

**Transcript for Consent & Sexual Violence Workshop**  
**BCcampus event held on March 3, 2022**  
**Facilitators: Melissa Singh, Sandra Suasnabar Alberco**

SANDRA SUASNABAR ALBERCO:

OK. Welcome everyone, thank you for being here today. I would like to start us off by acknowledging the territories where I am participating from today. It is the territories of the x<sup>w</sup>məθkwəyəm (Musqueam), Skwxwú7mesh (Squamish), and Səlílwətaʔ/Selilwítlh (Tsleil-Waututh) Nations. Territory acknowledgment is something very very important for us, at the core, as a step towards reconciliation. I would like to remind us to engage with the question of how we are not only engaging with the lands that we are living and working from, but what is the knowledge and relationships that we have with these lands and their people and the people that these lands belong to. Are we making any connections to service providers, perhaps? So, taking a step forward, then, only the land acknowledgement. Thank you. Melissa?

MELISSA SINGH:

Hi everyone. Paula, I think there's a couple land acknowledgement slides if we could just pull those up. And I will get into mine. Thank you so much. 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. This is where I am currently aghast. This is the land of the traditional territory of these nations. In the creation of this project and the other members of the working group in the consultation team, we will talk about that a bit later – we thought it was important to connect the land that we were on with the concept of consent as Canada is a nation? As a nation is built on a lack of consent of Indigenous people. While you support the facilitation of these workshops, we really encourage when you are doing land acknowledgements to really connect it to the ways that your institutions or departments are demonstrating accountability to the Indigenous communities and the people whose land you are on. We recommend that because it can be a really meaningful place and a really tangible way that we can all support truth and reconciliation with these workshops.

SANDRA SUASNABAR ALBERCO:

This is what we are going to be intending to cover today. We want everyone to have a look at this and we were going to be doing some options and we would love for you to be part of that as well. We will get to the resource background and how he came to have these helpful and amazing resources that will be navigating today. We will dive into hopefully not so much of a speedy navigation – but we will take time to go through it, do a screen share, and please we will leave some space for you to ask some questions as we are moving through that navigation process. We will talk a little bit about the content, and we will do an activity as a group. It is going to be popcorn style. So, we will be sending folks -- we will not be sending folks to breakout rooms, but there will be a group activity on the way. We will circle back with some takeaways from today, from you, through our chat most likely. Just given the time. And we have time for questions if you have any left. We are aiming to model a space where we can hold space for this training, this opportunity. So, we really encourage you to please take good care of yourselves wherever you are at a notice, how are you doing right now before we expand on the expiration of this guide? How have you been doing? And how will you be doing after the session? Let us

know, you can direct message the facilitators if you need to check in after the session. If you view any -- if you have any questions, feel free to send them to Melissa or me, and we will respond. So, with that, I would like to go to the next slide please. Thank you.

A bit about me with a couple of photographs! I am Indigenous to the Peruvian highlands and there is a photo of a special place of my peoples on the left top corner. It is a photo of the valley and on the bottom, it is women in my community practising some of our traditional knowledge through textile art. I love nature! There is a photograph there of a Winter Park in Coast Salish territory. And here is the logo for SASC witches at AMS BBC. This is an organization that I worked with several years going out. I am an expressive arts therapist and have over a decade of experience supporting survivors of violence and abuse in diverse communities that are seeing ongoing struggles of oppression. And lately, I have been working as a therapist for First Nation, row communities. And that is a bit about me. Thank you. And next slide for Melissa.

MELISSA SINGH:

Hello, I am Melissa Singh, I'm currently a registered social worker and I am working in Toronto right now at the Centre for Addiction and Mental Health. Before that, as Sandra mentioned, we were together at SASC in 2018, 2019. In the very early years of sexual misconduct policies being implemented at the University. And yet, before that I have a background of – almost 10 years now – of antiviolence and antiracism work. I also included a photo of nature! (Laughs) In our next activity we are going to be talking about self-care activities and you know, how we ground ourselves in this work. This is a beach that some of you might recognize. I think it is one of the most beautiful places I've ever been. You can tell I'm the ocean with that photo! The one next to it is just a photo of my garden from last summer. It does not look like that right now. But hopefully, that can ground us in thinking about sunnier times.

