

# Project S.A.R.A.H.



**Survivors Are Resilient Adults Healing**  
An Abuse-Prevention Workbook for Adults With Special Needs

Cover Art Background

**SIGN OF PEACE IN THE DARK**

Horse has a horn of light.....the horse is running away in the dark...it is running freely because the moon gives the horse light.

*Gabriel Duboscq*

**PROJECT S.A.R.A.H.**

**(S)urvivors (A)re (R)esilient (A)dults (H)ealing**

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**THE ONTARIO TRILLIUM FOUNDATION**

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and the editing of the Project S.A.R.A.H. Workbook:**

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**Jane Kostun**

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**Shelley Nowry**

**This Workbook is dedicated to the memory of**

**Sara Jane Chegahno**



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# 1.

## INTRODUCTION

**Project S.A.R.A.H. (Survivors Are Resilient Adults Healing) was developed with our vision of seeing an end to victimization through the development of this workbook. What transpired exceeded our expectations. This book has taught us not only the elements needed to teach abuse prevention, but also how important self-advocacy, community partnerships and community responsiveness are. We believe that the process of seeking consultation from these partnerships in and of itself is an important abuse prevention mechanism. The workbook cannot exist without it. It takes a community to prevent abuse.**

**The process of seeking self-advocate consultation in the editing of the book also taught us some important lessons in humanity. The use of language, pictures, and the Bill of Rights facilitated the conceptual framework from which this book was written. We value this contribution tremendously. In the early phases of this process, we saw some individuals who did not see their strengths and chose a “closed door” as a manner in which to keep private, their self-beliefs. Through the group process, and by the end of the consultation process, these same individuals opened the door and shared their unique talents and gifts. Like the song Je Suis Qui Je Suis, I am who I am, we are all free in our abilities, and we all belong.**

**This workbook is dedicated to Sara. Her mother was honoured that our community paid tribute to her daughter. It was her wish to share with all of us how much Sara was loved. Her family did not abuse Sara. The workbook is in memory of her wonderful spirit, sense of humour, and compassion. At the time of our proposal to the Trillium Foundation, we needed to name the project. It was agreed that we use the name Sarah as an acronym that would symbolize how many victims of abuse really are survivors who are resilient adults. We later discovered that Sara's name did not end with an H and we were prepared to omit this in the naming of the workbook. Through our experiences, we have discovered that many victims have HEALED from their painful past and have moved forward with their lives. Sara's mother preferred that we keep the letter H on the front cover of the book to reflect this healing process.**

**We gratefully acknowledge each member of the Project S.A.R.A.H. working committee. Individually, they brought passion to this very worthwhile and important community endeavour. It is our hope that Project S.A.R.A.H. will have sustainability so that all of us across Temiskaming can live in peace, celebrate our individual uniqueness, and truly be free.**

**Carole Leveille  
Community Living Temiskaming South**

**Lynne Marwick  
Developmental Disabilities Service**



2.

## **GROUP RULES**

- 1. Every person is valuable.**
- 2. Every voice is valuable.**
- 3. What do we do if someone talks? We listen.**
- 4. Every person needs a chance.**
- 5. There are times when people will not feel like talking and that's OK too.**
- 6. If you have a question, you can raise your hand or ask someone for help.**
- 7. It's OK to disagree.**
- 8. What happens here is private.**

3.

BILL OF RIGHTS

ALONG WITH RIGHTS COME RESPONSIBILITIES

THIS MEANS:

Think about what you are going to decide and face what comes after.

The decisions I make affect me.

The decisions I make affect other people also.

To be respectful towards others when I am discussing my rights.

To ask for help from someone I trust when I am having a hard time explaining my rights.

There are many different kinds of rights.

FINANCIAL

I have the right...

To have my own bank account

To know how much money is in my bank account

To know how my money is spent

To get my money if I need it

To have my money in my pocket and in my wallet

To spend my money how I want

Not to tell people how much money I have

To apply for a bank loan

DOCUMENTATION

I have the right...

To have someone I trust, read and explain things to me

To read things over

To know what I am signing

To know what's in my file, who reads my file and to give

written consent to whomever reads my file

To go to meetings that are about me

Not to be rushed into making decisions

To make my own informed decisions

To see a lawyer

To apply for life insurance

MEDICAL

I have the right...

To get medical attention and care

To know what my medication is for

To know what the side effects of my medication(s) are

To know what could happen to me medically if I don't take my  
medication

## ACCOMMODATION

I have the right...

To privacy

To keep my door closed when I am changing

To keep private what I do in private

To be left alone when I want

To choose who goes into my room

To lock my apartment door

To be notified before someone enters my apartment

When possible to choose where and how I want to live

To live alone or with a roommate I have chosen

To have a pet

To live in a peaceful environment

To ask for help when I need it or to use things to help (e.g. shower  
chair)

To decide what I want to eat

To be safe in my home

## RELATIONSHIPS

I have the right...

To freedom of speech

This means:

To agree or disagree

To be heard

To change my opinion

To have loving relationships

To get married

To choose what friends to have over

To express my sexuality

To have children

Not to be abused

To be protected

**EMPLOYMENT**

**I have the right...**

**To work for fair pay**

**To a safe workplace**

**When possible, to choose where I work and what type of work**



## COMMUNITY

Like all people:

I have the right...

To fair treatment

This means:

With respect, honour and good manners

Access to public and community agencies (open doors in  
the community)

To call police, ambulance, and fire department

To be protected

To attend community events

To choose a religion

To travel

To vote

Not to be discriminated against  
(race, colour, culture, special needs)

4.

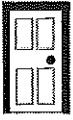
### WHO AM I?

Paste a picture  
of yourself  
here

You will notice that for each question there is  
an open door and a closed door.



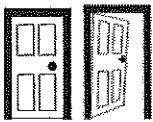
An open door means it is OK to share that information. It can be public.



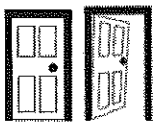
A closed door means that the question is personal information. This  
means private.

It is up to you if you want to share that information.

