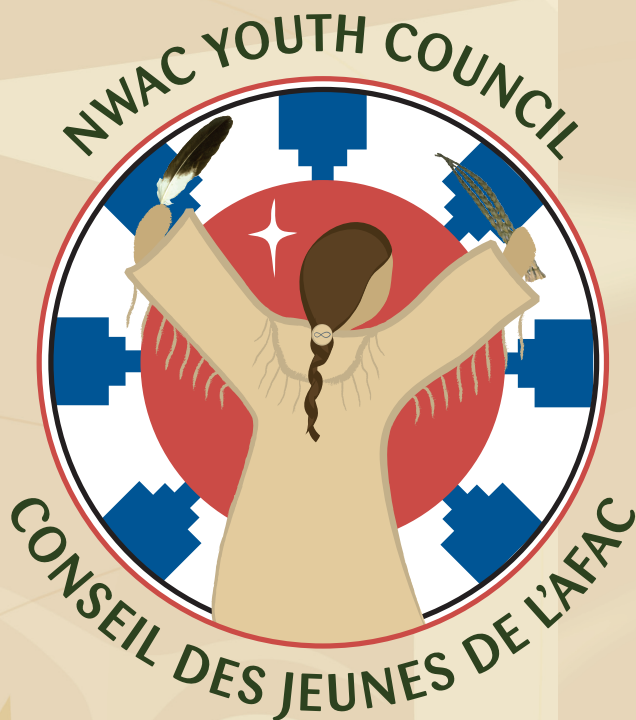


# Violence Prevention Toolkit



## Facilitator Guide

Funded by:



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## Acknowledgements

*Youth Identifier: The image on the front design was drafted by Heather Raymond, a young Mohawk woman from Kahnawake who is a member of NWAC's Youth Department team. The image represents a young Aboriginal woman shaping the letter Y within the circle from NWAC's logo, representing the voice and strength of young Aboriginal women within NWAC. The North Star and style of art is of Inuit influence, with the eagle feather and sweet grass representing First Nations, and the Métis Infinity symbol etched on her hair clip. NWAC Youth Council members selected this image to represent their work on the Violence Prevention Toolkit which is intended for all Aboriginal youth but addresses specific issues related to young Aboriginal women.*

*The Toolkit overall artistic design was done by Michelle Nahanee from Nahanee Design.*

*MTS Native Services provided final layout of the Toolkit and coordinated printing and translation services.*

*The content of the Toolkit was translated to French by Doris St-Pierre and Kathryn Casault, Quebec.*

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*We would also like to commend the dedication and tireless efforts of our young women from NWAC's Youth Council in creating this Toolkit. The Youth Council also provided their photos to be used throughout the Toolkit.*

If you wish to obtain the copy of the Toolkit or the Violence Prevention Workshops, please contact:

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# 1. INTRODUCTION

The **NWAC Youth Council Violence Prevention Toolkit** is aimed at raising awareness about violence and violence prevention issues among Aboriginal youth with special concern for issues affecting young Aboriginal women. The *Toolkit* project was funded by the Indian and Northern Affairs Canada (INAC) and was carried out by the NWAC's Youth Department and NWAC's Youth Council. Please note that this *Toolkit* is not meant to replace professional help and advice and is rather an innovative approach to addressing issues of violence in communities. This project was developed for youth and by youth as a tool and foundation for change and development of further violence prevention resources in communities.

The centrepiece of the Toolkit is a series of comprehensive PowerPoint template **Youth Violence Prevention Workshops** that contain information on how to recognize specific types of violence affecting Aboriginal girls and youth in general, how to recognize early signs of violence, and how to adequately respond to violence. The *Workshops* are dealing with the following topics: Domestic/Relationship Violence, Date Violence, Sexual Assault, Emotional/Psychological Abuse, and Bullying. Besides the template *Workshops* that each community can use at their discretion, the *Toolkit* contains a number of tools such as templates for organizing youth walks, fact sheets, "how to" handouts, template proposal, etc. which could assist youth and communities in addressing this issue and raising awareness.

***The goal of the Toolkit project is two-fold:***

- 1) to provide Aboriginal youth and girls in particular with tools to protect themselves, to teach them in a straightforward manner and in a safe environment about safety nets and a community of resource people that exists in or outside communities, and to educate them about appropriate and inappropriate responses, safety programs, new threats such as date rape drugs, etc; and
- 2) to provide communities and community organizations with tools to address violence prevention issues with youth in communities. Whereas the Toolkit will focus on the needs and peculiarities of Aboriginal girls, it will be aimed at all Aboriginal youth and community organizations since our intent is to create a valuable resource relevant to community members at large.



## 2. BACKGROUND INFORMATION

### **Native Women's Association of Canada (NWAC) - Mission and Mandate**

The Native Women's Association of Canada (NWAC) is founded on the collective goal to enhance, promote, and foster the social, economic, cultural and political well-being of First Nations and Métis women within First Nation and Canadian societies.

