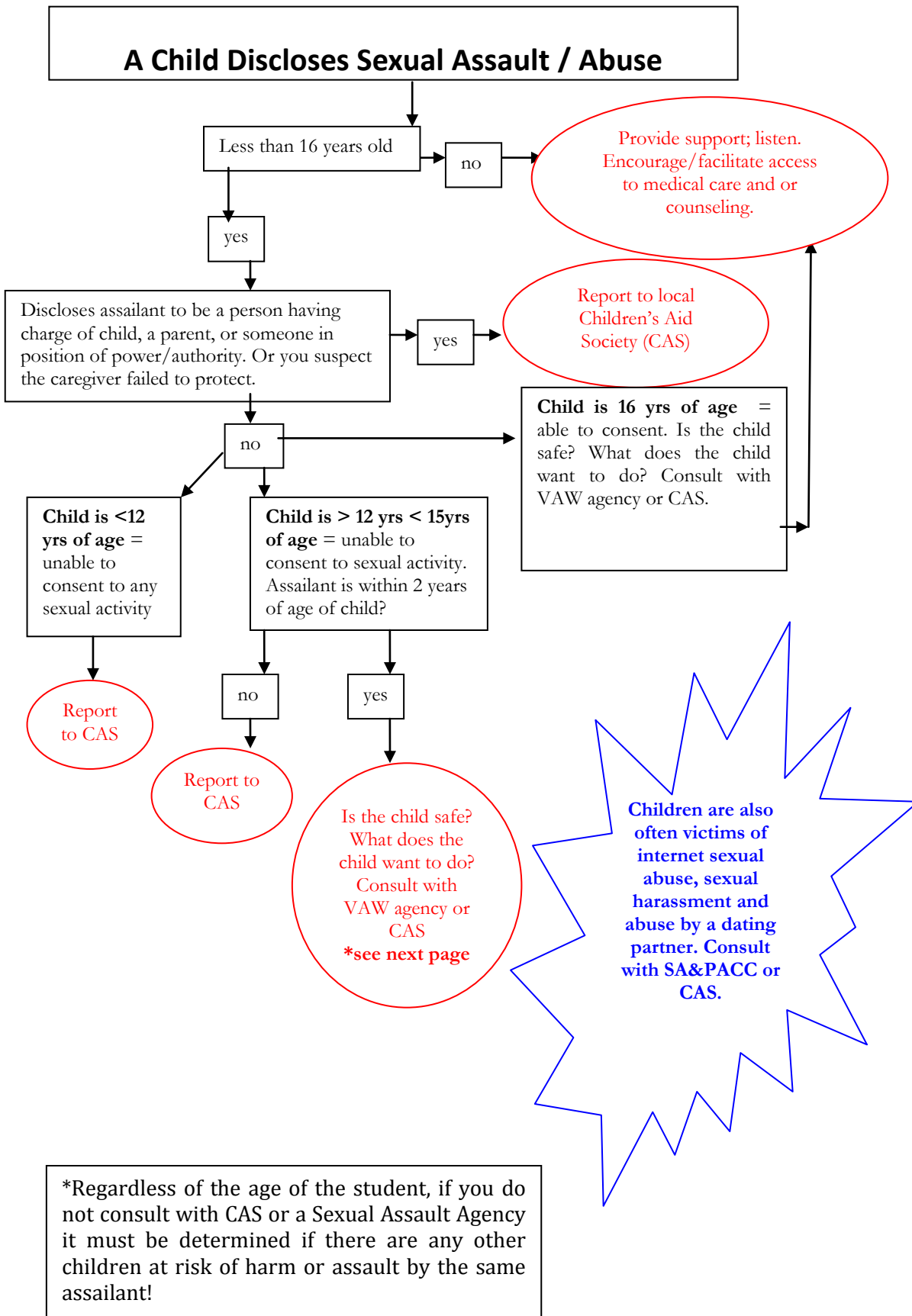
What you may see/hear:

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

What to say/do:

- Let her/him know 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, s/he was unable to consent, therefore “it was sexual assault”
- Allow her/him as much control as possible within your mandate to report. Together make an anonymous call 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)
- If not accessing further care, you must ascertain if injuries, potentially poor medical outcome due to injuries, STIs, pregnancy, HIV, safety, self-harming behavior, suicidal thoughts, or if other children are at risk.
- If student declines to access medical care, continue support, and encouragement about medical care/counseling
- Take care of yourself. Access support as needed – you may call one of the community agency partners here today.