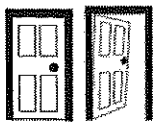
Circle each door your information presents. If you circle a closed door,  
you do not have to write anything down on that section.



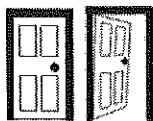
My name is \_\_\_\_\_



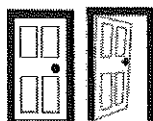
I live in \_\_\_\_\_



My birthday is \_\_\_\_\_



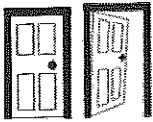
I am \_\_\_\_\_ tall



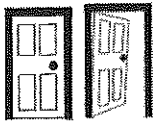
My hair is \_\_\_\_\_ and my eyes are \_\_\_\_\_



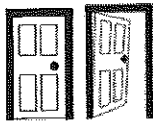
My favourite food is \_\_\_\_\_



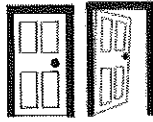
My favourite colour is \_\_\_\_\_



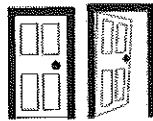
My favourite t.v. show is \_\_\_\_\_



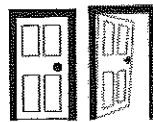
Some of my hobbies are \_\_\_\_\_



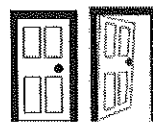
I like \_\_\_\_\_ music



My best friend is \_\_\_\_\_



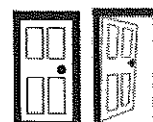
I am proud of \_\_\_\_\_



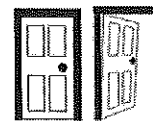
I am good at doing \_\_\_\_\_



My pet's name is \_\_\_\_\_



I work at \_\_\_\_\_

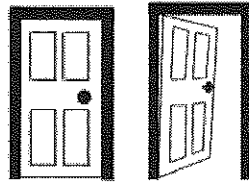


I go to school at \_\_\_\_\_

There are private things we might not want to share even with friends. It's okay for each of us to decide.

Let's talk about some reasons why you might decide to keep your phone number and address private. What are some reasons why you might tell someone your phone number and address?

Draw or write a funny or happy memory  
(Is this memory private or public?)



5.