NWAC is an aggregate of 13 Native women's organizations (PTMA's) from across Canada and was incorporated as a non-profit organization in 1974. Much like a "Grandmother's Lodge", we as aunties, mothers, sisters, brothers and relatives collectively recognize, respect, promote, defend and enhance our Native ancestral laws, spiritual beliefs, language and traditions given to us by the Creator.

Our mission is to help empower women by being involved in developing and changing legislation that affects them, and by involving them in the development and delivery of programs promoting equal opportunity for Aboriginal women.

The principles or objectives of the Native Women's Association of Canada are as follows:

- to be the national voice for Native women;
- to address issues in a manner which reflects the changing needs of Native women in Canada;
- to assist and promote common goals towards self-determination and self-sufficiency for Native peoples in our role as mothers and leaders;
- to promote equal opportunities for Native women in programs and activities;
- to serve as a resource among our constituency and Native communities;
- to cultivate and teach the characteristics that are unique aspects of our cultural and historical traditions;
- to assist Native women's organizations, as well as community initiatives in the development of their local projects; and
- to advance issues and concerns of Native women; and to link with other Native organizations with common goals



## NWAC Youth Council - Mission and Mandate

NWAC Youth Council (YC) is comprised out of one youth representative from each of the thirteen NWAC's PTMA's. The four Youth Council members from four directions are elected to Youth Directors positions and have a vote on the NWAC's Board of Directors. One Youth Director is elected National Youth and sits on NWAC's Executive Committee and is a spokeswoman for the YC.

### NWAC Youth Council Mission Statement

Represent, promote, advocate, empower, protect and educate young indigenous women of Canada.

Encourage unity and the growth of the emotional, physical, mental and spiritual wellbeing of ones self, family and community.

### Mandate

To be proactive in addressing all issues and concerns that affect young indigenous women of Canada. To raise awareness about issues concerning young indigenous women. To be a political voice for young indigenous women. To review and provide direction and recommendations on all NWAC youth initiatives. Address youth issues and concerns with the NWAC Board of Directors.



If you wish to learn more about NWAC Youth program and Youth Council and to get the information about how you can get involved, please contact NWAC's office in Ottawa.



### 3. DISCLAIMER

The information featured in the Toolkit and NWAC Youth Violence Prevention Workshops is not intended to replace professional services offered by counselors, health care providers, legal advisors, social workers, law enforcement experts, etc. The content of the Toolkit was developed by the NWAC Youth Council and NWAC Youth Department with the objective to initiate discussion about violence among Aboriginal youth and provide youth and communities with ideas for community action to combat violence. The content of five Youth Violence Prevention Workshops was developed by NWAC youth who shared their own expertise and personal experience to provide information on violence issues and violence prevention.

### 4. TOOLKIT CONTENTS

#### Toolkit Folder:

- Facilitator Guide
- Domestic/Relationship Violence Inserts
- Date Violence Inserts
- Sexual Assault Inserts
- Emotional/Psychological Violence Inserts
- Bullying Inserts
- Community Action Inserts
- Toolkit CD

#### Toolkit CD:

- NWAC Youth Violence Prevention Workshops
  - Domestic/Relationship Violence
  - Date Violence
  - Sexual Assault
  - Emotional/Psychological Violence
  - Bullying
- Facilitator Guide
- Workshops Handouts
- Community Action Handouts
- Videos



## 5. HOW TO USE THIS TOOLKIT

The **NWAC YC Violence Prevention Toolkit** is intended for community organizations, youth centers, health providers, individual youth and any such organizations who wish to conduct violence prevention activities in their community.

The Toolkit contains five comprehensive **Youth Violence Prevention Workshops** dealing with various topics related to violence issues and a number of tools that may give you ideas for community action. The information in the Toolkit is intended to help you deliver these workshops, raise awareness about violence prevention in your community, and engage youth in conversations about other projects they can do in order to get involved in violence prevention activities. The objectives of the *Workshops* are to 1) raise awareness on violence issues among youth and educate them on violence prevention and 2) inspire youth to undertake their own violence prevention projects. The workshops are intended for youth fourteen (14) years of age and up.

All *Workshops* deal with the following aspects:

### 1) How to recognize specific types of violence?

- what is considered violence, abuse, harassment?
- types of violence (descriptions, examples)

### 2) How to recognize early signs of violence?

- major signs for each of the categories (in a relationship, school, bars etc)

### 3) How to respond to and prevent violence?

- scenarios
- situations
- obstacles to responding to violence: shame to talk about it, stigmas, lack of confidence, lack of skills to express themselves, poverty, lack of resources, low self-esteem, intergenerational trauma
- highlighting healthy relationships

### 4) List of Resources and Tools

- websites & tools





When delivering the *Workshops*, please encourage youth to consider delivering this or similar material in their own community and provide them with the needed Toolkit materials or refer them to NWAC to obtain copies. Please distribute to youth the Content of the Toolkit and Violence Prevention Workshops Sheet and NWAC Youth Council Information Sheet which offers more information about NWAC and NWAC YC as well as information on how to obtain the *Toolkit* or copies of the *Violence Prevention Workshops* in case they wish to deliver them in their community.

