

**Liard Aboriginal Women's Society
Youth for Safety Project (DRAFT)
Project Launch**
*February 17,18 2016
Watson Lake, Yukon*



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Executive Summary

Watson Lake Secondary School (WLSS), in partnership with community agencies, has embarked on a three-year, Youth-led learning project called “*Youth for Safety*” (YFS). YFS is based on learning topics of safety, dignity, justice, and violence against girls and women; it explores how men keep women safe and how women stay safe.

The launch of the project happened on January 21st, 2016 at WLSS in Watson Lake, Yukon. The main focus of the first workshop was to build relationship, to explore topics of safety and dignity, and to start planting seeds about prevalent social justice issues to inform their campaigns. Building on the initial sessions in November and December, youth participated in a number of relationship and team building activities, and explored topics of safety and dignity with mixed media, interactive activities, and small and large group discussions in the January workshop.

The February workshop was focused on building a foundation of awareness with the youth around sexualized violence and other social justice issues. This was achieved with a mixed-methodology: using captivating and educational awareness videos, a quiz to get a sense of what the students already knew and give them an idea of statistics surrounding gendered violence, large and small groups discussions, and also the opportunity to sit in on a workshop delivered by Dr. Allan Wade on resistance and language around sexualized violence and violence towards children. The response-based lens from which we were delivering the material was meant to inform the student’s campaigns and ideas around violence. This is to address the victim blaming (usually non-intentional) that can come alongside some campaigns promoting ideas that tell women to act a certain way in efforts to “not get raped”, such as drinking less or wearing “appropriate” clothing.

Instead what we hoped to achieve is to highlight the ever-present resistance and responses of victims of violence, point out victim-blaming and mutualizing language and actions to give the students a platform to create empowered ideas for their campaigns that honour victims of violence.

The students left us with the impression that after learning some of the statistics surround violence against women, they were excited to pursue some campaigns they felt passionate about.

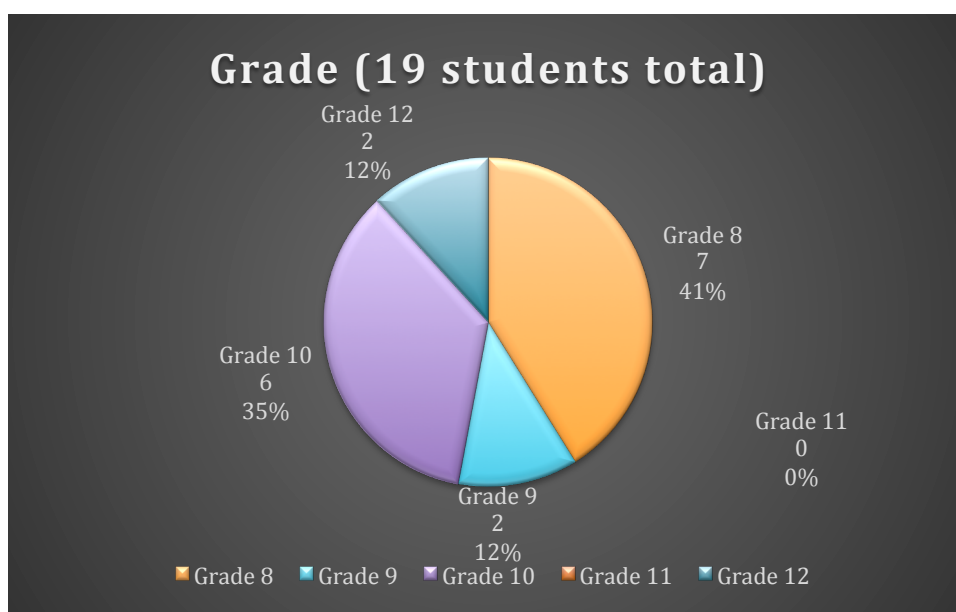
“I want to learn how to be a better man” –Youth participant



Participants

Compared with the 24 students signed up for the January workshop, there were 26 students signed up for the project in February. Some of these 26 students had left school by the time we held the February workshop, and some were sick for the workshop. There was also at least one student who had a conflicting academic commitment during the workshop days. Twelve students showed up the first day, and sixteen the second day. Seven students attended the full two days, while twelve students attended either one day only or partial days only. Total there were **nineteen students** who participated in the workshop.

