



BCcampus

Learning. Doing. Leading.

Accountability and Repairing Relationships: Part Two

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Tk'emlúps te Secwépemc



This work was done in Tk'emlúps te Secwépemc, the traditional, unceded territory of the Secwepemc people.

We are grateful for their caretaking of these lands since time immemorial. We recognize the harm colonization brings and honour the ever-present resistance Indigenous communities demonstrate.

Have you looked at the resource yet?

Have you done any work with people who have caused harm?

Would you rather small or large group discussions?

Session Two

- Session 1 Recap
 - Student Feedback
 - Resource Deeper Dive
 - Discussion & Peer Connection
-

Is there anything that
stuck with you,
you're still chewing on or
you found really useful?

Session One Recap

- Background
 - Theoretical Underpinnings
 - Preparation and Execution
 - Discussion and Connection Building
 - Take Away Tool
-

Student Feedback



10 participants

- Mostly high comfort talking about SV
- Mid-high baseline SV knowledge
- 3 male participants



Strengths:

- Appreciation for filling a much needed gap
- SV 101: definitions, foundations, stats, etc
- Increased awareness of impacts of violence
- Consent: especially around responding to no's and identifying non-verbal cues
- Overall approach to people who have harmed:
 - a compassionate, nonjudgmental stance
 - emphasis on action and moving forward using practical tools/activities
 - not about blame and shame



Growth Areas:

Participants showed interest in more:

- Information about formal supports
- Training/time to dive deeper into topics
- How to transition back into “normalcy” (dealing with social outcomes, shame etc)
- Information about victim blaming
- Updated examples

Is the content most accessible to people with different degrees of “wokeness”?

Student Feedback



Key learnings

- Terms and stats: important learning around what constitutes violence
- Impacts for people who've caused harm—considering how their lives may be changed and what tools they need
- Content around power dynamics
- Specific tools for managing responses
- Consent: how to say no and receive a no
- Content around apologies

Concepts:



- 50/50 “Always” or “Usually” understandable
- Wanted more time for concepts and discussion
- Wanted more discussion and possibly activity around Jewel’s video

Language used:



- 82% “always understandable”
- 12% “usually understandable”
- 6% “understandable but needed a few words explained
- Simplify where possible
- Take time to ensure people are grounded **emotionally** and **cognitively**

Reflection

Think about a time you caused harm and someone brought it to your attention.

What made that experience meaningful or shifted your perspective?

What about that experience was hurtful or you wish had happened differently?

Guiding Principles



Violence doesn't happen in a vacuum.



Violence doesn't happen accidentally.



We are responsible for our actions.



People who have caused harm deserve to be treated with dignity.



Repairing harm is the focus, not intentions.



People who have caused harm can also be victim/survivors.



Learning Objectives

At the end of the four modules, you'll be able to:

- Identify the spectrum of behaviours that can be harmful
- Reflect on how and why violence happens
- Develop skills to build better relationships
- Develop skills to demonstrate accountability
- Plan to build healthier relationships and communities



**Foundational
Knowledge**



**Understanding
Harm**



**Building Better
Relationships**



**Repair and
Accountability**

Module 1: Foundational Knowledge



- Repairing harm is a community effort (Jewel's video)
- Grounding in what you know (exercise)
- Managing your responses and establishing supports
- Definition/forms of sexual violence
- Causes of sexual violence
- Prevalence
- Power and Privilege

Module 1: Grounding in What We Know



	It's important to me to feel safe in my workplace/classroom/home to express my thoughts and feelings.
	I want people around me to feel safe enough to express their own thoughts and feelings.
	Trust is something people earn from me, and something I earn from other people.
	Trustworthiness is an important quality in a person, <u>workplace</u> or relationship.
	Environments and relationships that allow me to communicate my needs or wants safely is important to me.
	People should feel comfortable and safe expressing themselves to me.
	I appreciate an emotional connection with the people I'm closest with.
	People <u>have to</u> put in time and energy before I decide to establish a close, emotional connection with them.

