



Consent & Sexual Violence

Melissa Singh & Sandra Suasnabar

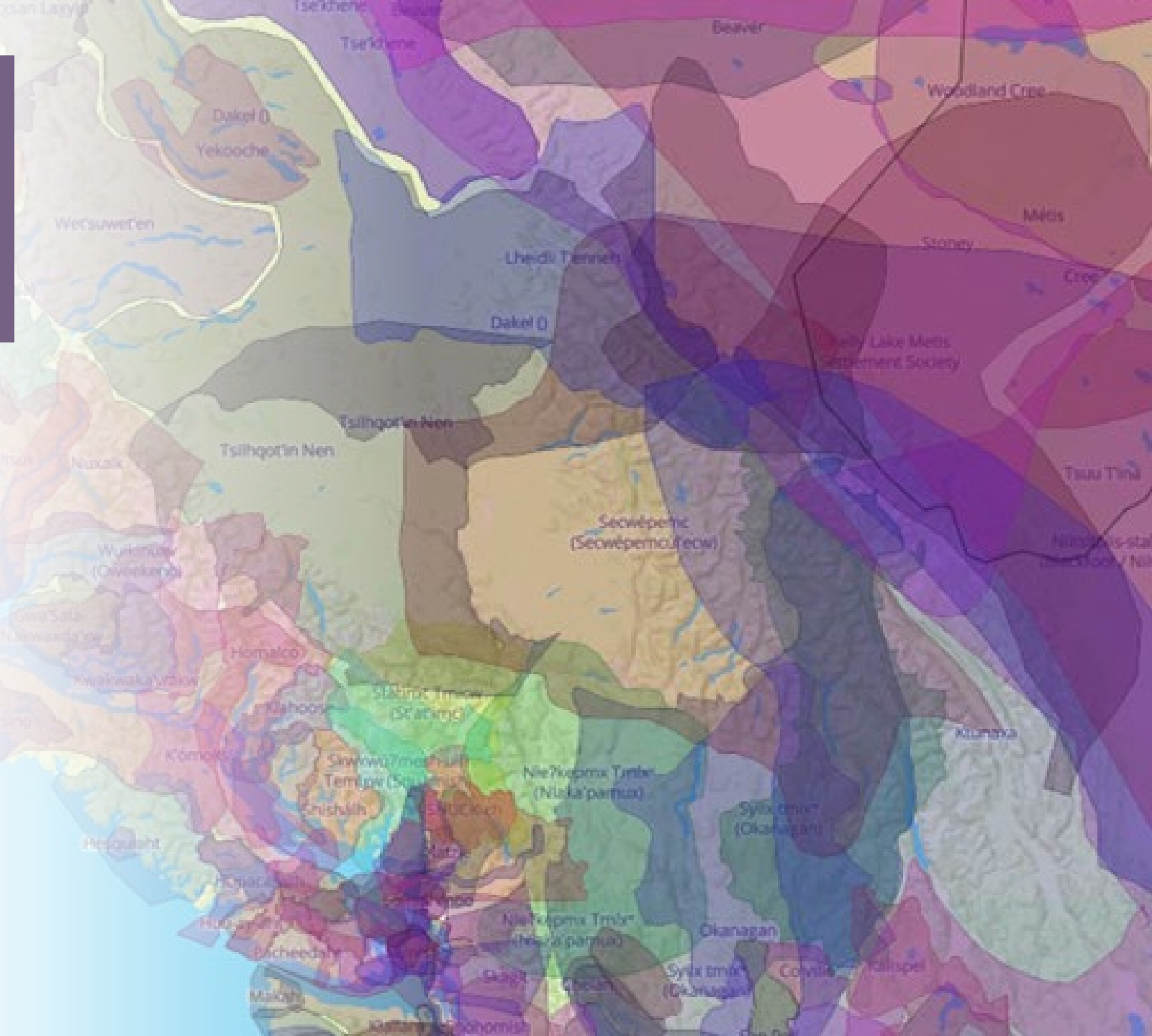


Ministry of
Advanced Education
and Skills Training



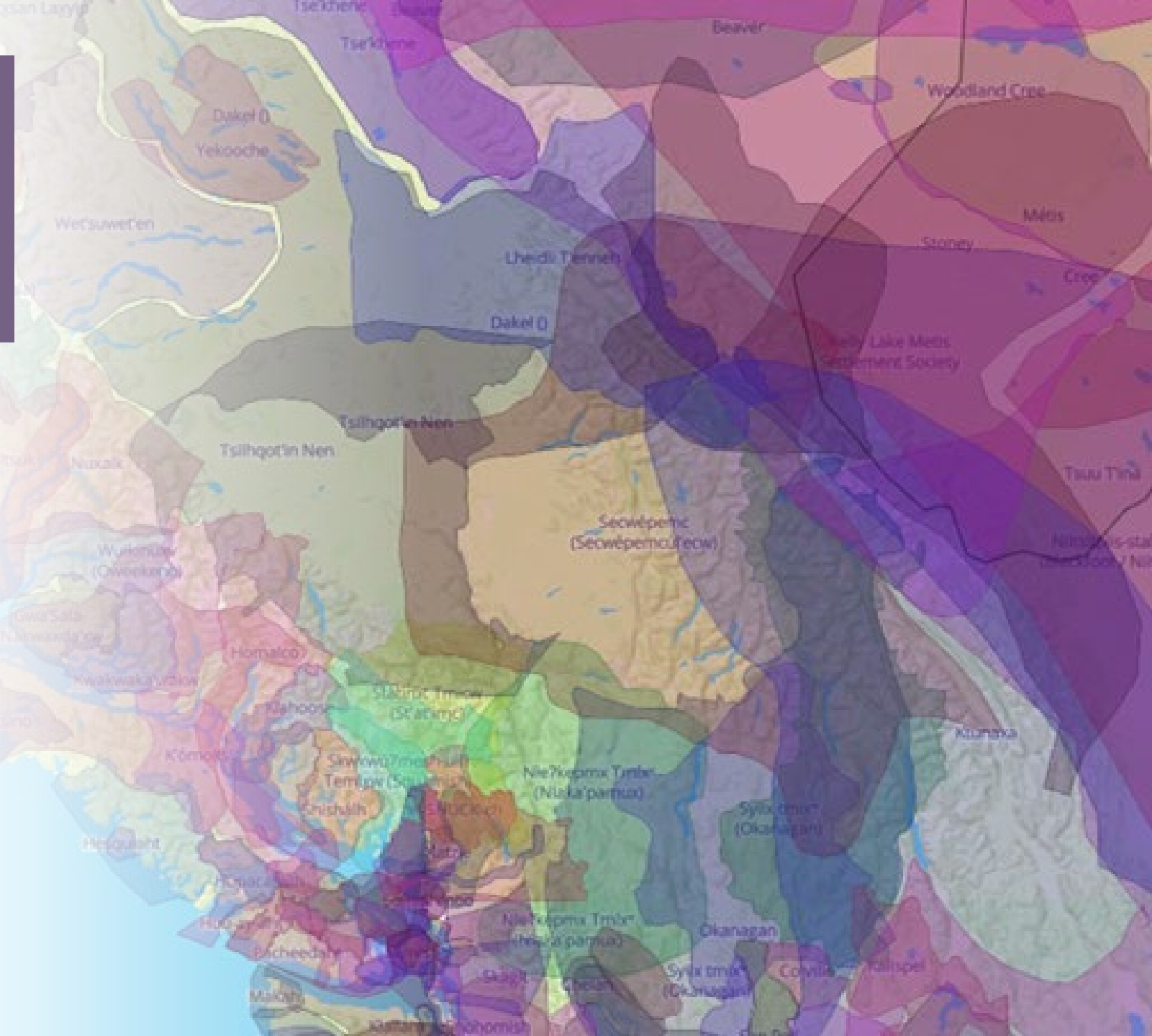
Territory Acknowledgment

- We respectfully acknowledge the unceded and traditional territories of the xʷməθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) Nations where one of facilitators is a guest.