FEELINGS

We all have feelings

It is OK to have feelings

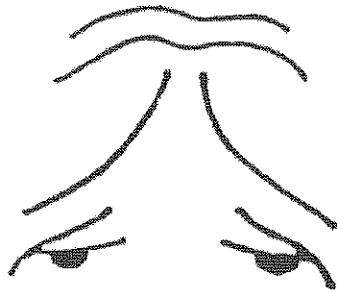
These are four basic feelings



**HAPPY**



**AFRAID OR SCARED**



**SAD**



**ANGRY OR MAD**



## WHAT MAKES YOU FEEL HAPPY?



1. Let's talk about what the feeling "happy" means to you. Write some ideas on a flip chart or blackboard.

2. Colour in the faces beside things that make you feel happy.

☺ Bubble bath

☺ Calling a friend

☺ Going for coffee

☺ Music

☺ Humour

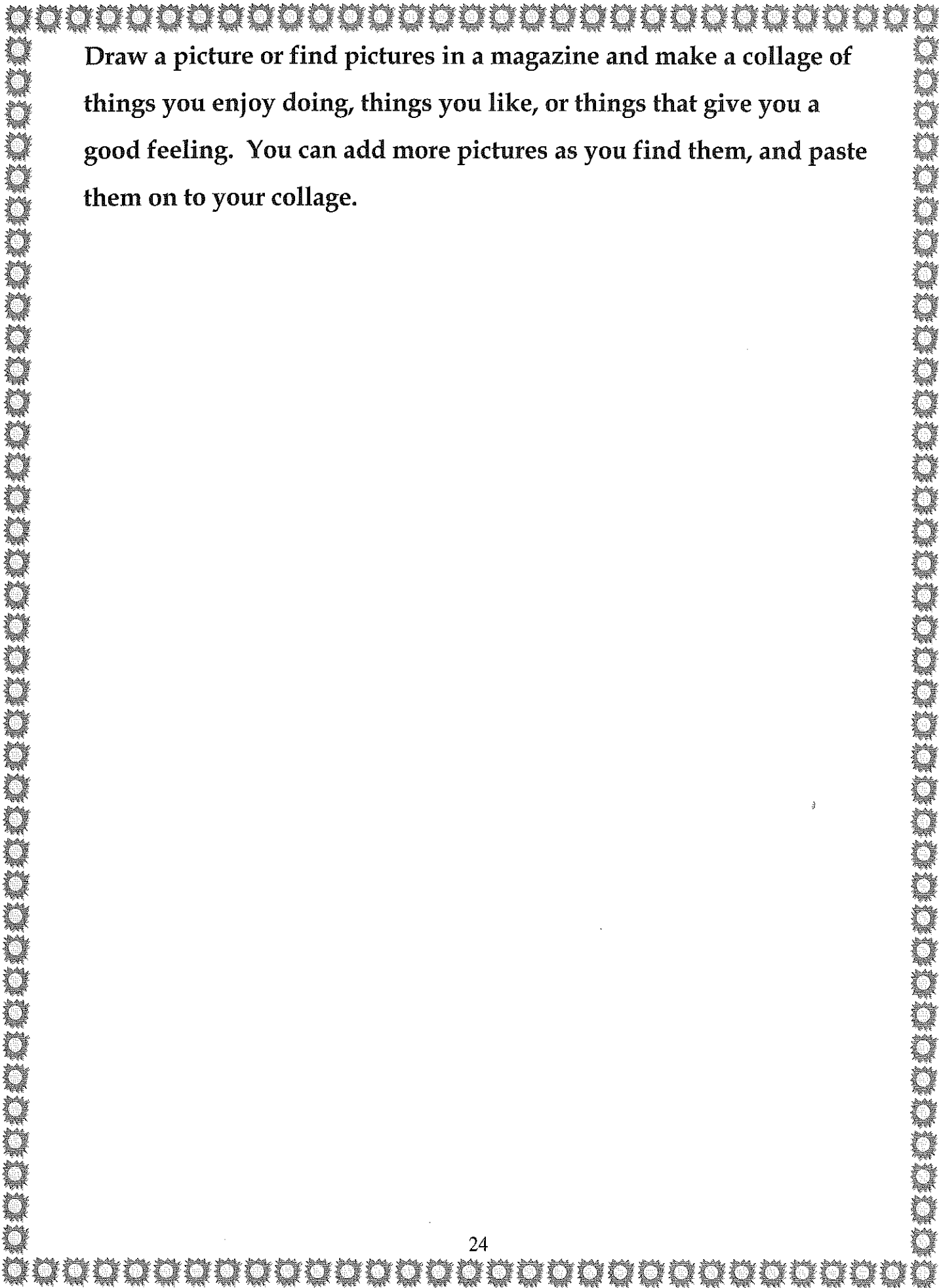

☺ Someone to talk to

Add your own activities that are not on this list:





2. You can write or draw a picture here on this page of what makes you feel happy.



Draw a picture or find pictures in a magazine and make a collage of things you enjoy doing, things you like, or things that give you a good feeling. You can add more pictures as you find them, and paste them on to your collage.





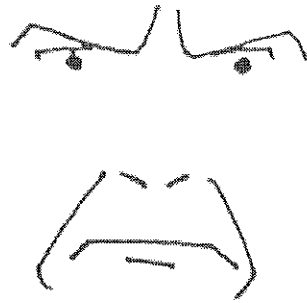
WHAT MAKES YOU FEEL MAD?

1. Let's talk about what the feeling "mad" means to you.
2. Colour in the faces beside things that make you feel mad.

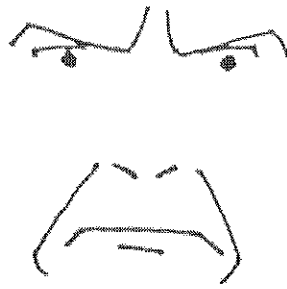
- ☹ Someone lying to me
- ☹ Someone calling me names
- ☹ Someone hurting me
- ☹ Not being able to find something
- ☹ Someone taking my personal stuff away from me

Add your own ideas about what makes you feel mad:

- ☹
- ☹
- ☹
- ☹
- ☹
- ☹



2. You can write or draw a picture here on this page of what makes you feel mad.



3. Let's talk about some things people do to handle mad feelings. Write some ideas on a flip chart or blackboard.

4. MAKE A PLAN ABOUT WHAT YOU CAN DO TO MAKE YOURSELF FEEL BETTER WHEN YOU ARE MAD.

- Go for a walk
- Talk to someone
- Listen to some music
- Call a friend
- Take a deep breath and relax your body
- 
- 
- 

Make a plan to help you feel better when you are mad.

Talk to my family Tel: \_\_\_\_\_

Talk to a friend Tel: \_\_\_\_\_

Talk to my doctor Tel: \_\_\_\_\_

Talk to my community support worker Tel: \_\_\_\_\_

Talk to my worker Tel: \_\_\_\_\_

Talk to crisis response system Tel: \_\_\_\_\_

Talk to my minister, reverend, or priest Tel: \_\_\_\_\_



## WHAT MAKES YOU FEEL SAD?



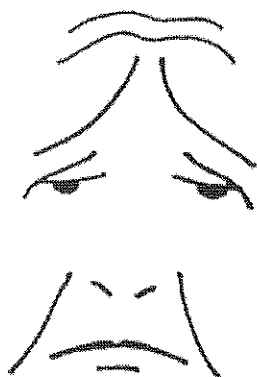
1. Let's talk about what the feeling "sad" means to you.
2. Colour in the faces beside things that make you feel sad.

Write some ideas on a flip chart or blackboard.

- ⊗ Someone calling me names
- ⊗ Someone lying to me
- ⊗ Someone dying
- ⊗ When I am feeling lonely
- ⊗ Someone hurting me (emotional or physical)

Add your own ideas about what makes you feel sad:

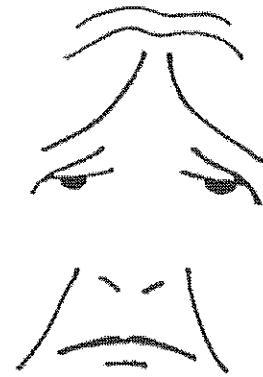




2. You can write or draw a picture here on this page of what makes you feel sad.

3. Let's talk about some things people do to handle sad feelings.  
Write some ideas on a flip chart or blackboard.

- Cry
- Walk
- Watch a movie
- Have a meal with someone
- Talk with your Minister or Reverend or Priest
- Look at your collage. You can add a picture of a friend or family member.
- 
- 
- 



4. Make a plan to help you feel better when you are sad.

Talk to my family Tel: \_\_\_\_\_

Talk to a friend Tel: \_\_\_\_\_

Talk to my doctor Tel: \_\_\_\_\_

Talk to a community support worker Tel: \_\_\_\_\_

Talk to my worker Tel: \_\_\_\_\_

Talk to my minister, reverend, or priest Tel: \_\_\_\_\_

Crisis response system Tel: \_\_\_\_\_



## WHAT MAKES YOU FEEL SCARED?



1. Let's talk about what the feeling "scared" means to you.  
Write some ideas on a flip chart or blackboard.
2. Colour in the circles beside things that make you feel scared.

- Being alone
- Needles
- When I am sick
- Thunder

Are there other things that make you feel scared? Add them here:

- 
- 
- 
- 
- 
-

**2. What can you do to feel better?**

- Talk to someone you trust
- Say a prayer
- Go see a neighbour
- Call a friend and ask that friend to stay with you until you are not scared anymore
- 
- 
- 
- 
- 



**Who can you call?**

**Call a friend:** Tel: \_\_\_\_\_

**Call a family member:** Tel: \_\_\_\_\_

**Call your support worker:** Tel: \_\_\_\_\_

**Call \_\_\_\_\_** Tel: \_\_\_\_\_

**Call \_\_\_\_\_** Tel: \_\_\_\_\_



6.