Student	Grade	Student	Grade	Student	Grade
Brianna Pete	8	Katelyn Wolftail	10	Hope Papineau	8 (absent)
Sabrina Jensen	8	Kaylee Caesar	10	Jolene Specer	8 (absent)
Hanna Brunet	8	Zoey Germaine	10	Charlayne Walker	9 (absent)
Gabriel Goupil	8	Cian Hobbis	10	Lilian Brunet	10 (absent)
Kalem Frank	8	Tony Goia	10	Vanessa Chaput	11 (absent)
Daniel Doctor	8	Mairead Hotson	10	Bryanna Dick	12 (absent)
Jennifer Kroeker	8	Eric Stewart	10	Kindra Stewart	12 (absent)
Anna Lund	9	Julie Allen-Sernes	12		
Piper Allen	9	Rebecca Allen-Sernes	12		
Hunter Wolfe	9				



In addition, the following elders and community members were also in the room: Ann Maje Raider, LAWS staff (Mary Charlie, Rose Caesar), and Linda McDonald (Kaska Teacher).

Focus Topics

The main focus point of this workshop were to: further relationship building, increase awareness of social justice issues such as gendered and sexualized violence, privilege, and racism, provide examples of campaigns done in the past, and get a better sense of important safety issues to the youth.

Acknowledgements

Thank you to the 19 youth who participated in the workshop and the 24 youth who signed up for the project!



In addition, thank you to the following community/school partners for assisting in the project!

Dorothy Smith (RRDC/LAWS)
Mary Maje (LAWS)
Linda McDonald (WLSS)
Lionel Brideson (WLSS)
Shelby Magun-Porter (LAWS)
Fannie Vance (LAWS)
Ann M. Raider (LAWS)
Mary Charlie (LAWS)
Crystal Stewart (LAWS)
Jeff Cook (Beringia Community Planning)
Travis Bernard (Regional Social Worker)

Sanjini Philips (Regional Social Worker)
Andres Dewolf (Many Rivers)
May Stewart (LFN Justice)
Cam Lockwood (RCMP)
Cathy Deacon (Social Services)
Julie Laliberté
Renée-Claude Carrier
Brittany (NNDAP)
Barbara (NNDAP)



1. Introduction

Watson Lake Secondary School (WLSS) in partnership with community agencies have embarked on a three-year Youth-led learning project called “*Youth for Safety*” (YFS). YFS is based on learning topics of safety, dignity, justice, and violence against girls and women; it explores how men keep women safe and how women stay safe. Two introductory sessions were offered to educate and recruit Youth for the project in November and December of 2015.

The project will celebrate and honour existing Youth strengths, knowledge, and strategies on how to stay safe. Youth will also learn new tools and skills to increase safety in the community. There will be a total of five (5) two-day workshops from January to May 2016. All workshops will be in the class room and will explore topics in an interactive way, using youth-led projects to address different aspects of safety in Watson Lake. Youth will propose and work on annual projects of their choice to increase safety in their community.

This report summarizes the February workshop and main topics explored, looks at content of material covered, and offers some practical reflection and ways to improve the future workshops.



2. Agenda

The workshop agenda was as follows:

Time	Activity
10:00	Opening prayer
	Check-in: 1-10 on how you are doing today; if you were a weather system, what would you be?
	Ice-breaker/GTKY
	Review last time/Go over plan for the day
	Housekeeping
	t-shirt contest winner!
	Sign group agreements
	watch tea consent
11:00-11:10	Break
	True or false quiz about sexualized violence stats
	Watch campaign video- Not ever
11:55-12:53	Lunch
	Community Safety Audit
	Privilege activity
	Video- It's your fault
1:53	Break
	Campaigns: Bear, Super bowl, Who will you help
	Game
	Check out
3:00	Clean up room
3:10	dismissal

LAWS Youth for Safety- February Report DRAFT

Thursday

Time	Activity
8:45	Meet students at WLSS and walk over for workshop with Allan Wade
11:55-12:53	Lunch
	Check-in
	Reflection on morning
1:53	Break
	CAMPAIGN brain storm
	Survey
	Game
	Check out
3:00	Clean up room
3:10	dismissal

The agenda was flexible due to the changing nature of the school environment and for any unexpected delays. It also allowed for facilitators to customize activities for the energy levels of the group. The agenda was structured in an arc, meaning the beginning and ends were scheduled with lighter material, such as teambuilding or games, and the middle was scheduled for more in-depth conversations or activities about the topics. Because of the potentially emotional nature of the topics of safety and violence, this arc can help with containment so that youth leave the room in a positive headspace.



2. Focus topics and content

The main focus points of this workshop were to: continue relationship building, increase awareness of social justice issues (gendered and sexualized violence, privilege, racism), provide examples of campaigns done in the past, and get a better sense of important safety issues to the youth.