SANDRA SUASNABAR ALBERCO:

Before we go into the next slide, I will welcome participants to write in the chat where you are located and where you are coming from, where you are at the moment. That would be great. So please, participants, if you can do that if you would like to – if you would like to activate your microphone and share with us your voice or your face, that is will come as well. But that may not be possible because of the recording – now that I'm saying so! (Laughter)

MELISSA SINGH:

We would love to know more about you in the chat if you would like to pop something in.

SANDRA SUASNABAR ALBERCO:

Great, awesome!

MELISSA SINGH:

We can go to the next one and talk about the resource. So, as we mentioned and some of you may have been to the previous presentations about the other sections of this project. But basically, Sandra and I joined the project last winter, but the working group have been meeting for two years in total. Maybe even over that. The working group consisted of – mostly people who are working on post secondary campuses, subject matter experts in that area. It also people from community organizations around BC. Mainly in the lower mainland. for the purposes of producing things for open-source training. So, the sexual violence and consent is one of them, accountability and relationships, active bystander intervention, I think those have already had workshops like this. And then, supporting survivors is

another one that is upcoming. The base material for the consent and sexual violence – I guess portion – came from a presentation from UBC Okanagan and we wanted to give them some acknowledge men for that. That was originally a presentation on consent and relationships that their offices produced. And the point of this project was to develop a broader scope of open-sourced trainings. And we will talk about these principles when we go into the guide, but the principles that the working group had in mind in terms of how to broaden these was to make them trauma informed, intersectional, the colonial and gender inclusive. That is the lens in which this material was created. Yeah, I think it is also important to acknowledge that, you know, these policies – the sexual misconduct policies were mandated by the BC government in 2016 and brought onto post secondary campuses in 2017, 2018. But this was the result of a longer project over a lot of years, decades of people working on these and people working toward sexual violence policies and education programs and support services on campuses for a really long time. We wanted to keep that in mind when we were engaging with the material as well.

SANDRA SUASNABAR ALBERCO:

Thank you, Melissa, next slide please! I see that people are writing in the chat, thank you so much for introducing yourselves and saying where you are joining us from! I invite you all to check on the chat. On this slide, we have our self-care assessment which is so important as we are beginning. This is an activity for us to do right now. It is the heart of the guide and resource. I would like to invite everyone to have a piece of paper ready and a pen, or something to type with. You can also take a screenshot of this slide. We would like you to think about these questions. As a facilitator especially. You can also see that we have a wellness wheel model. We want to acknowledge that this image aligns with and comes from Indigenous practices. Holistically recognizing that wellness is physical, emotional, career, creative, environmental, financial, and intellectual aspects of our lives. If you were to think about three things that can help you feel grounded or calm before facilitating a topic, what do you usually do with these opportunities? So many of the folks here today are supporting survivors, sexual health educators, and supporting people. Who and how do you seek out support? Or debrief opportunities? What is relaxation or mindful activities that you might engage in to take care of yourself? Just write them down on the piece of paper, or in a digital note for yourself. This is something we want to use here and also something you can do right at the beginning of your own trainings and facilitation sections -- sessions. We have adapted this template for today for us. If folks are ready, we can go to the next slide.

MELISSA SINGH:

So, we wanted to gauge everyone's comfort level with the material. This is also taken from the slide deck; this would be something great to go through in the workshop as well. We are using the annotation feature on zoom for this one. Thank you BCcampus for teaching me that earlier (Laughs). At the top you can see view options. You can pick annotate. You can pick a fun stamp if you want, or you can draw, just to indicate which quadrant you feel you are at here. There is no judgement about any of this. We are just here reply. Looks like folks are more on the comfortable side, which is great! And there is a mix of people who feel like they have a good amount of knowledge and things like that! Let me share my screen.

Alright! We just want to show people where to access the resource. So go to the main BC Campus website, go here to find open textbook. Type in "Consent". Then it you get the training and facilitation guide. You have the option of downloading or reading it online. For our purposes today I will just click reading it online. Here I can show you how to navigate. We have some highlights we think are very important to go through in here. Including how to download the slide deck. Does anybody have any

questions if you have already gone through this? Anything specific you wanted to know about? OK, I will ask again after we go through what we had planned.