## HEALTHY AND UNHEALTHY BEHAVIOURS

For this section, we will talk about healthy (good ☑) and unhealthy (bad ☒) behaviours. We will decide as a group which section the behaviours go into. We will also talk about some solutions.

For the examples below mark ☑ for the things that are healthy and mark ☒ for things that are unhealthy.

1. Name-calling
2. Someone hits you
3. Someone yells at you
4. Someone blames you for his or her mistake
5. Someone hurts your feelings
6. Someone treats you in a nice way (respect)
7. Someone does not listen to you
8. Someone suggests to you how to dress

9. Getting pushed or shoved
10. Someone makes fun of you
11. Someone makes you feel safe
12. You trust someone and that person trusts you
13. Someone makes you feel good
14. Someone does nice things for you
15. You feel loved by someone
16. Someone respects your feelings
17. Someone makes you feel sad
18. Someone pulls your hair
19. Getting forced to do something you do not want to
20. Getting told to take off your clothes when you do not want to
21. Having fun with friends
22. Someone telling you a lie

7.

## HEALTHY FRIENDSHIPS / MAKING FRIENDS

**A friend is someone you can trust.**

**A friend is someone you can talk to about things,**

**someone you can be yourself with,**

**someone who is nice to you,**

**someone who listens to you,**

**someone who doesn't hurt you.**

**What does a friend mean to you?**

- 
- 
- 
- 

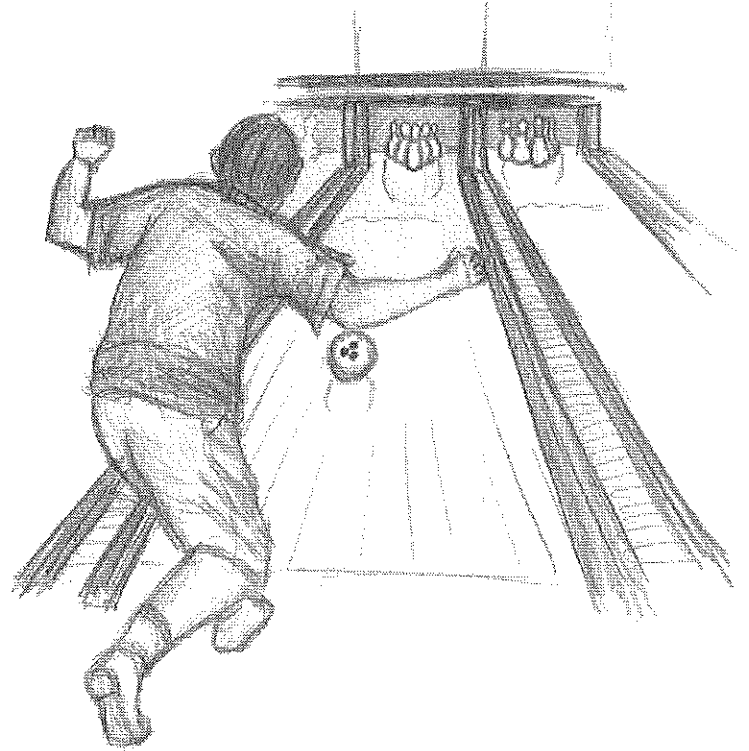
**Where did you first meet a good friend?**