Territory Acknowledgment

- We would also like to acknowledge the Mississaugas of the Credit, the Anishnabeg, the Chippewa, the Haudenosaunee and the Wendat peoples in Toronto, Ontario where one of the facilitators is a guest. This land is the traditional territory of these nations, and Toronto is currently covered by Treaty 13 with the Mississaugas of the Credit.



Workshop Overview

- Intros
- Resource background
- Navigating the resource
- Content and activities
- Takeaways
- Questions



A bit about Melissa & Sandra



Images: Peruvian highlands (top and bottom left), winter on Coast Salish territory (middle), tote bag print (right)

A bit about Melissa & Sandra



Images: beach in Tofino, on the traditional territory of the Tla-o-qui-aht First Nation of the Nuuchahnulth peoples (above), garden in the summertime (right)



Resource Background

- Co-developed by a team over 2 years
- Open source set of 4 trainings
- Evidence-based, trauma-informed, intersectional, decolonial and gender inclusive lens

Training Overview

| | |
|-----------------------------|--|
| Learning Outcomes | At the end of this workshop, learners will be able to: <ul style="list-style-type: none">• Define sexual violence• Describe the historical and social context of sexual violence in Canada• Define consent, including the legal definition• Use strategies to ask for and give consent in different types of relationships |
| Audience | This training is suitable and recommended for all members of the campus community: students, faculty, administrators and staff. The suggested minimum number of learners is 6 and the suggested maximum is 40. |
| Duration | Approximately 90 minutes. |
| Knowledge and Skills | This workshop is intended to provide learners with the knowledge and practical skills for building communities of consent. Learners will have the opportunity to learn about the impacts of colonial violence on Indigenous peoples in Canada, understand the various types of sexual violence, and review definitions of consent in Canadian law while engaging in activities that will give them an opportunity to reflect and apply new learning. |