Basically, the training material holds two main components. There is the slide deck which I will show you right here in the introduction. This is the easiest place to download the slide deck. I am not going to go through that, but the slide deck like everything else is open source. You can open it in PowerPoint and change whatever you want for the presentation. That is actually what Sandra, and I did to make the petition for today because a lot of the information is the same. That is the easiest place to download the slide deck. Of course, you can modify the land acknowledgement. You will see specific slides that have to do with your situation specific sexual misconduct policies. You can adapt that. Now I will just go through the facilitator guide. There are three sections in it. Something I think very important in section 1, it goes through more about the policy and things like that. I would also say this is very important, linking the training to on campus and community resources and supports. This is definitely very helpful to give at the end of the presentation. We would recommend connecting with other specific resources on campus that you want to include. It is great to include broader community resources as well. So that is an important take away. In sections 2 and three, there is a lot of really helpful guidelines about accessibility, inclusion, intersectional principles. We would say, it would be great to take at least two or three hours if you feel you are not as comfortable with this material, to go through it. I think it says this in the guide as well. No matter your comfort level, going through the guide would give you many tips, I found it very helpful as well. They are very thorough. There is Anna accessibility an accessibility section. Lots of important things to consider. Alternatives if people have accessibility needs. If you are not sure what to do, you can check it out here. There is a lot of information! There are also tips about content warnings, how to give them, deliver them, facilitation strategies for that. There is also a section on gender inclusive language. How to make this more inclusive for folks all across the gender and sexual orientation spectrum, not to be so heteronormative when we are talking about consent and relationships. In key concepts and facilitation strategies, this is a thorough dive into intersectionality which -- -- intersection analogy which we will touch on later. It is something we spent a lot of time thinking about, how to make this concrete. It took a lot of time to not make this so theoretical. There are many examples and props here of things you can have and bring up. -- Prompts. This might all be overwhelming, but what is relevant will really depend on your audience. There are tips for all audiences. Intersectionality. If you are finding that this is a group where anti-oppression might be really new and you want to spend more time on that, there are activities here to break that down. Like the power flower, gender identity etc. there are activities here to break that down. Like the power flower, gender identity etc. Adjustment to highlight one more thing here. -- I just want to. In facilitating discussion, there is something about responding to common myths. This would be a very important part to go over and address. Things we find often come up in consent workshops. Things like great responses for false ideas that people have. Once in a while you might have participants who might bring stuff up to stir the pot or provoke people. Also, these things are circulating and widely leaved ideas, and that is the point of these workshops. It is very important to have solid evidence to debunk those common myths. The last thing I will highlight is in section 3. There is a slide deck outline. This goes over all of the activities in depth. So, when you download this outline, in the notes it will say like, this corresponds to this point in the outline. This is where you find the slide deck outline. It goes through every activity and tells you the activities that you need to do them, runs you through how to do them, and offer suggestions if you were doing these in-person, face-to-face – that is an acronym for face-to-face. Or if you are doing them

online. So again, really thorough, and hopefully helpful when you are facilitating! Yeah, I think that is it for me. I will pause now and see if anyone has questions at this point.

SANDRA SUASNABAR ALBERCO:

Thank you, Melissa. And please, ask away or put the question in your chat, some folks cannot access their microphones. But please, do let us know. Have you spent some time looking at these guides? You know what we mean when we talk about slide decks? I think we need to look at the slide deck, Melissa, since you are screen sharing – if you could put that up for me? The only option here for the slide deck, it will prompt you to download it.

MELISSA SINGH:

You want to look at the slide deck? Just one second.

SANDRA SUASNABAR ALBERCO:

We have looked at these so many times, we are so familiar at this point! (Laughs) It is such a beautiful template, and it is laid out. It is very well organized

MELISSA SINGH:

Sorry, I will re-share my screen and I am just opening it up. OK... there we go. Thank you.