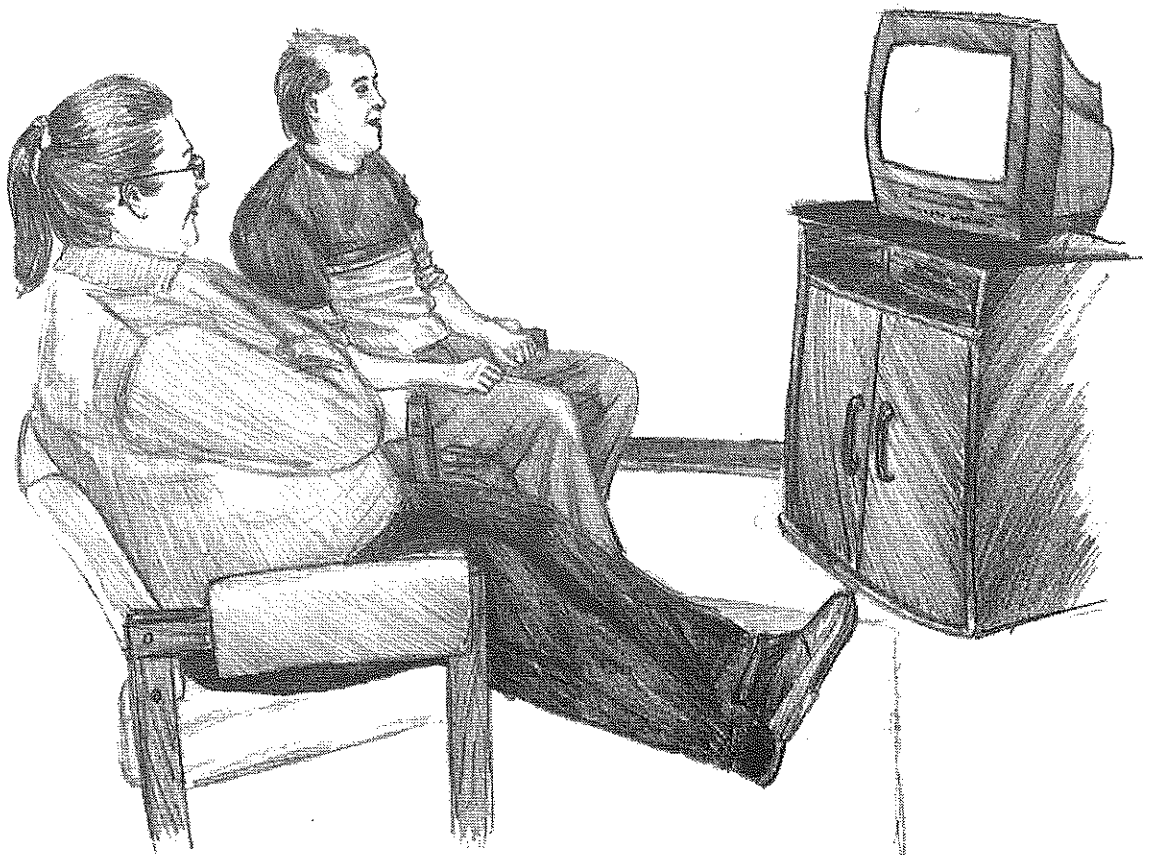
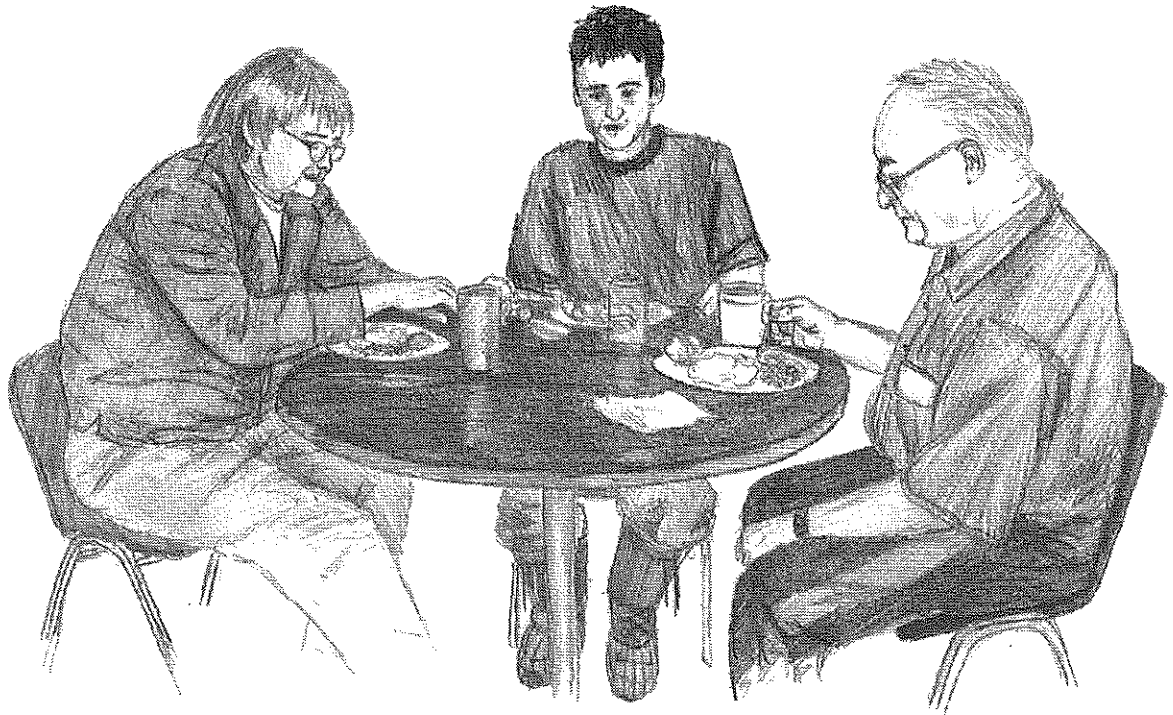
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**Where else can you go to meet new friends?**

- 
- 
- 
-

# HERE ARE SOME THINGS YOU CAN DO WITH YOUR FRIENDS















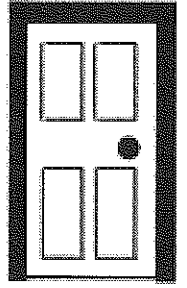
**What things can you do when you are together with your friends?**

- 
- 
- 
- 

**There are private things we may not want to share even with friends.  
It's okay for each of us to decide what we want to share.**

8.

## MY BODY



When we are growing up we go through many body changes.  
This is called puberty.

Some of these changes include:

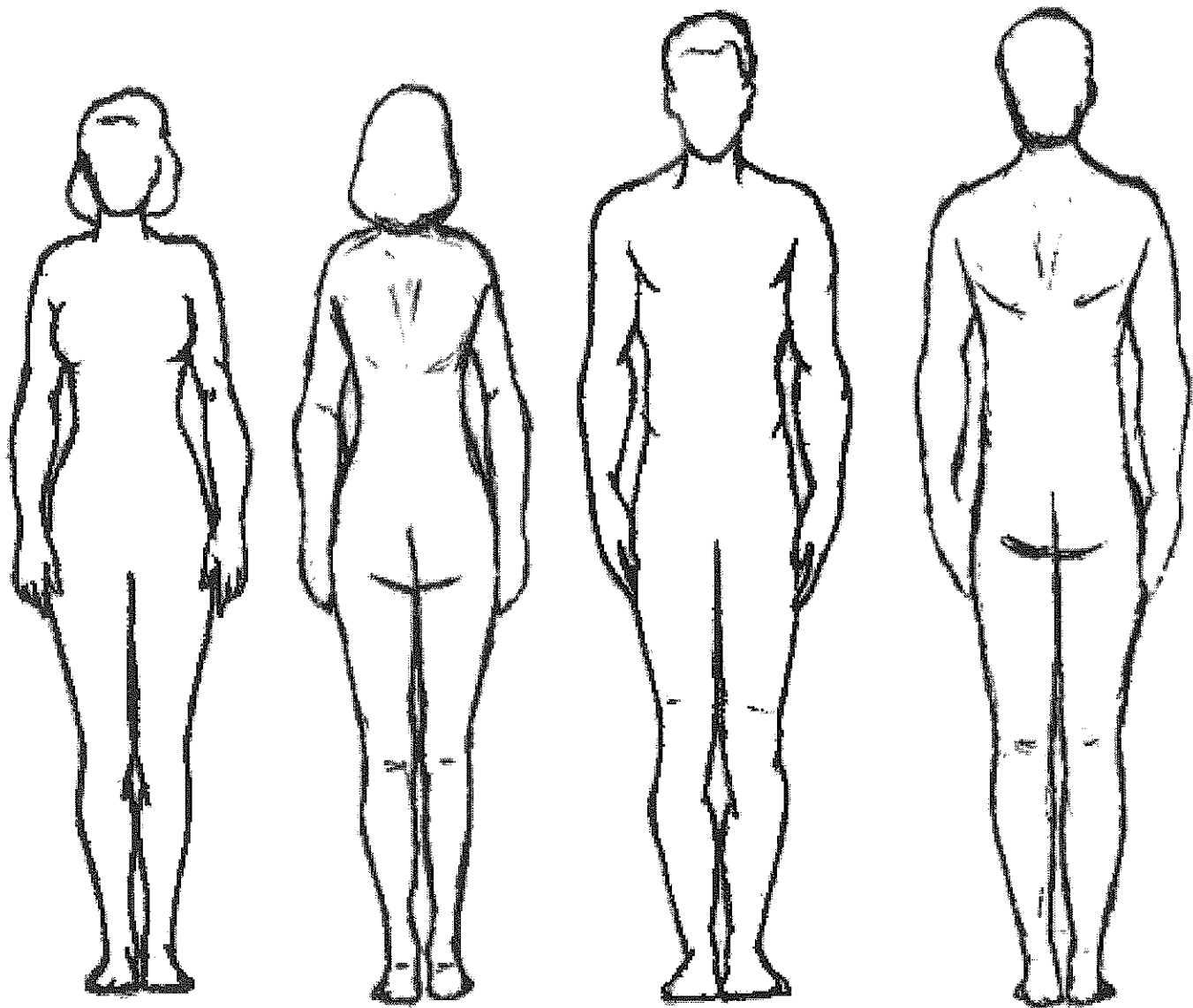
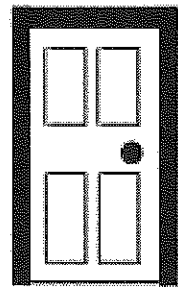
### FOR GIRLS