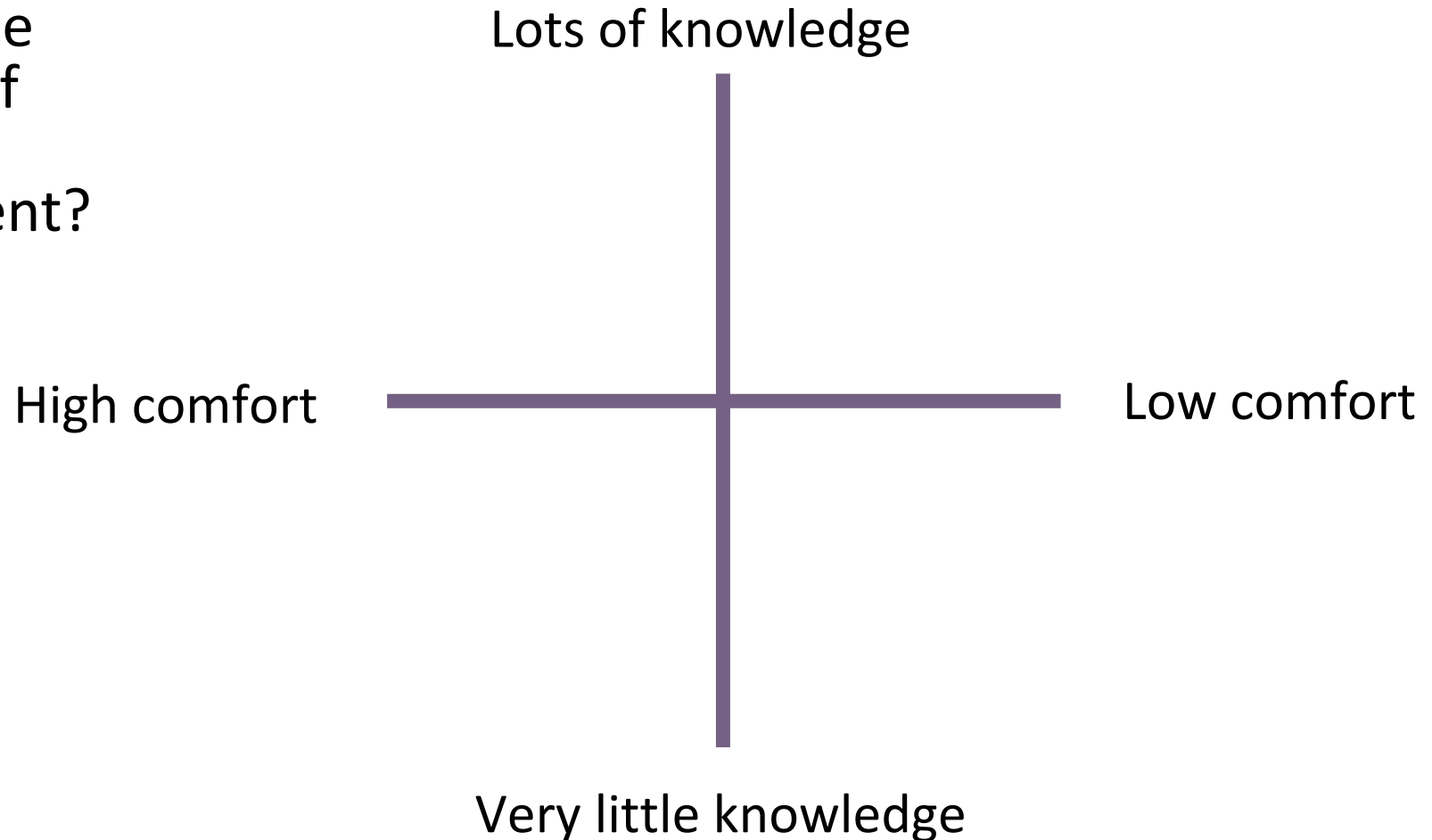
Self-Care Assessment



- What are 3 things that can help you feel grounded or calm when reading or learning about a difficult topic?
- As a facilitator or someone delivering this resource content, who do you turn to for support or debrief? (friend, family member, counsellor, campus support, spiritual leader, elder, etc.). Write their name.
- What is one relaxation or mindful activity you can do after the session to take care of yourself (e.g., physical movement, rest, getting creative, going outdoors, connecting with people or animals, etc.)?

What's Your Comfort Level?

Where do you place yourself in terms of discussing sexual violence and consent?



Navigating the resource

Consent and Sexual Violence: Training and Facilitation Guide

- Options to either download or read the guide online
- How to find the slide decks?
- Share the guide content and areas to find consent related items and how to support students/folks understand consent (from participant's hopes)
- Welcome participants questions until here or as we navigate the guide



How Would You Facilitate Sexual
Violence and Consent Training?

Sexual Violence in Post-Secondary Institutions

- **261,000** of sexual assaults reported by students (Statistics Canada, 2017)
- **71%** of students at Canadian postsecondary schools either witnessed or experienced unwanted sexual behaviours in a postsecondary setting (Burczycka, 2020, p. 3).
- **47%** of students at Canadian post-secondary institutions witnessed or experienced discrimination on the basis of gender, gender identity or sexual orientation in the past year (Burczycka, 2020, p. 4).
- **4 out of 5** undergraduate students surveyed at Canadian universities reported experiencing dating violence (DeKeseredy, 2011)