**Community Action Section** is intended to assist in outlining possible violence prevention youth projects and to offer tools that may help in their realization.

## 6. GENERAL GUIDELINES FOR DELIVERING YOUTH VIOLENCE PREVENTION WORKSHOPS

The *YC Violence Prevention Toolkit* is divided into five themes: **Domestic/Relationship Violence, Date Violence, Sexual Assault, Emotional/Psychological Violence, and Bullying**. Each theme features a matching PowerPoint template to be used as a guide for providing basic information and organizing the *Youth Violence Prevention Workshops*. A supplemental section on **Healthy Relationships** is provided as part of the Domestic/Relationship Violence Workshop and can be used with any of the themes to send a positive message to youth. In addition to these five themes, a section on **Community Action** is provided in order to offer youth tools to initiate their own violence prevention projects. It is important to note that all five themes do not have to be presented at once or in any particular order. Each theme is meant to be used as a foundation to teach the youth in your community about violence prevention. For example, you may choose to pair Date Violence and Sexual Assault as one workshop and save the other themes for another time. On the same note you can choose only one of the themes to focus on during your creative workshop with local youth.

Within these PowerPoint *Workshops* is a series of *Activities* used to space out information and provide a creative atmosphere. The PowerPoint *Workshops* contain notes on how to use these activities and speaking notes on the subjects as you present them. You are free to use these materials as they are or develop them to your specific needs but keeping intact the key messages from the *Workshops*. The delivery of the *Youth Violence Prevention*



*Workshops* may be conducted in such way that best suits the community or facilitator in question. However, we offer several recommendations to be considered for the delivery of the *Workshops*:

- Community Elder to always be present at the *Workshops* due to sensitivity of the issues
- Facilitator to bring pouches of tobacco to be available for participants
- To have a RCMP, police representatives, or tribal police to answer questions related to law enforcement
- To have councilors or social workers present when discussing sensitive issues
- To invite any other community partners to attend to provide backup support as needed such as health providers, crisis centers staff, social workers, etc.
- The facilitator to provide youth with a hard copy of the PowerPoint *Workshops*
- To distribute local resources listings and service providers related to all violence prevention topics
- To maintain the consistent and integral key messages from the *Workshops* as intended by NWAC youth
- To use Evaluation Form provided in the Toolkit after the workshops

We find these recommendations important in order to address these key areas:

- Making sure cultural component is included
- Creating awareness about what is available in your community
- Creating awareness about other needs in the community
- Developing positive relationships with service providers
- Breaking down myths and barriers for combating violence in communities

## **7. VIOLENCE PREVENTION WORKSHOPS DELIVERY NOTES**

The PowerPoint *Workshops* contain notes that may guide you in their delivery and that refer to the Facilitator Guide and other relevant documents in the *Toolkit*.



We suggest that you start each *Workshop* with an activity. Several activities are suggested throughout the *Workshops* and you can choose them as noted, or use activities from other *Workshops* and interchange them as you see fit. The *Workshops* are intended for youth 14 years of age and up and if you are presenting to younger youth you may talk about friendships instead of relationships.

You will find all five PowerPoint *Workshops* on the CD as well as this Facilitator Guide and Handouts. The Facilitator Guide will instruct you on ways to deliver the *Workshops* and which Handouts need to be given out to youth participants and other attendants. One Facilitator's copy of the *Toolkit* will contain Fact Sheets and Booklets in printed form, but the CD will provide you with the Handouts that you can print out and distribute to youth. We also recommend that you print out the PowerPoint *Workshop* as well and distribute it to youth so they can take back as much information as possible.

## Workshop Sections

### Introduction

The Introduction to the *Workshops* offers some background information about the *Toolkit* project and sets up the tone of the *Workshops*.

### Welcome Activity - Ball of String Fling

Start with a ball of yarn. Say your name and an interesting fact about yourself/ or three things that are important to you (i.e. friends, family, cat). Then, holding the end, toss the ball to another participant. The participant will say the same about them etc. Then, holding on to part of the yarn, they will toss the ball to another participant. By the time everyone has spoken, there will be a large web of yarn that represents a visual symbol of how everyone is interconnected in some way. (This activity can also be used as a review tool - each student says something about the subject, then tosses the yarn.)

Please note you can do something with the string at the very end of the meeting to "link" the group at the end of the workshop (i.e. string positive messages together, have someone knit something with it).