- Developing pubic and body hair
- Developing body odour
- Acne
- Developing breasts
- Menstruation or periods
- Hips getting wider

### FOR BOYS

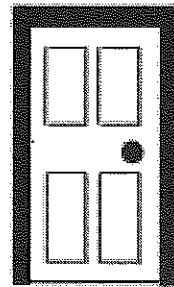
- Developing pubic and body hair
- Developing body odour
- Acne
- Voice gets deeper
- Shoulders broaden
- Erections happen more often
- Experience "wet dreams"

Draw and label as many parts of the body as you can.



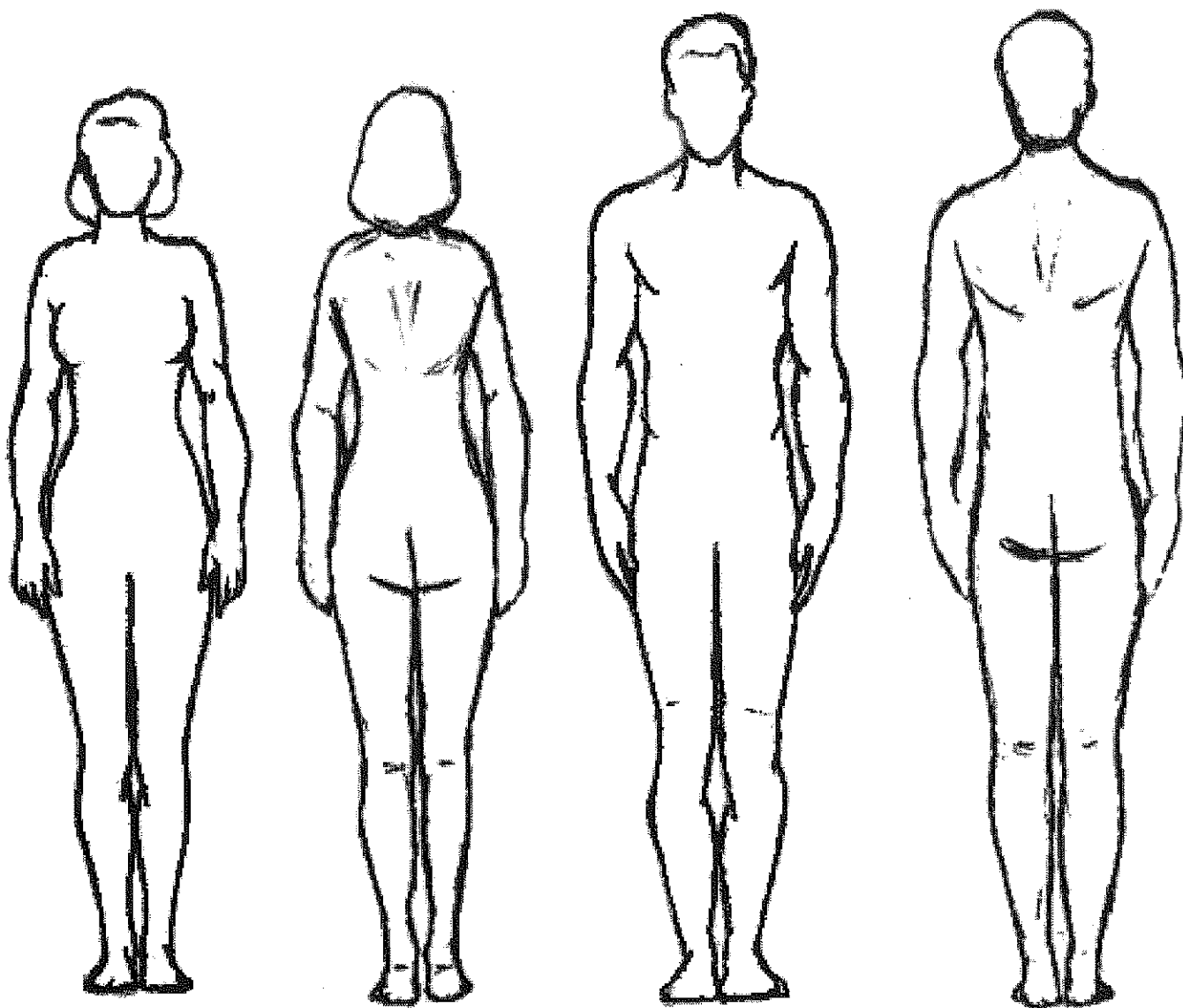
Here are some words that can help you: hair, ears, mouth, nose, facial hair, eyes, eyebrows, breasts, nipples, hands, bellybutton, penis, testicles, vulva, pubic hair, underarm hair, chest hair.