Thomas King: All My Relations

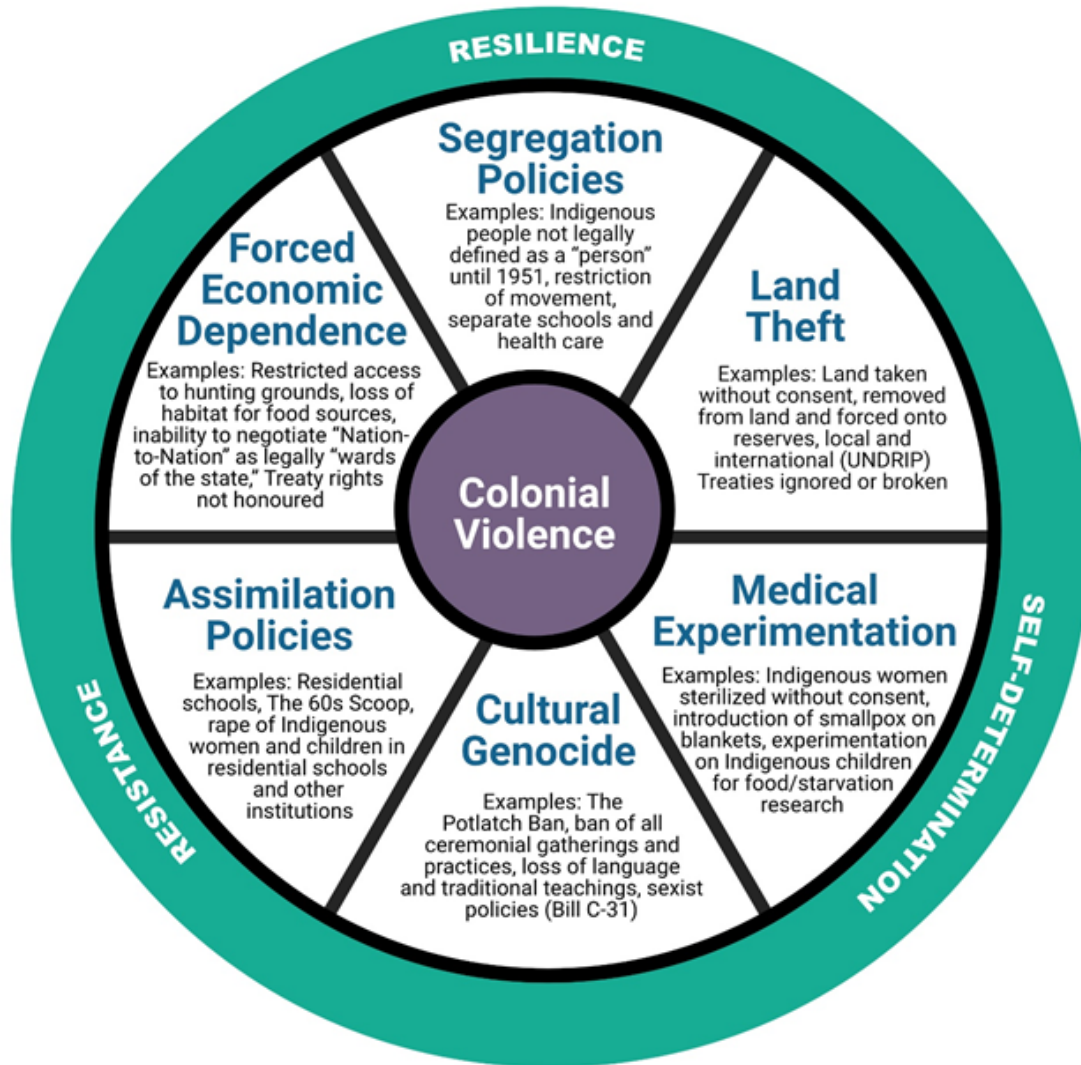
“All my relations” is the English equivalent of a phrase familiar to most Native peoples of North America. It may begin or end a prayer or speech or a story, and, while each tribe has its own way of expressing this sentiment in its own language, the meaning is the same. “All my relations” is at first a reminder of who we are and of our relationship with both our family and our relatives. It also reminds us of the extended relationship we share with all human beings.

Thomas King: All My Relations (cont.)

But the relationships that Native people see go further, the web of kinship to animals, to the birds, to the fish, to the plants, to all the animate and inanimate forms that can be seen or imagined. More than that, “all my relations” is an encouragement for us to accept the responsibilities we have within the universal family by living our lives in a harmonious and moral manner (a common admonishment is to say of someone that they act as if they had no relations).