Continuing to build Relationship

To continue to build relationship, below is a breakdown of the agenda, focusing on activities that promote and build respect, trust, and relationships between students, facilitators, elders, and community members present in the room.



Opening prayer

Every YFS workshop opens with an opening prayer in Kaska by an elder in the room. Linda McDonald translated the prayer into English.

Introductions and Check-in/out

This gives an opportunity for everyone in the room to introduce themselves and let the group know how they are doing that day. For the January session, participants were asked to give a number from 1-10 (1 = not doing well, 10 = doing very well) about how they were doing. This gives facilitators a chance to get a small glimpse of how everyone is feeling that day. The youth were also asked the question: "If you were a weather system, what kind of weather would you be today?" to try and draw on some natural metaphors. The youth did great with this, for example describing their days as "sunny and clear" or "rainy" or like a "hurricane" to describe good, bad, and busy days respectfully.

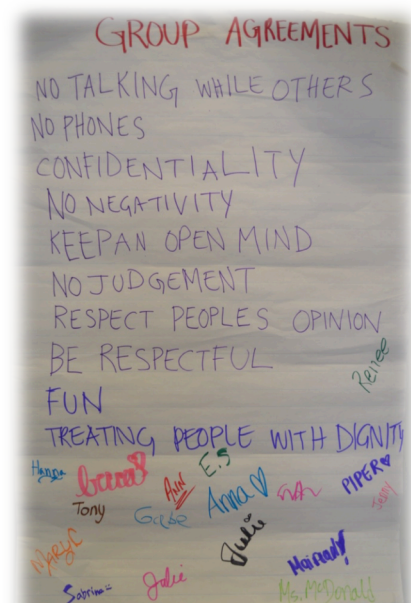
By doing a "check-out" after every day, it provides a sense of whether or not the youth's day has improved, worsened, or stayed the same. It also provides a chance for the youth to reflect on the day's learning.

Games

One of the most common responses the youth gave when asked what they liked best about the two initial sessions were the games that were played as a group. Games are also a way to re-capture a groups' attention if the energy is feeling stagnant or stale. The group played several games during the workshop, including "Splat" and "Signs".

Group Agreements

Group agreements can be an important way to establish safety in a group and to set some expectations for the entire group. The youth were asked what *they* want in the group agreements to enhance the student's autonomy, responsibility and ownership. Participants finalized and signed a "group contract" showing that they will respect and uphold the agreements in the sessions.



Increase awareness of social justice issues: racism, gendered and sexualized violence, privilege

After doing our typical workshop openers and check-in, we started the workshop by showing a video of the comedian Aamer Rahman explaining reverse racism to open up a discussion on racism, oppression, and the myth of reverse racism. This was an interesting discussion as the youth had never heard of reverse racism and it meant that facilitators needed to unpack the term and explain it more. This also meant that their first exposure to it was explaining how it does not really exist.

Aamer Rahman (Fear of a Brown Planet) - Reverse Racism

https://www.youtube.com/watch?v=dw_mRaIHb-M

Quiz

Approach: Testing knowledge, competition, fun, collaborative

Method: testing

We used the format of a quiz to get an idea of where the students were at in terms of their knowledge of statistics on sexualized assaults and gendered violence. We provided an incentive to try their best with a prize of iTunes gift cards for the winners. The youth all did extremely well, only getting a few questions wrong.

True/False questions

1. The Yukon has higher rates of violence against women than the national Canadian average. (T)
2. Alcohol is the most commonly used drug in sexualized assault and date rape. (T)
3. Alcohol causes rape. (F)
4. Violence against women is rooted in gender inequality. (T)
5. Stranger rape is the most common rape. (F)
6. If someone is passed out it's not sex, it's rape. (T)
7. If they dress like that, flirt like that, and get that drunk the blame is partly theirs if they are raped. (F)
8. Men can control themselves. Once they are turned on, they can stop at any point. (T)

Multiple choice questions

1. What is the percentage of reported sexualized assaults to the police?
 - a. 40%
 - b. 20%
 - c. 10% or less
2. How much higher is violence for aboriginal women and girls compared to non-aboriginal women?
 - a. Same
 - b. Two times higher
 - c. 3 to 4 times higher
3. What is the % of rapes where a victim knows her assailant?
 - a. 50%