Your whole body is private but some parts are more private than others.



What are the most private parts of the body?

Colour in the most private parts of the body.



**We also go through changes in our feelings and emotions during puberty.**

**Some people start feeling attracted to other people. Some may have sudden changes in their moods.**

**These changes can sometimes be pretty scary but they are normal.**

**It's a part of growing up.**

**There may be times when certain people may need to see your private parts, such as doctors and nurses.**

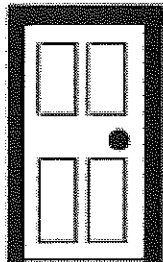


**During these times, if you feel uncomfortable or if you feel bad, talk to someone you trust about your feelings.**

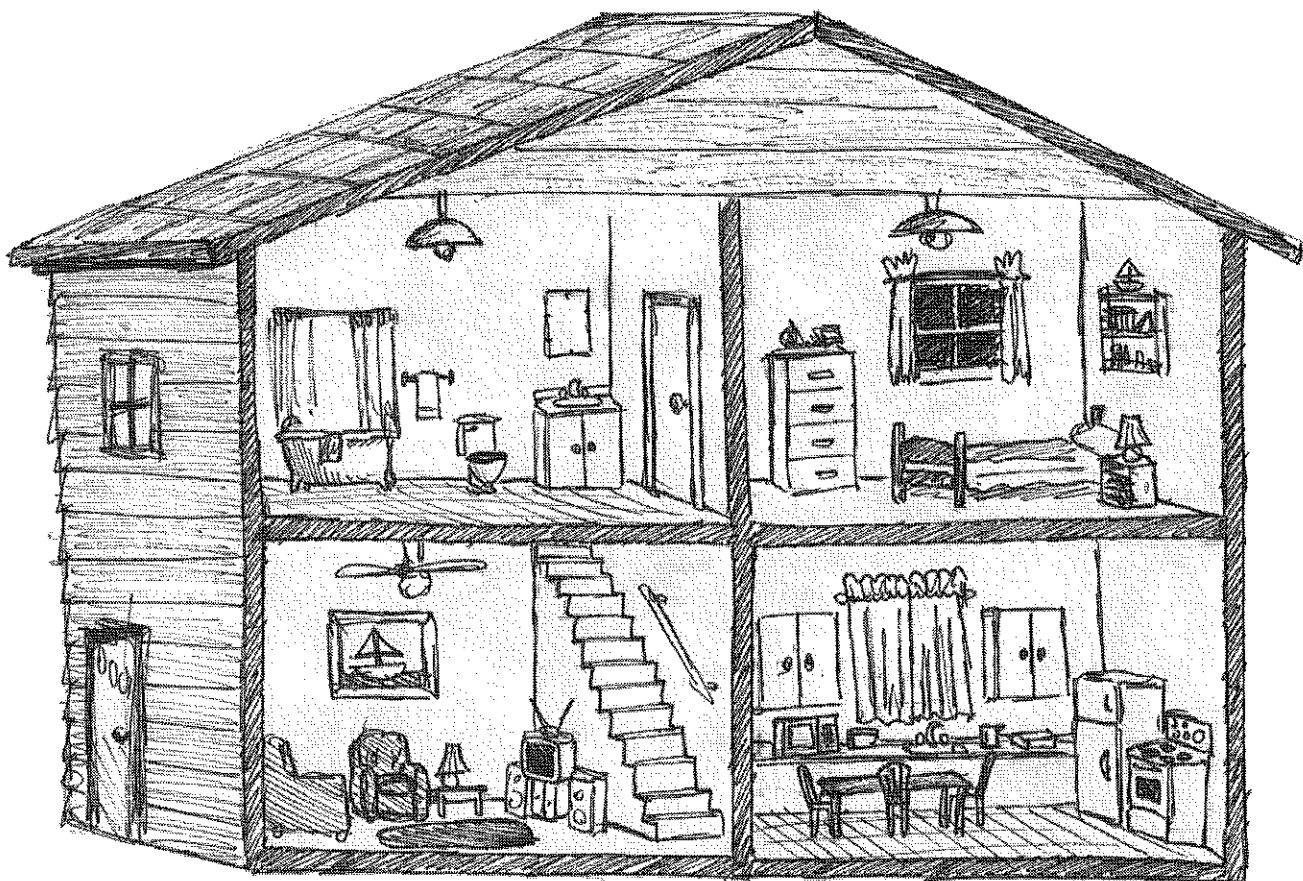
**I can talk to:** \_\_\_\_\_

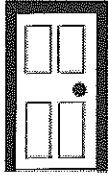
## MORE ABOUT PUBLIC AND PRIVATE

Let's talk about what we've learned so far about public and private.