**Supplies:** Ball of yarn or ball of string



# 1. Domestic/Relationship Violence

The workshop starts with definitions of domestic/relationship violence and tackles major issues related to this type of violence including the cycle of abuse in communities. The major early signs of partnership violence are identified as well as ways to recognize if someone you know is in an abusive relationship. We list major instances of both physical and verbal abuse. The workshop also deals with questions of why do women end up and stay in violent relationships as well as what are some obstacles specific to young people in Aboriginal communities that prevent them to respond effectively to these types of violence. We list various ways to prevent this violence from occurring as well as possible responses when it does happen. The workshop also includes some recommendations as to what youth and communities can do about these occurrences of violence. The session ends with a section on healthy relationships as an important topic to highlight the alternative to an abusive relationship. In the course of the workshop, youth will be shown a short video created by Wabano Youth Group in Ottawa as a small youth project aimed at raising awareness about this issue from the youth perspective. A number of activities will also be a part of this workshop to ensure full youth participation.

The *Workshop* ends with a section on Healthy Relationships-this section may also be presented as part of other *Workshops* as well.

You may invite to this workshop councilors or social workers in order to answer questions or deal with possible crisis due to sensitivity of the issue.

## Activities

The location of suggested activities is specified in the PowerPoint *Workshops*. You may adjust the locations and nature of activities to your needs.

### Opening Activity 1 - The Bruise

In this ice breaker the group is divided into smaller groups of 2-3 people. They will be given the following discussion question:



“You meet up with a friend you haven’t seen in a while, you know she has been with a guy for a few months; when you look at her you notice an awful bruise on her arm, as if she has been grabbed there. Do you say anything, if so what do you tell her?”

The group will discuss the question and then reconvene into the larger group to share their answers. They may put their answers on the flip charts.

**Supplies:** Flip charts, Markers (optional)

### **Activity 2 - Am I in danger of being in an abusive relationship?**

Using the screening tool provided in the *Toolkit*, the participants will review the questions. Depending on the comfort level of the participants, these questions can be discussed aloud or youth can read through individually. It is important to note that due to the nature of the questions, participants may feel uncomfortable revealing private information or these can trigger strong emotions; however, this tool introduces the next section on warning signs and the participants are alerted to “red flags” in their own relationships (or their friend’s relationships). You may also distribute *Tool Relationship Safety Check List* at this point.

### **Activity 3 - He’ll Never Do it Again**

The groups will view two separate, “alarming” images on two separate slides in the PowerPoint *Workshop* featuring images of a battered women and a coffin. After each image is shown the group will be asked for their thoughts and what the images symbolized to them. These pictures should create a good discussion piece and lead into why girls stay in abusive relationships. As an example, one of the messages is “it can get from bad to worse”.

The first image: Shock value - what can happen – it starts from jealousy for example and end up in serious injury or death.

The second image: Ask youth what they think about this photo?

Who they think it’s in the coffin? (Another way to think about this issue is that a woman may be driven to seek her own justice)



The main idea to get across to participants is: Domestic/Relationship Violence can lead to tragic consequences, to the extreme.

### Activity 4 - Finish the Sentence

Go around the room and have each person complete one of these sentences (or similar ones) to reflect on the workshop:

The one warning sign I will remember most is...

The most important thing I will take away from this workshop is...

Violence prevention is important to me because...

This is a good technique for moving on to a new topic or subject. For example, when starting a workshop and you want everyone to introduce themselves, you can have them complete "I am in this workshop because..."

### Handouts

- Fact Sheet Domestic Relationship Violence
- Fact Sheet Child Abuse
- Fact Sheet Healthy Relationships
- Fact Sheet Residential Schools
- Resource Guide
- Tool Am I in Danger of Being in Abusive Relationship
- Tool Relationship Safety Check List
- Tool How to Approach an Elder

## 2. Date Violence

The workshop deals with date violence, including the threats of date rape drugs. It talks about instances of date violence inside and outside the communities and lists many prevention strategies and safety tips. It also offers advice on possible courses of action if the violence occurs. The workshop features the whole section on most common date rape drugs, its effects, and ways to protect oneself. We also list some suggestions on what youth and community can do about this issue and what are some specific concerns of Aboriginal girls. In the course of the workshop, the youth will be shown a video on acquaintance rape and a video demonstration about the date rape drugs. Youth will also participate in a



number of activities and ice breakers.

In the Glossary of Terms contained in this Facilitator Guide and on the Fact Sheet Date Rape you will find detailed information about major date rape drugs so you can present this information to youth.

We would strongly recommend inviting a RCMP officer to attend this workshop and answer any questions youth have. You may also invite service providers such as rape crisis centre workers, etc.

## Activities

The location of suggested activities is specified in the PowerPoint *Workshops*. You may adjust the locations and nature of activities to your needs.

“Spike Their Drink” exercise may be done in the course of the workshop: you “spike” their water while they’re moving around (At some point while going through the information you can have youth do a little stress relieving exercise. i.e. blow bubbles, stretch, walk around), then don’t say anything until they return to their desks and notice it. The way to do this is to have another youth assistant or co-facilitator put some food color into their glasses of water-to show how easy it is, and not so easy to notice-until they see that their water has changed color.