SANDRA SUASNABAR ALBERCO:

This is our PowerPoint presentation and slide deck that BCcampus has put together as part of these resources. They are all open to be utilized and you can open them and adjust as it is convenient for you. You will see a lot of familiarity with our content and these slide decks include the notes that send you – that is referring to the guide. On the guide it is at the very end. It will all make sense once you are diving a little bit more into it or looking for more information. But we are looking at how many slides – 45 slides. That includes ignition -- (indiscernible) of sexual violence, what is consent? Consent and (indiscernible). We will be going through the slides very soon here. But what I wanted to share, was how amazing and incredible this resource is to even offer a series of workshops. So, you could really be looking into three to four workshops, I mean, it is so about this content and only on consent and sexual violence. You can really break it down into four sessions. And this is just taking me perfectly into the central part of my next part. We have video links and so much in those slides. Now I can see participants, and Melissa as well, can folks give me a thumbs-up if you – for the ones with cameras on – you can also use the hand emoticon. Have you been familiar with these guides or slide decks? Yes, no, (Laughs) You kind of looked at it?

SPEAKER:

I would like to make a comment. I am fighting this guide, showing us where the resources are, really hopeful. My name is Nancy and I work in trades at Okanagan College. We work with a lot of old-school trades guys. And my purpose for joining these groups getting this information is so that I can do some staff training and help to educate our team about something that they very likely either don't know much about, or don't acknowledge that it is a real thing for us at the college. That is why me and my team are here to learn about the resources and I'm really appreciating you giving us a walk-through. Because no, we have not export them yet! Thank you for doing it.

SANDRA SUASNABAR ALBERCO:

For sure, Nancy! Thank you for speaking over here. I see other folks – I will come back to you in a second Nancy, going through now, going through now. Awesome! Yes! It is so good. There is a specific section as well on this guide that encourages critical thinking and questioning and a way of challenging in a good and supportive way these myths or, not knowing, right? I encourage you to look at that, for sure. And another focus of the work for these were sources -- for these resources were to create a very wide accessibility language for this material because that is another thing, is because some of us, we might be very familiar with it. Navigating it, working in policies, and the. Not everyone is at that place. We have to be mindful of how we can make these accessible indigestible while taking care of ourselves, while we are taking care of people, as we keep them engaged, as there is follow-up – hopefully, post session! You know? Really a great opportunity. And I am going to jump into the next slide now, that we have planned. Unless there are any other questions or comments?

OK. The one before that? Thank you! So, I think with the discussion we were having already, we are confronted when looking into these questions for us today. So, how do we do it? The great thing is again, this guide offers you material and content for all of this. Melissa, can you screen share the guide on... page 72 of the guide? Thank you!

MELISSA SINGH:

Do you know the heading for that? I just have the website open. Not the PDF.

SANDRA SUASNABAR ALBERCO:

For sure. It is in section 3 – that is for sure. OK. It is under... training overview delivery.

MELISSA SINGH:

OK. Perfect.

SANDRA SUASNABAR ALBERCO:

Sorry – it is further ahead. Yes. Great. Thank you. So, here the guide is letting us know and guiding us through – how could we offer this opportunity and especially when we are only assigned 90 minutes, maybe 120 minutes, ideally, we co-facilitate. Ideally, we do those self-care assessment questions always before hand for ourselves. We can do this online or in person. There are benefits for both. Such as safety, building up connections, you could partner with other offices or community groups to deliver this content and use this as your template and guide wisdom -- guide. Very, very important for sure, to take the time to dive into recommended areas. So, if you step aside in preparation for this training and recognize OK – maybe I need a little bit more understanding on a gender inclusive language. Then, really spent some time with that and putting in those considerations. Spend some time with that. We really want to highlight the importance of preparing the trauma informed lenses and approach to deliver this training and we also offer that in the guide. So, if we scroll down, Melissa. Because what is going to be coming up as part is delivering this workshop, is defining what sexual violence is. Defining what consent is, how can we find creative and very inclusive ways of engaging conversations with participants that may attend this workshop? This is an opportunity to engage others in the training, hopefully taking that opportunity for people – where people are hearing us and having conversations about this. As a facilitator you might identify that a way of doing that is having folks in pairs, in groups. If – I don't know – if the conversation is not going on that much, perhaps encourage some writing activities as opposed to having dialogue. Stuff like that. Thank you for scrolling! And then eventually, we will be – can you scroll up? Yes. So, also know that the slides will contain activities and obviously, the handouts that you use to

utilize the slides, will provide opportunities or activities on how to define consent. How to define sexualized violence, how to present even the information around consent and a more -- in an -- and more information-based content. And now, I think we can go back to our slides.