~ Thomas King, Canadian-American writer of Cherokee and Greek ancestry & Professor Emeritus, University of Guelph

Colonial Violence and Sexual Violence

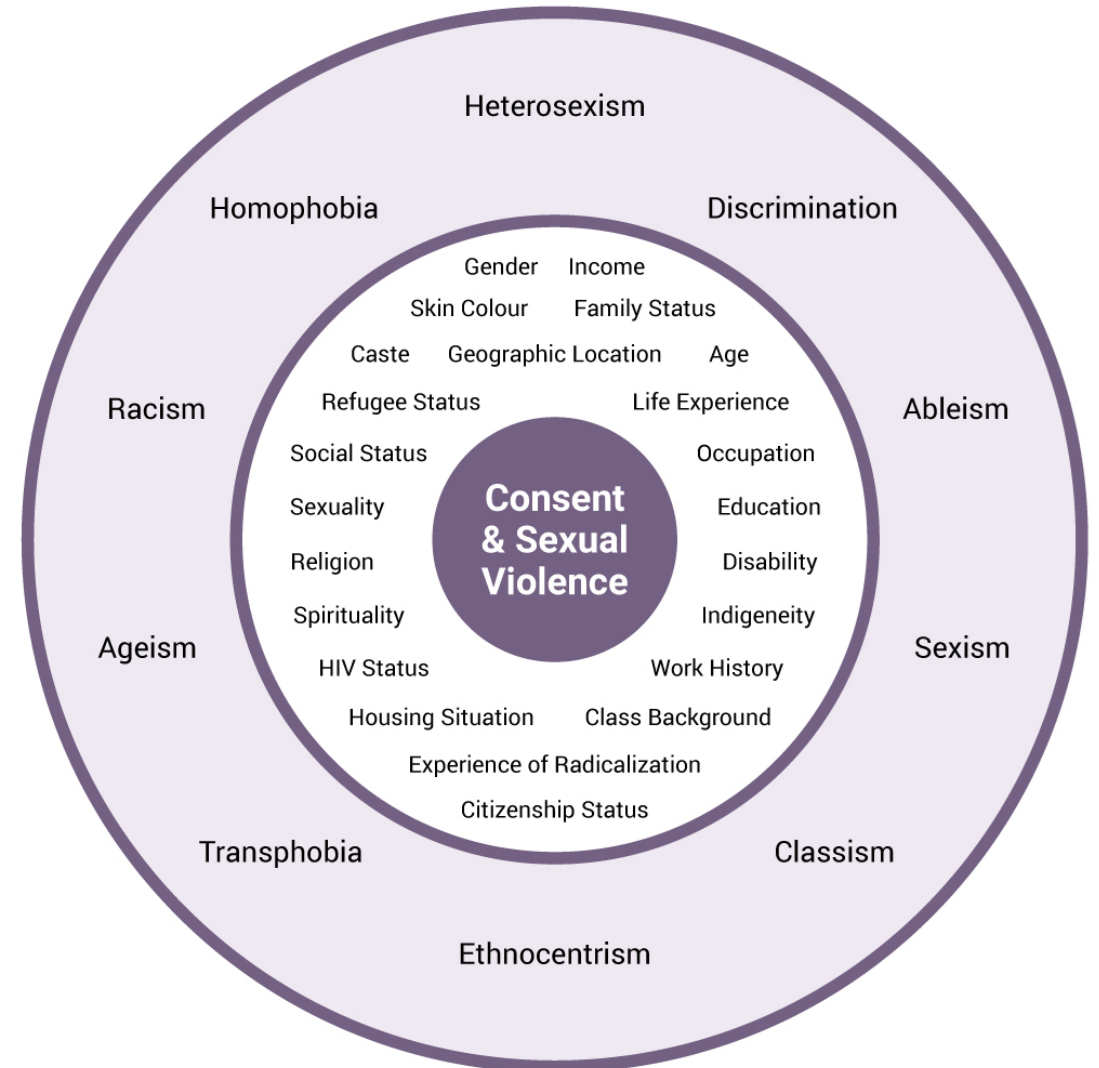


- In Canada, Indigenous women, girls, Two Spirit and transgender peoples currently experience disproportionate rates of violence due to the ongoing legacies of colonialism.
- Each section of this Colonial Violence Wheel provides examples of strategies, policies, and laws that have been enacted by the Canadian government to colonize and assimilate Indigenous people.
- Sexual violence and colonialism are interconnected through concepts such as self-determination, autonomy and consent.