Module 1: Grounding in What We Know

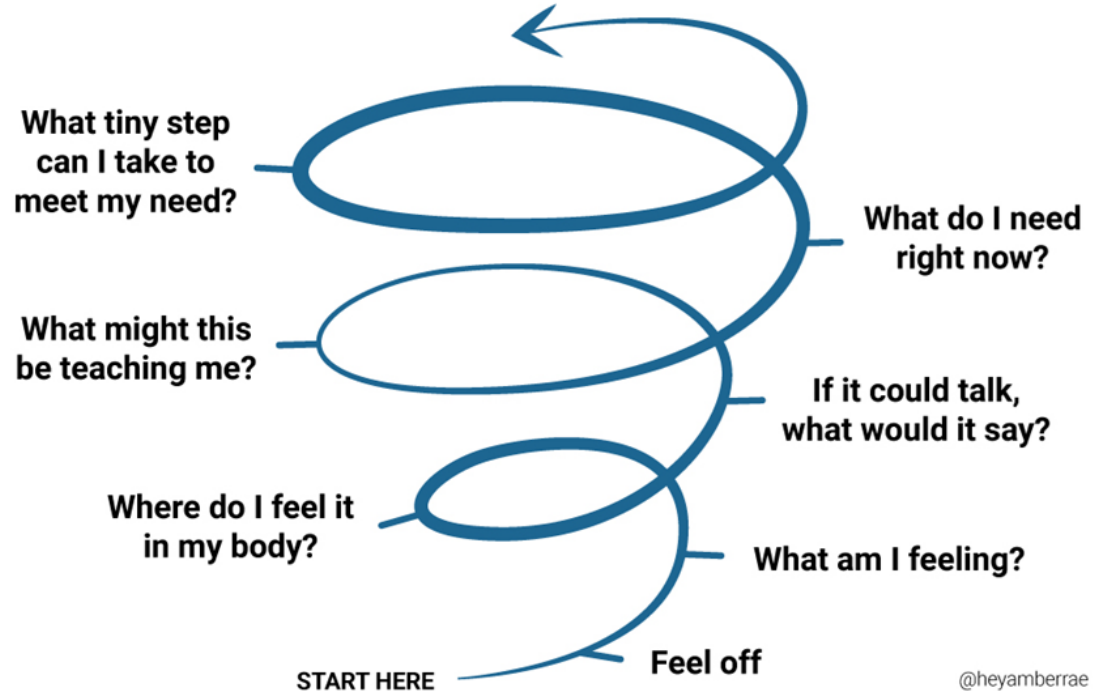


1. How do you know when someone is unsafe for you to be around (e.g., body language, tone of voice, response to disagreement, words used)?
2. How do you let people know that you're a safe person to be around?
3. How do you know whether you can be honest with someone?
4. What strategies do you use to let someone else know that they can be honest with you?
5. How do you go about building a close, emotional connection with someone?

Module 1: Managing Responses



How To Feel Your Feelings



Module 2: Understanding Harm



- Experiences (activity)
- Impacts of violence
- Barriers to Disclosures (activity)

Module 2: Experiences and Impacts Activity



For each “Experiences” vignette, we ask folks to reflect on:

1. The specific harmful behaviour demonstrated
2. Potential impact on victim/survivor
3. Potential impact on the person who caused harm
4. How would the person causing harm know their actions were inappropriate
5. Underlying messages, beliefs or values behind the behavior (intended or not)
6. Power dynamics at play

Module 2: Experiences and Impacts Activity



Alex is in the supply room gathering material for a project. They quietly overhear Luke and Devon talking about how they expected all the women in the program to be weird and unattractive. Devon comments that he thought he'd have to get out and meet some "do-able" women elsewhere once in a while. Luke agreed then said he was surprised that there are quite a few girls that were easy on the eyes. Devon nodded, adding in, "Jen looks like she would be into some kinky stuff. I would." They both laugh and walk past Alex on their way out. Alex mutters "not cool" under their breath. Luke laughs and says "whoops, we didn't know you were there, good thing you're just like one of the guys, right?"