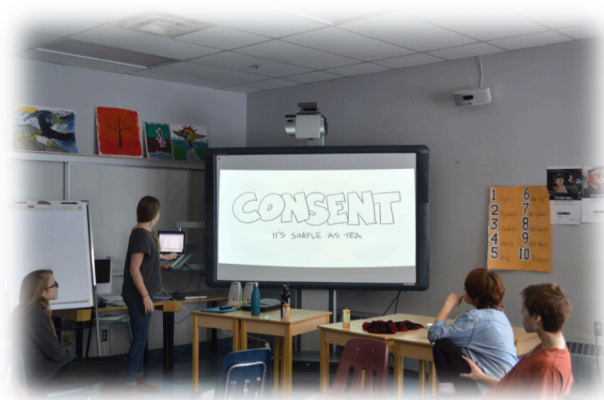
- b. 60%
 - c. over 90%
4. What is the % of men victims of sexualized assault?
- a. Same as women
 - b. 30%
 - c. 13% and less

Bonus Question: How many aboriginal women are missing/murdered in the Yukon presently? 39

Videos of Sexualized Assault/partner abuse campaigns

Approach: Video

We used a variety of different videos to increase awareness of different issues around sexualized violence, and also to provide examples of different campaigns that the youth could create themselves.



Tea Consent:

<https://www.youtube.com/watch?v=fGoWLWS4-kU>

Not Ever: <https://www.youtube.com/watch?v=h95-IL3C-Z8>

It's Your Fault: https://www.youtube.com/watch?v=8hCONg_ajpY

Super Bowl 2015 Domestic Violence PSA https://www.youtube.com/watch?v=5Z_zWIVRIWk

What if bears killed 1 in 5 people: <https://www.youtube.com/watch?v=LNVFPkmZTQ4>

Masks off: A challenge to men <https://www.youtube.com/watch?v=tlb4Pu23kqw>

Privilege Exercise

Approach: Experiential

Method: Demonstrative

To introduce the concept of privilege, one of the facilitators (Julie) began telling the youth to do different things such as switch seats, take off hats, switch jackets, until someone questioned the task or said "no". Julie then asked the group why they listened to her and let her order them around. This was to elicit responses about Julie's privilege such as being White, educated, an adult, able-bodied, and in a position of power in the group. We then listed other factors of privilege such as being male, middle class and straight. We then had a discussion about whether the youth thought the world was the same for people with a lot of privilege vs. less privilege and about different groups (such as Indigenous women) experiencing more violence than others.

Workshop with Dr. Allan Wade

Method: Participatory, lecture

The youth were able to attend a half-day workshop with Dr. Allan Wade. He covered topics surrounding appropriate language for sexualized assaults and violence, and discussed how violence is deliberate. The youth displayed their knowledge around stats about sexualized assaults they learned the day before and appeared proud to share this knowledge with the adults in the room. They seemed to be disappointed to learn of the language used in the criminal code to describe violent or sexualized acts towards children such as “Invitation to sexual touching” and “child sex tourism”, which became the catalyst for them to create a petition as one of their campaigns to change this language.



Campaigns

Examples

To showcase different sexualized assault, domestic violence, and consent campaigns, we put up many different posters around the room, and showed video campaigns. The video campaigns, explained above, were meant to increase the students' knowledge of sexualized assault and other social justice issues, and were also meant to show ideas for what they could do as campaigns. The videos ranged from animated explanations (Tea Consent), to ones that used powerful imaging, sarcasm, and/or humour, to spoken word poetry (Masks Off).

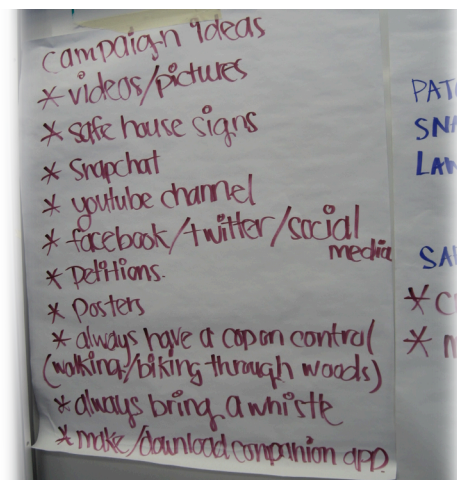


Campaign Brainstorm

We asked the youth to break off into groups and come up with ideas for campaigns. Here is what they came up with:

Snapchat campaigns	Whistles/Safety packages
Tumblr	Companion App
Posters	Patches
Newspaper	Commercials promoting safety
Radio	Mock guys' reaction to rape
Animation	Reverse Sexism sketch
Video	Youth Shelter
Pictures	More sexualized assault awareness stuff
Safe house signs	Patches/t-shirt designs
YouTube Channel	Hat designs/water bottles
Social Media: Facebook, twitter	More workshops
Petitions (Changing the criminal code language)	Music
Patrol	Marathon

The next session we will narrow down their choices to projects that they feel passionate about.