Power and Control

How is consent and sexual violence affected by power and control?

- First layer: Aspects of our Identity
- Second layer: Forms of violence and oppression



Building Communities of Consent



Let's think about the different environments in our communities:

- How do we practice consent when we invite someone out? How do we respond if they reject our invitation?
- How do we respond to an invitation that we don't want to accept?

Activity: Scenarios (popcorn style group activity)

Let's practice different scenarios for asking and giving consent:

- Smiling and then saying “no”
- “Sorry, I have a partner”
- Changing the subject
- Run away, ghost

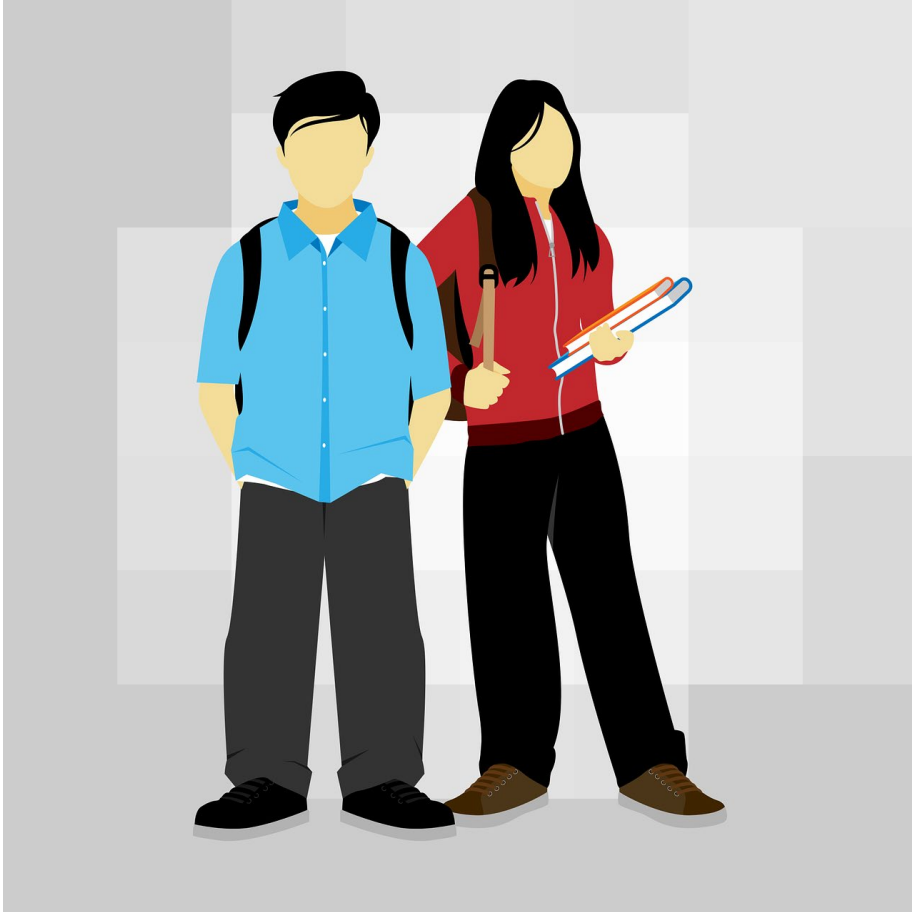


Scenario 1



How would you respond if a stranger on the street asked you on a date and you were not interested?