Module 3: Building Better Relationship



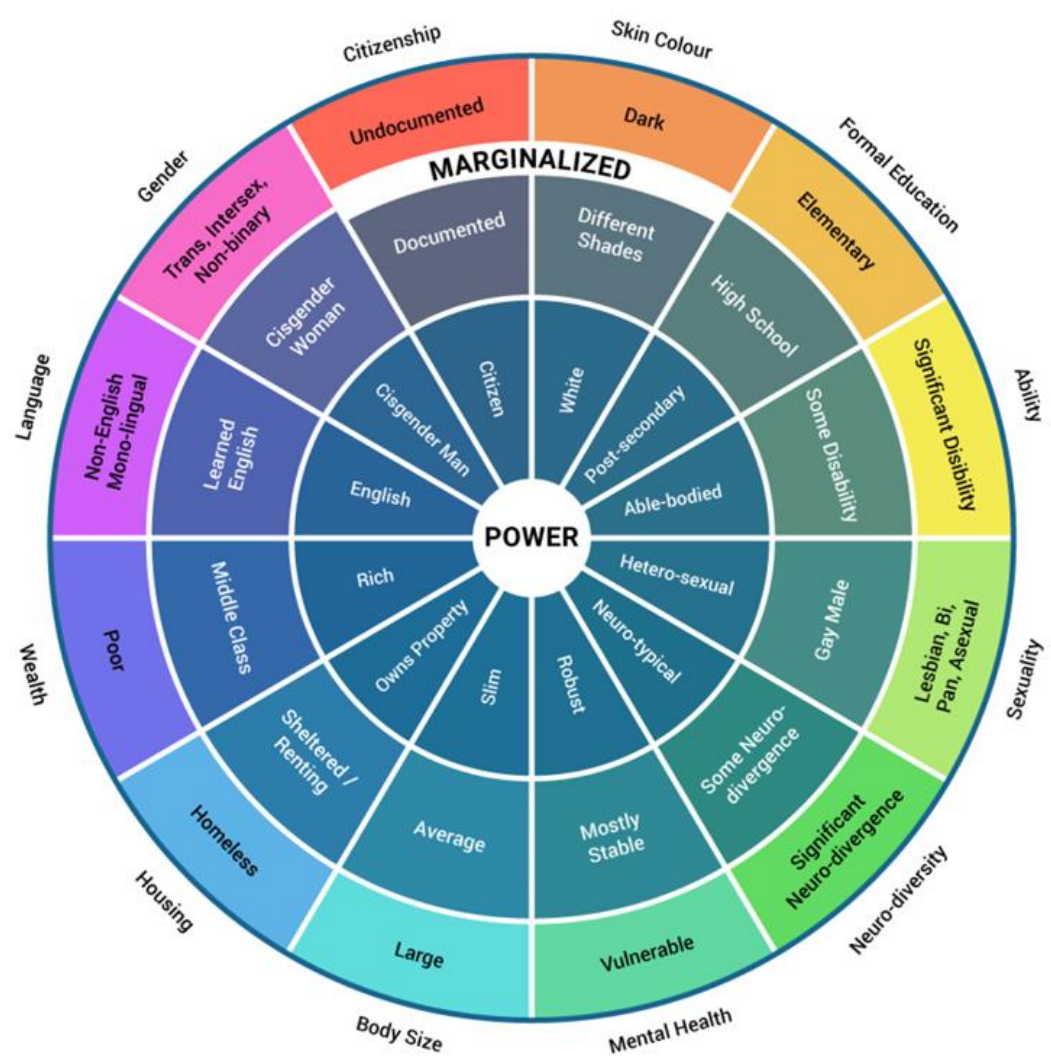
- Consent
 - Definitions
 - Hearing and responding to a no
- Boundaries & Power Dynamics

Module 3: Consent



“Responding to a 'no'” was also a novel but useful slide. Getting me to think about my reaction to hearing "no" helped me to better appreciate that it's not a matter of personal attacks; rather, it's a matter of setting boundaries.”

Module 3: Boundaries





Module 4: Repair and Accountability

When someone tells you that you've caused harm...





Module 4: Repair and Accountability



“One shouldn’t try aim for forgiveness when holding oneself accountable. Rather, self-accountability is about learning how we have harmed others, why we have harmed others, and how we can stop.”

(Thom, 2016)

Closing discussion

- Questions
- Final thoughts or reflections
- A learning/tool/resource you'd like to share
- A learning/tool/resource you'd like to receive or see developed

Let's hold each other up.

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