So, something that we really, as facilitators, as folks who have done this work know that really works, we want to emphasize that yes. The statistics do work and a lot of our presentations, especially for folks who might not be so familiar with the topic. We always have these numbers to share with folks, it makes an impact on people. And I would say even that we have utilized this content when providing this workshop to survivors. So, I believe Melissa and I have facilitated in support groups, and it is a way to validate experiences as well as we know survivors often feel isolated in their experiences. So, in knowing that this is happening to other folks – you know – it is not a relief, but it is a great opportunity for them to know that they are not alone in that experience. And what can we do from here. So, this is what happens in post secondary institutions. In your delivery or in your implementation, you may have numbers and some psi 's collected from sexual response offices, I believe we used to do that as well. We did that in our stats at the centre when Melissa and I used to work at one. And to really highlight the need for these conversations, the need for our office to be in place and running and also saying the need to have this program funded is very real. And we have the next slide.

As we are moving along, we really wanted to highlight this quote as we speak about consent. The great wisdom we received from first Nations and Indigenous communities and ways of knowing. This quote is by Thomas King reflecting on consent. '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. 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. Within that, 'All My Relations' is an encouragement for us to accept the response abilities 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). Such a wise and significant quota think of as we are navigating this conversation. Melissa and I were thinking in preparation for this workshop and in the work, we do, that this is an opportunity to think about community and the wider weapon relationship we may have to consent with ourselves and our own ways of practising in our personhood, community, family, nature. Thank you. I will leave this hair for Melissa. On to the next slide?

MELISSA SINGH:

Thank you, Sandra. As you can see there are lots of great videos, and information in the slide deck. We do not have time to go through all of it in this presentation, but we wanted to talk more about this slide and the one after. They are both wheels. We feel these are critical parts of the presentation, just a very helpful visual tools to help people to connect interpersonal violence to structural and social forms of violence. This wheel in particular was developed by Jewell Gillies, who is a member of our consultation team. So, they created this to kind of just illustrate the ways that colonialism and structural violence is related as well to self-determination. Agent section of the wheel provides examples of strategies, policies, laws that have been enacted by the Canadian government to colonize Indigenous peoples basically. And section 2 of the facilitator guide, there's a section talking about the Cologne riser colonizer wheel. It offers more resources for folks and has some great discussion questions if you want

to spend more time on this. Like Sandra said, you can divide this presentation into four presentations potentially. If you want to take parts of it and make a presentation, there is a lot more information on this wheel in particular. The one after that is a power and control real. -- Wheel. This is a visual representation of what intersectionality means. Especially when we are talking about different aspects of one's social identity, different structures in our society and how those play out. This one is in the slide deck outline; I believe it is activity number six. It is entirely around how to facilitate a conversation about this wheel, and to elicit participation from folks about this wheel. It is really a way of explaining how consent and sexual violence operates in different settings due to different aspects of identity.

SANDRA SUASNABAR ALBERCO:

Thank you, Melissa Singh, much. I want to ask highlight to this wheel, really as a facilitator entering this space and power dynamic between the group. Be mindful of locating your self, ourselves, for where we are on this wheel giving in mind que er folk, as someone holding various privileges. If you are a facilitator, how you navigate your background is with really important if you are littering your presentation to BIPOC communities. How are you navigating, presenting at? How do you do that for yourselves?

MELISSA SINGH:

Thank you, Sandra. Now we want to go to the final activity and the deck. A really important part of the presentation talking about what we can take up way from the workshop and how we can build communities of consent. So, I will let you talk Sandra about this activity.

SANDRA SUASNABAR ALBERCO:

Just a moment here stops. Before going into that, we were hoping to make space for any questions especially before we are stepping into another space in the workshop. Any wanderings so far? Use a chat or feel free to jump in.

SPEAKER:

I will jump in again. I think the colonialism wheel was particularly significant for me. I think that is when we will spend a lot of time on in our group. I do not think our guys realize this at all, but we have been talking about moving colonialism aspects from our materials. The literal materials we use are very colonial, it is very patriarchal. I think that will have particular relevance for our group. I was glad to see you went into so much depth for it! Good job!