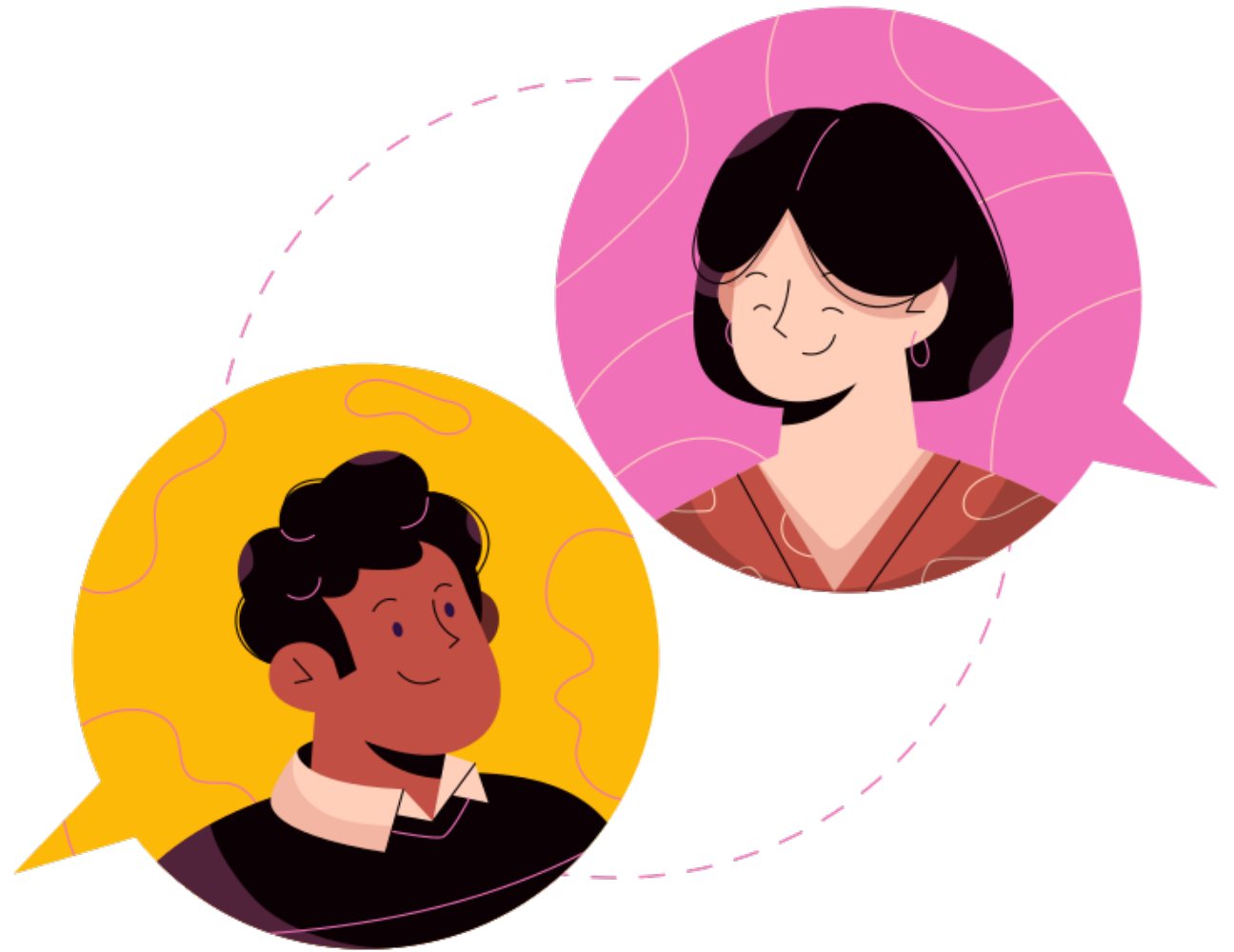
Scenario 2



How would you respond if someone at your workplace or in a class/lab asked you on a date?

Large Group Debrief

- How was the activity?
- Any learnings and insights?
- How would you adapt to the communities you are serving?



Community Actions & Questions

- Invitation for any final questions people have
- Sharing any valuable takeaways or reflections from the workshop



Thank you!

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