**Supplies:** Food coloring and blowing bubbles kits

### Opening Activity 1 - Myths

Get the group to list out any and all possible myths on dating violence i.e.) if you are drunk it is your fault. This will create the grounds for a discussion and introduce information on dating violence.

**Supplies:** Flip Charts, Markers (optional)

### Activity 2 - Safety Plan

The group will be asked to separate into smaller groups of 3 or 4 people. In their new smaller groups they will be asked to think of their own



prevention strategies and safety plans when addressing dating violence. For example, what are your plans in a party situation, before going out on a date or at a bar? The group will then learn how to apply some prevention strategies and see if what they came up with was realistic.

### **Activity 3 - M&M Recall**

Pass around a bag of M&Ms to the participants. Ask each participant to take some M&Ms but to hold onto them until everyone has some. When the treats are finished being passed around, ask each of the participants to name one prevention strategy against date rape drugs for each of the M&Ms they have (no cheating by eating!) This can be modified by asking participants who have a certain colour of M&M to list a prevention strategy, i.e. "For each Green M&M, list a prevention strategy", etc.

**Supplies:** Bag of M&Ms

### **Activity 4 - Ball Toss**

This is a semi-review and wake-up exercise when covering material that requires heavy concentration. Have everyone stand up and form a resemblance of a circle. It does not have to be perfect, but they should all be facing in, looking at each other. Toss a nerf ball or bean bag to a person and have tell what they thought was the most important learning concept was. They then toss the ball to someone and that person explains what they thought was the most important concept. Continue the exercise until everyone has caught the ball at least once and explained an important concept of the material just covered.

Alternatively, you can also concentrate on questions about how they can protect themselves so that these concepts are ingrained. In this case you can use prevention strategies and key points. Get each person who catches the ball to tell the group what they thought was most important, one thing they learned about/never knew, or what important point they got out of the workshop.

**Supplies:** Bean bag, nerf ball, any ball





## Handouts

- Fact Sheet Date Violence
- Fact Sheet Date Rape Drugs
- Fact Sheet Sexual Assault Evidence Kit
- Fact Sheet Residential Schools
- Resource Guide
- Tool How to Approach an Elder

### 3. Sexual Assault

The workshop starts with major definitions and concepts of sexual assault and shows significant statistics related to Aboriginal girls and sexual violence. It further features youth experiences with this issue, warning signs, and has a large section on prevention strategies and safety tips—both offered by experts and those identified by Aboriginal girls. It also talks about ways for community to address this issue and some traditional approaches to responding to this type of violence. We further offer advice on possible responses to violence once it occurs and we explore physical and mental obstacles for Aboriginal girls to seek necessary help if they have been victims of sexual assault. Youth will participate in a number of activities in order to ensure audience participation.

It is desirable to invite an expert to this workshop (e.g self-defense, police officer etc) to answer any questions youth have or demonstrate self-defense techniques. You may also invite service providers such as rape crisis centre workers, counselors, social workers etc due to sensitivity of the subject.

### Activities

The location of suggested activities is specified in the PowerPoint *Workshops*. You may adjust the locations and nature of activities to your needs.

At some point while going through the information you can have youth do a little stress relieving exercise. i.e. blow bubbles, stretch, walk around



## Opening Activity 1 - Where do you stand?

In this activity you will post up 5 pieces of chart paper that say:

“Strongly Agree”  
“Agree”  
“Strongly Disagree”  
“Disagree”  
“Neutral”

The participants will then be asked a series of questions that start from relatively simple but move to more controversial questions that relate to the subject and will have to run over to one of the five posted statements. The activity is also aimed at dispelling some myths about sexual assault. At your discretion you can point out participants and ask them why they choose the statement they did (i.e. If only one participant is at “Agree” ask them why they chose that statement, or if applicable the last person who gets to their answer may be asked to answer)

**Sample questions:** (you may add your own)

“Puppies are the cutest pets.”

“Fresh baked cookies smell wonderful.”

“There’s nothing wrong with being alone.”

“I have the power to make my own decisions.”

“If a girl is sexually assaulted, she probably asked for it.”

“If I wore a short skirt, I’m asking for sexual attention.”

“I would know where to go if I was sexually assaulted.”

“Most sexual assaults are committed by someone you don’t know”

“Sexual assault in Canada is rare”

“It is not considered a rape if a weapon was not used”

“Nobody is allowed to touch me unless I say so.”

After the Activity, you may distribute *Fact Sheet Sexual Assault How Much Do You Know* and let youth answer the questions.