Community safety issues

Community Safety Audit

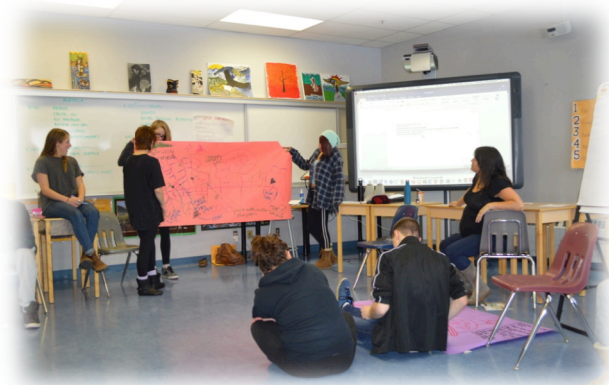
Approach: Collaborative, constructionist

Method: Brainstorming

The youth were provided with large sheets of paper in small groups and given the task to give a rough sketch of Watson Lake. They were then asked to mark on their maps with different symbols the places where they felt safe and places they avoided due to safety concerns. They were also asked to write down what made the places safe or unsafe, and the kinds of safety issues they noticed.

This brought an interesting discussion surrounding who felt safe where after a male student stated he felt safe everywhere and a female student replied that it was because he is male. The groups presented their own community safety audit to the large group. When comparing community safety audits, it was interesting to see the similarities of the youth's responses: they all seemed to know the places to avoid and had strategies on how to stay safe if they went to those areas.

Examples of such strategies included travelling in groups or signals to communicate with each other when they wanted to leave.



3. Reflections

Engagement

Similar to January, the engagement was varied throughout the workshops. Some youth appeared comfortable with sharing verbally in a large group, while others seemed more comfortable to share in smaller groups. Some students did not seem to be engaged much during the workshop. Facilitators acknowledged to the group that there are many ways to participate and that it is not expected that everyone is comfortable sharing in large groups. It was also noted that if the students do not appear to be engaged at all or if they do not want to be in the group they are welcome to go back to class.

One struggled felt was the disruption caused by the scheduled breaks in the student's timetable. Every time the students went on break, it was difficult to get them back in the room and engaged on time. To address this, we played the videos right after break so that it would grab the students attention. Occasionally some students would leave the workshop and go wander in the halls causing a disruption for some of the other teachers. Facilitators hope that putting an emphasis on choosing to be in the workshop or to be in class will limit future disruptions.

The varied nature of the workshop's activities appeared to help in keeping the youth motivated throughout the day, with a mixture of large and small group discussion, games, contests, videos and teambuilding exercises.

Food

Food has been an important part of the workshops thus far, with youth reporting that food was a factor in keeping them motivated to stay in YFS and also one of their favourite parts of the program (based on the November and December Introductory sessions). We provided a mixture of healthy foods and treats at the breaks and throughout the day. We put out a sheet of paper asking for food suggestions for the next workshops.

Space

For the January workshop, we used the multi-purpose room at Watson Lake Secondary. For the February workshop we changed to the Kaska Language room, and noted several improvements. The lighting and acoustics were better, along with having a slightly smaller space which was more intimate, and desks for the students to work on. The future workshops will be in the Kaska Language room.

Communication with the youth

One of the challenges so far has been setting up a system of communication in between the monthly sessions. Administrative hurdles in setting up a Facebook account has prevented the ability to have a main forum for facilitators and students to communicate. Communication in between sessions will become more important as the students begin working on their campaigns. The hope is to develop a strategy to maintain open communication with the students in the form of a Facebook group and/or email list.

Looking ahead...

The upcoming workshops will be primarily focused on developing campaigns and working on ways to implement the student's ideas. This will include media and press releases and how to plan and execute campaigns. Other aspects that we hope to tie in to future workshops include building on youth-elder

connections and relationships, including more cultural aspects, and looking at positive and negative social responses in interactions with people who have experienced violence.

Planning has begun for the May launch of the youth campaigns, which will be an event including a community dinner showcasing the campaigns, and celebrating all the hard work the youth have done this year.

THANK YOU EVERYONE FOR ANOTHER AMAZING WORKSHOP!