SANDRA SUASNABAR ALBERCO:

Absolutely, they did such amazing work! OK, thank you Nancy! Anyone else? OK let us move on to where we left off. As I was saying earlier, this is a great opportunity for us to practice and embody a community of consent. Let's go to the previous slide. Yes, thank you! In order for us to build communities of consent and relationships of consent with one another, it is really important to practice our own boundaries. Where are we at with that? That might be changing. Speaking of consent as someone written in stone, this change as life evolves and things come into our worlds, and experiences. Boundaries are about how we know when we want to say yes or no. More when we want to -- or when, we want to communicate with others. We are going to do this popcorn style. Ideally and breakout rooms or trios, but we are just going to go popcorn style. Can we have the next slide please?

OK! So, we are going to practice two scenarios. For asking and giving consent. Imagine on your own, or if you are in an office space with two of you, feel free to do it together! Imagine how it is for us to smile



and then say no. "Sorry, I have a partner" Is the answer. Changing the subject, running a weighing away, ghost. Those are the options to giving consent. And then we go to the next slide.

How do you respond if a stranger on the street asks you on a date and yes you were not interested? Let us know to the slide before just to be reminded of the options. Which one would be your answer? You can type these in the chat, thank you.

Nope! No thanks! Thank you but I am not interested! Smiling and saying not only if I feel that I am safe in that environment. I would probably just say no, keep it simple. You know if we had more time, I would love to know how that feels in your body as well. But we will just leave that activity. I am not interested, but thanks for asking. What else? What would you do after saying that? Very curious! But I'm just asking that for you to take away and think about. You can have a boundary and not take away my question! (Laughs) What is our next slide please?

Our next to imagine is how would you respond if someone at your workplace or in a class or lab asked you on a date? Would it be the same answers that folks wrote before? I mean, it depends as well, right? It is so situational. It may be very tricky. It would depend. Redirect the conversation to something school or work related. This is a practice of where we are at in our ways of communicating, no, yes, having the opportunity to feel like we could – it depends. Maybe you could check it out if you are comfortable to you. Could defined professional boundary, and some ways is it's an easy out. Yes! What we know about these scenarios, both of them, we have analysed them in consent workshops with general interest folks and also with survivors and what we know of in the work is that these situations can be very, very tricky for a lot of people. Unfortunately, the beginning of some really awful circumstances for a lot of folks because especially, around the workplace or class, who is asking them out? What is the position of power perhaps with us are in relationship to us? What if it was, you know, a boss or our manager? In the situation earlier, if you are on the street, if it was dark and at night and there was no one on campus or no one around, or in a rural community, what would we do with that kind of prepositions?

MELISSA SINGH:

Another thing about these scenarios, because I think there are four in the deck, we just picked too. But we really encourage you to make these relevant to either the group you are presenting to, or to your setting in terms of – particular scenarios that you might find relevant. But this is one that is very – we have found very useful, and it does come up a lot.

SANDRA SUASNABAR ALBERCO:

I think about when Nancy was speaking of in the community that they are serving. How would we present these scenarios to people who have certain privileges and people who do not? What would the responses be? What is the conversation that we can have and engage with critical thinking as well? I see comments in the chat. Yes. Boundaries, it is inappropriate. Letting them know you are not interested. It changes a lot if there is a problem in not making the relationship. And how important that is to have the conversation around – what if we do if we are in these situations? How are we empowering the voices of perhaps young folks or – not only young, but old people who might not have the opportunity to exercise those voices for many different reasons. If we utilize that intersectional lens, we can fly those to those answers as well. Any additions to this? Any more questions? Thank you so much for engaging in the activity! They were quick ones. And imagining what could be disturbing scenarios for some of us as well. For some folk. And I think we can move on to the next slide. Please. -- Thank you.

So, how was this for folks? Perhaps you have done this before, or you are aware of that. People have expressed a high level of comfort with the material and content. Sometimes, when we are facilitating, I find that we really move ourselves away from being the participant in South – when we join activities, that we put our participants in, (Laughs) How was that for you? Any insights? Any thing new? Engaging in this kind of this kind? And how would you adapt the communities you are serving? We would love to hear from people.