**Supplies:** Chart paper, markers



## Activity 2 - Scenario: Do you get in the car?

You will present the following scenario to the group as a whole:

You are with your friend in a bar and you had couple of drinks, but you feel ok. It's time to go home, and as you walk out, your friend wants to take a cab home but at that moment a car pulls over and a guy whom you occasionally hang out with in that bar offers you a lift home. He seems nice enough and you know that you even saw him in your community couple of times. Your friend doesn't want to come and insists on calling a cab.

- What do you do?
- Why would you go in a car with him?
- Why wouldn't you go in a car with him?
- Would you separate from your friend and go with him?
- What is the scale of risk here?
- Does the risk outweigh the benefits here?

To discuss this situation-pay attention to how much he insists you go with him. If your friend leaves, at least write down license plate, or his phone number. Ask youth-what would you do and what would you do for your friend. Also, ask if saving money for a cab is worth the risk?

First let youth answer these questions; then supply a model of the "choose your own adventure" exercise here: divide youth in two or three groups-let them draw a diagram that outlined various choices and consequences: e.g. if the friend said yes and got into the car-what would be next lines of events; second group: if she said no; third group if both friends got in the car etc.

## Activity 3 - M&M Recall *Twist!*

Check-in and Refresher - see how everyone is doing as this is a heavy subject. You want to get people up and stretching for a minute or two and then reconvene.

As people are stretching and moving about, send around a bag of M&Ms, tell people to take as many as they would like but to be sure there is enough for everyone. Tell them not to eat the treats until everyone has



some, then once the group is ready go around ask each person to name one prevention method for each of the BROWN M&Ms they have taken and one way to say “NO!” for each of the RED or GREEN ones they have taken!

**Supplies:** Bag of M&Ms

### **Activity 4 - The List of 3**

In this activity have each participant create their own “List of 3”. This List will include:

- 1 place to call if they or a friend have been sexually assaulted.
- 1 person they can talk to if they or a friend have been sexually assaulted.
- 1 place to go where they will feel completely safe.

i.e.: Kids help phone  
My Mom  
The police station

### **Handouts**

- Fact Sheet Sexual Assault
- Fact Sheet Sexual Assault Evidence Kit
- Fact Sheet Sexual Assault How Much Do You Know
- Fact Sheet Residential Schools
- Resource Guide
- Tool How to Approach an Elder

## **4. Emotional/Psychological Violence**

The workshop starts with involving youth into a discussion about emotional violence and the ways in which it differs from physical violence. We further explore basic types of emotional/psychological abuse such as sexual and racial harassment and some youth experiences with this type of violence. The workshop also deals with emotional abuse in relationships and ways to respond and reach out to friends who are being emotionally abused. We also talk about some root causes of this type of violence



and about ways to deal with it. The workshop emphasizes that this type of violence is sometimes taken lightly and in fact can be as hurtful and damaging as physical violence, and furthermore may be a sign of future occurrence of physical violence. A number of interactive activities are performed during the workshop.

## Activities

The location of suggested activities is specified in the PowerPoint *Workshops*. You may adjust the locations and nature of activities to your needs.

### Opening Activity 1 - Words Hurt Too

Divide participants in two groups and let them discuss following questions: what they think is emotional abuse, what these types of abuse have in common, how are they different from physical abuse, are the consequences of each different, how does it relate to physical abuse, etc. Then let them discuss their answers aloud.

**Supplies:** Flip charts, markers (optional)

### Activity 2 - Toss me over some happy!

This activity is very similar to ball toss. Since in this section we will be learning about the psychological types of violence, we will shift now to a more positive activity-toss me over some happy! Take the ball and toss it to the person across from you, this person must say one positive thing about you, then toss the ball over to another person, and so forth. If the participants do not know each other, they can say general compliments like: “You look nice today”, “I am really happy to meet you”, “I hope to get to know you better”, “You really have a lot to contribute to this group” etc.

**Supplies:** Ball

### Activity 3 - Taking My Power Back Collage

As with any type of violence, emotional and psychological violence is about power and control. In this activity participants will be asked to



create their own “Taking My Power Back” collage. You can use any sort of media, have magazines, construction paper, glitter, stickers, markers and crayons available to participants. You can explain that they should use the collage to convey an image of creation that represents owning their own power to them. This is a good de-stressor activity that will encourage participants to remember that they too have POWER!

Try to limit the making of the collage to 15 minutes, and then ask for 2 or 3 people to explain their collage.

**Supplies:** Scissors, paper, newspaper clips, color paper, glitter

## Handouts

- Fact Sheet Psychological Emotional Abuse
- Fact Sheet Sexual Harassment
- Fact Sheet Stalking Criminal Harassment
- Fact Sheet Residential Schools
- Resource Guide
- Tool How to Approach an Elder

## 5. Bullying

The workshop talks about various types and instances of bullying and focuses especially to ways in which this type of violence affects Aboriginal youth, outside and within communities. We talk about various types of bullying and the ways in which Aboriginal youth and girls in particulate encounter this problem. One section deals with the issue of rumours as type of bullying which is relevant to Aboriginal girls. We furthermore talk about root causes of bullying and ways to deal with it. The workshop also presents some ways of a traditional approach to addressing this issue and some suggestions on what youth and communities can do about it. The workshop also includes several youth interactive activities.