Disclosure Chart



Case Studies to Reinforce the Chart...

Questions for Discussion:

What does the child need from you?
What will your first response be?
Will you report this to the CAS?
Will you report this to the parents?
Will you report this to other agencies?

Scenario One:

A 12-year-old boy is engaging in sexual activities with a 13-year-old female student.

Situation A: The boy did not enjoy what was happening to him and is reporting the activities to you. He was cornered into a small room and his genitals were grabbed. He was frightened by her even though she kept saying he would like it.

Situation B: You discovered them experimenting sexually and it appears they both enjoy what they are doing. Both students are partially undressed. When you ask them what they are doing they both protest that they are not doing anything wrong; "we're not hurting anyone."

Scenario Two:

A 16-year-old girl was raped by a 17-year-old boy at a house party. She comes to you and tells you about this. She is not sure what happened and does not want her parents to know. She had told her parents she was going for a movie/pizza party with girlfriends at a girlfriend's house. She also does not want CAS involved.

Scenario Three:

A 15-year-old girl is dating a 17-year-old boy. They've been dating for a year, starting when she was 14. You notice that her grades are falling and that she is losing weight. When you talk to her about your observations, she has tears in her eyes and she says that she feels stressed out about her relationship. She tells you that she doesn't have time to be with her friends or do things she used to. She feels she can't do anything right. After some time, she also discloses to you that he has started sexually assaulting her on a regular basis but that she is afraid of losing him if she doesn't do what he wants.

Suggested Responses Scenario One: The kids are over the age of 12, within two years in age, and not in positions of authority. Call parents, talk to the kids.

Suggested Responses Scenario Two: She is of age and the perpetrator was not in a position of authority. Suggest counseling and tell her about the need for medical care and a checkup. Tell her that she can see a Sexual Assault Nurse Examiner (SANE) at the hospital or go to the Sexual Health Clinic at Public Health..

Suggested Response Scenario Three: The parties are within two years in age. Support her by talking about resources, suggesting counseling, and preserving her autonomy over decisions. No CAS involvement.

Facilitation Strategies¹

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 discomfort or "awkwardness" will subside.

Remember Your Resources

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

Suggested Questions

There are lists of suggested questions in the Facilitator's Orientation and Training Guide. Have them on hand – 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. 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?"

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?"

¹ Remember there's the FFTH on-line movie to increase your familiarity

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

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 take 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 you see and hear?
- 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 it 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 jacket on her. What does this 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?
- 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?)

NOW WHAT? WHAT CAN WE DO?

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

- Is this what we want?
- Hey guys, is that what you want?
- If Adam were your friend, what would you tell him?
- If someone talked about women like the guys do at the beginning of the play, what would you say / do?
- If someone did that to a girl, what would you do / say?
- What does Adam need?
- How would you talk to Adam?
- What other strategies might Felicity have used?
- What does Felicity need?
- What would you do for her /say to her?
- If you were Rachel, what might you have done?
- If you could offer Rachel advice, what would you say to her?
- What do you think guys need to do differently so that something like this doesn’t happen anymore?
- How will you make sure you or a friend of yours won’t do anything like these kids did in the future?
- How will you lessen the risks? (defensive dating)
- What does a healthy relationship look like?

DO NOT ASK OR SAY...

Anything that puts the responsibility and guilt on the girls.

Anything that is too personal. (eg: Could it happen / 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 a perpetrator is in the room? What if a student or group are laughing at the issues and disrupting the conversation?

A: You can hold up a mirror for them, call out and address the behavior but make sure to do it without being punitive or punishing (you don't want to label them an asshole because then they stop listening). Identify the beliefs and ask about the effect they have on everyone involved. Focus on the behaviour, not the individual.

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 an outward sign of her desire for approval, as opposed to a cause or catalyst for the assault.

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

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".

When the discussion is finished it's time to debrief with the regional trainer and complete the post show discussion report. It 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. E-mail responses can be sent to jon@sheatre.com.

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!