SPEAKER:

Hi! I will jump on if that is OK. I really enjoyed the activity and I think like you said, we are so used to getting people involved in our activities, that we don't do these is often! It was interesting to be on the other end of it. I think doing it in a group setting like this is really helpful because it prepares me for things that might come up if I were to do this group in another setting. Some of the things that people have put in the chat here today, I can start thinking about and digesting and incorporating those ideas of you know, boundaries and safety and my own teachings when that happens. And I just think, yeah, it was super how full to see what other people are thinking and taking into their experience is how I would conduct a similar activity. It was a great start the conversation, for sure. So, thank you.

MELISSA SINGH:

Thank you, Madison, for sharing.

SANDRA SUASNABAR ALBERCO:

Yes, thank you. Anyone else? Feel free to write it in the chat as well.

SPEAKER:

We work with a slightly different cohort of students. Our students are 16 to 19 but they share a lot of characteristics of students starting undergrad because they are leaving home for the first time. And they are living in a dorm environment. I can see us adapting this to be delivered at different stages as they become settled in the community and also as they -- their language skills improved. A lot of the English learners' students will become, we ensure that we have a conversation around consent and sexual misconduct in the context of our school. And what is and is not OK and what resources are available on campus. But then I can see comfort and -- in the community, Indigenous issues, and other social justice issues, as they deepen – the ability to bring back to those intersections between consent and colonial violence and consent and other forms of power and oppression. I can see how that would be a nice way to continue that learning throughout the year and continue to revisit it so if it didn't sink in the first days of school, there's an opportunity to deepen that and re-contextualize it in terms of other things they feel are important.

MELISSA SINGH:

You bring up a great point about how – I think for any audience, really, giving this the appropriate time and revisiting it or breaking it up into different chunks is like, a great educational principle like, for engaging with this material. Because, like, it is heavy, right? And no matter what, whenever we facilitate this information, we know that there are survivors in the room. Or if people have not been directly impacted, people have personal experiences. So, yeah. It is important to me your audience where they are at. Because that is going to be more effective as well.

SANDRA SUASNABAR ALBERCO:

I believe Julia, there is a specific area in the guide to facilitate and provide this workshop to international students and it is very thorough as well. And what I can say as someone who is not from – did not grow up in these lands – is, you know, this policy and this material is so relevant to postsecondary education. There is a really high focus on that, very import. And there are folks out there – this is not part of the conversation and other places where there are so many different social dynamics going on. So, yeah. Be prepared in the best way. Provide a follow-up! This can be an opportunity to engage people with their knowledge of consent and sexualized violence and with international – and migrant committees, what a great opportunity, inviting again, guests or agencies even. When we have done workshops with Melissa in the past, invite people maybe for five minutes or 10 minutes at the end of the workshop so that we are making connections and really working as a team because we are not alone in this work, right? City noises here!

MELISSA SINGH:

I think if there's – (Laughter)

MELISSA SINGH:

I think if there are no more reflections on the activity, we can move on – this is the end of the workshop. But we could leave sometime if there are any questions that people have that we did not answer or if anyone would like to share any reflections you are having? And if you do not have questions or anything now, we are going to include our contact information at the end of the slide as well. Our emails. My understanding is that the slide deck will be emailed to the participants. So, you will have the information and you can always get in touch. Thank you so much everyone for your participation! It has been wonderful.

SANDRA SUASNABAR ALBERCO:

Thank you so much! We are looking at the live chat and I encourage you not to go back to the wellness wheel activity and if you wrote down a name or activity that you will engage with, after that happens for you today! Thank you for joining us. And also, you are welcome to, this is an idea I'm throwing in there for your own time before you transition into whatever else is next, if that is worked, or studying, how were you before? How are you doing? And where are you at after this workshop? So, spend a little bit of alone time you know, journal style or voice recording or notetaking and, yeah. Where are you at now? What is next for you? (Laughs) No worries! But thank you. Great! Thank you so much for participating everyone and for all your comments in the chat. We are grateful to be here as well, and to share a quick overview of this wonderful guide. Bye.