## Activities

The location of suggested activities is specified in the PowerPoint *Workshops*. You may adjust the locations and nature of activities to your needs.



## Opening Activity 1 - Labels

Using a list of labels, stereotypes, taunts or words normally used in name-calling (examples provided, but you can think of your own), you will write the words on labels or masking tape and stick the word on half of the participants' back or forehead. The other half of the participants have to do anything possible to make the people with the words stuck on them guess the word they have. Most of these words are ridiculous and inappropriate, the idea is that the person acting out the word feels ridiculous, they will also have a hard time acting out the word because it is inappropriate and as a result the participants learn more about the effects of hurtful words, labels and stereotypes. Some possible labels: loose girl, geek, nerd, momma's boy, cry baby, etc.

**Supplies:** Labels, masking tape, pieces of paper, tape

## Activity 2 - Bullying and You

In this activity divide participants into groups of 3 or 4. Each group will discuss bullying, either their experiences or what they witnessed. Groups should write down common answers; then the participants will reconvene and discuss key points. What were commonalities? Did any of the participants describe themselves as victims of bullying or as bullies themselves? The idea here is to create an open dialogue and get participants think about and being comfortable with the topic so that solutions to this issue can be brought forth later on in the presentation.

## Activity 3 - Spreading Rumors

Basically an old fashioned game of "Telephone"!

### Activity-two options:

- 1) Whisper to another person in a circle, especially simple words that are easy to misconstrue. e.g. Jane doesn't like socks, Bob likes going to the store, etc.
- 2) Make up a story made out of short sentences: e.g Jane went to the club last night...She met Johnny and they were talking and dancing....



Johnny took her home and they had a long talk...They decided to go to the movies tomorrow and invite their friends... etc.

Let youth whisper the story to each other and see what comes out at the end!

## Handouts

- Fact Sheet Bullying
- Fact Sheet Residential Schools
- Resource Guide
- Tool How to Approach an Elder

## 6. Community Action

You will find this Community Action Section on the CD and accompanying Handouts in the *Toolkit*. These Community Action Handouts should be distributed during each of the five *Workshops*, in addition to Fact Sheets and Tools specific to each of the five topics (If you are presenting on more than one topic, then you only need to distribute them once). You can talk about this topic in the course of each of the five *Workshops* and distribute Handouts as you go, or you may concentrate on in at the very end of the *Workshop* to engage youth into conversation about what they can do. The goal is to give them idea and tools for their own community action.

## Handouts

- Tool Creative Ideas for Youth Community Action
- NWAC Youth Council Information Sheet
- Content of the NWAC YC Toolkit and Violence Prevention Workshops Sheet
- Funding Sources for Violence Prevention Work
- Tool How to Approach an Elder
- Residential Schools Fact Sheet
- Resource Guide
- Tool How to Organize a Youth Walk
- Tool Proposal Template for Youth Projects
- Tool Form for Workshop Presenters
- Tool Sample Budget for NWAC Youth Violence Prevention Workshops Delivery
- Tool Sample Workshop Abstract for a Conference





## 8. GLOSSARY OF TERMS

**Post Traumatic Stress Disorder (PTSD):** A psychological disorder affecting individuals who have experienced or witnessed profoundly traumatic events, such as torture, murder, rape, or wartime combat, characterized by recurrent flashbacks of the traumatic event, nightmares, irritability, anxiety, fatigue, forgetfulness, and social withdrawal. From American Psychological Assoc.

**Stigma:** a mark of disgrace or infamy; a stain or reproach, as on one's reputation

**Stereotyping:** a simplified and standardized conception or image invested with special meaning and held in common by members of a group

**Compromising:** an endangering, exposure to danger, suspicion, etc

**Psychological:** of, pertaining to, dealing with, or affecting the mind, esp. as a function of awareness, feeling, or motivation

**Psychopath:** A person with an antisocial personality disorder, manifested in aggressive, perverted, criminal, or amoral behavior without empathy or remorse. – from American Heritage Dictionary

**Sociopath:** One who is affected with a personality disorder marked by antisocial behavior? – from American Heritage Dictionary

**Rohypnol** (flunitrazepam), most commonly known as a date-rape drug, continues to be abused among teenagers and young adults, usually at raves and nightclubs. The drug remains readily available, mainly through pharmaceutical operators located in Mexico, especially Tijuana. In addition to the chemically induced amnesia, Rohypnol often causes decreased blood pressure, drowsiness, visual disturbances, dizziness, confusion, gastrointestinal disturbances, and urinary retention. Users of the drug report effects similar to intoxication, yet claim that they wake up the next morning without a hangover. Adding to the popularity of the drug is the perception that the drug cannot be detected in a urinalysis. While the drug can be detected (2-milligram doses can be detected within 72 hours of ingestion), it does break down very quickly, and many commercial toxicological screens do not detect flunitrazepam. In sexual assault cases, forensic laboratories need to screen for the flunitrazepam metabolite, 7-amino-flunitrazepam, using gas



chromatography and/or mass spectrometry. Source: DEA Drug Intelligence Brief, "Club Drugs: An Update," September 2001 STREET NAMES: Roofies, Rophies, Roche, Forget-me Pill, Circles, Mexican Valium, Rib, Roach-2, Roopies, Rope, Ropies, Ruffies, and Roaches.

**GHB:** Gamma hydroxybutyrate (GHB) is an illicit chemical that has become a major cause of drug-related comas in the US and other countries. In fact, the number of GHB overdoses in the United States has now out-paced overdoses from MDMA (Ecstasy). GHB was rejected by the American medical community in the 1960s, but has become popular among many people for its ability to cross the blood-brain barrier freely and depress consciousness, resulting in euphoria and intoxication. It is also touted on the Internet as a sleep aid, an anti-depressant and weight loss product, although these uses are not substantiated by reality and may carry a potentially deadly twist. Starting first as an alternative to steroids in the late 1980s, when steroids were being controlled, GHB has grown into a multi-headed medical nightmare, draining emergency room services, shattering the lives of those who have lost loved ones to it, and terrifying families/friends of those addicted to it. Yet it is still a mystery to most law enforcement officers, medical/coroner personnel, and parents.

GHB's depressant effects on the brain in low doses produce a high or euphoric feeling as inhibitions are depressed. When the dose is increased, profound coma results. The heart rate may also be depressed or slowed. Effects on the nervous system may result in a spasm of muscle contractions called myoclonus, producing seizure-like movements. Other effects such as confusion, amnesia, vomiting and irregular breathing are dangerous when combined with the major depressant effects of GHB. Other drugs in combination with GHB, especially other depressants such as alcohol, may worsen the depressive effects and increase the possibility of a fatal outcome. The "desired" effects for GHB in low doses may sound inviting, but the consequence of the wrong dose may be death. The dosage response of GHB is quite steep, meaning that a tiny increase in dose may cause a dramatic increase in symptoms and, thus, in risk. Variable effects mean that a teaspoon might be perfect one time, but may become an overdose the next time! It is also important to be aware of the consequences that occur when GHB is mixed with other chemicals. For instance, mixing GHB with alcohol or other depressants is even more likely to result in death. The effects last about four hours and can resolve quite suddenly. By Trinka Porrata



**Ketamine** (pronounced Kee-ta-meen) goes hand in hand with gamma hydroxy butyrate (GHB) and MDMA (Ecstasy). Where you find one, you will likely find the others. All three are very popular with the RAVE party crowd. Ketamine hcl, a cat tranquilizer and the most commonly used anesthetic in the Vietnam War, is also used in sexual assault on occasion since it puts the victim in a frozen state for at least a brief period of time. It was big in the 70's with New Age types like Dr. John Lilly (the model for the William Hurt character in the movie *Altered States*) and Timothy Leary.

It may produce pleasant dream-like states, vivid imagery, hallucinations and possibly extreme delirium. This usually lasts only a few hours. Excitement and visual disturbances can recur days or weeks after exposure to ketamine; the problem with "flashbacks" may be greater with ketamine than with other hallucinogens. It also produces ataxia, slurring of speech, dizziness, confusion, blurred vision, anxiety and insomnia. It can also cause cessation of breathing, cardiac arrest, brain damage and death.

Signs of being under the influence may vary greatly. It may produce bursts of energy, disorientation and mild-to-severe hallucinations. The effects are much briefer than PCP, lasting only 30-60 minutes versus hours. In larger doses or mixed with alcohol, it may produce vomiting (which is also commonly associated with GHB use).

Amnesia may be present for one to two hours. A dose of just 0.07 grams of powder may produce common symptoms of intoxication and a mechanical buzzing in the user's ears. Users of 0.2 grams may enter the mellow, colorful "K-land," while 0.5 grams is more likely to take you to the "K-Hole," with out-of-body, near death encounters, hallucinations and delirium, etc. Effects usually last an hour or less, but judgement, coordination and senses may be affected for 18 to 24 hours.

Most commonly called Ket, K or Special K, it may also be referred to as Green (apparently for the green label on the Ketajet box). Other names include 1980 Acid, Super C, Vitamin K, Super Acid, Special LA Coke, Baby Food (users sink into blissful, infantile inertia) and God (because users often are convinced they have met their maker), Jet (Texas), Honey Oil, Blast, and Gas. A dose is called a "bump." The K-hole is where you go when on it. K-head is a user. Calvin Klein refers to a combo of cocaine and ketamine. Product 19 refers to a combo of MDMA and ketamine. <http://www.projectghb.org>





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