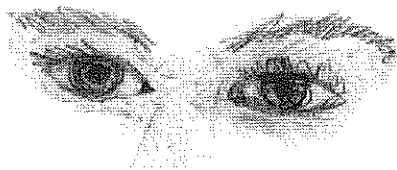
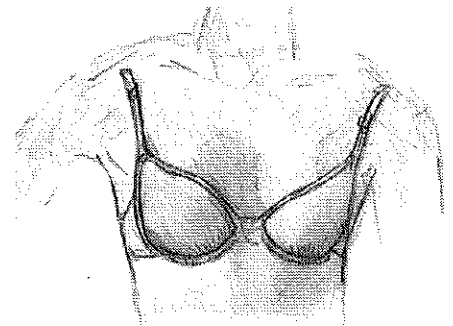
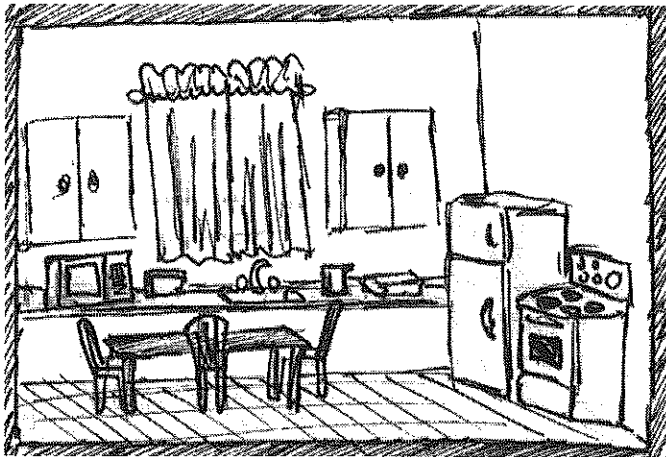
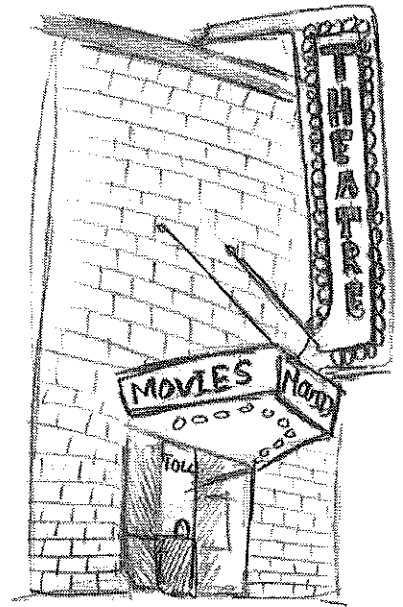
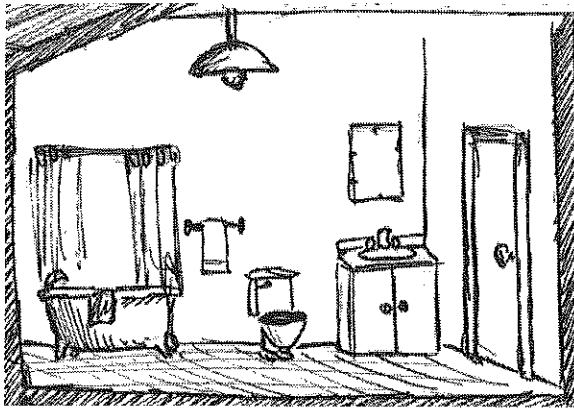


Where are the private places in your house? What makes a room private?

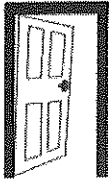




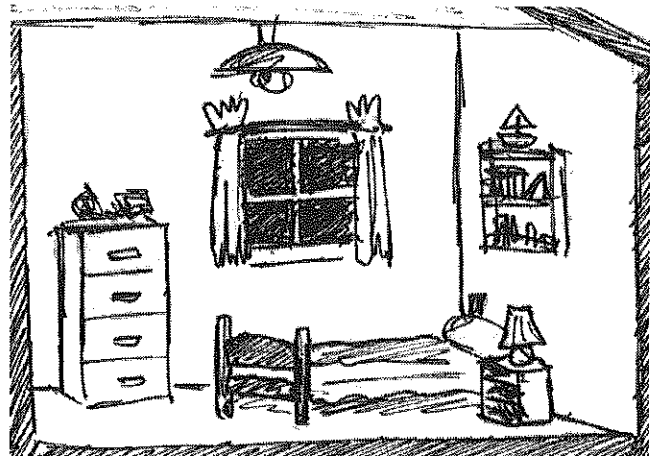
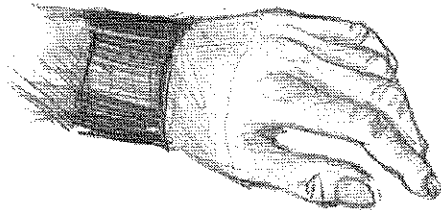
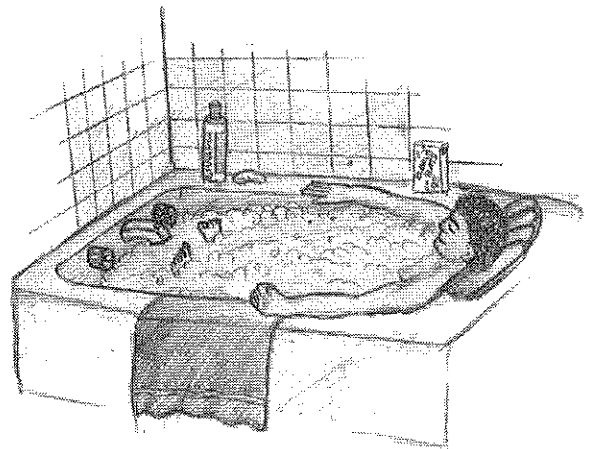
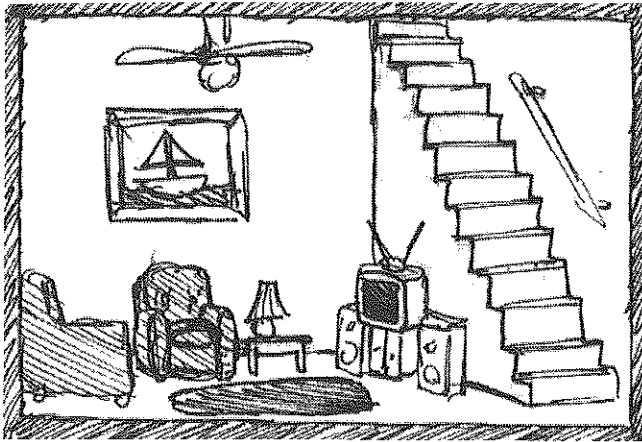
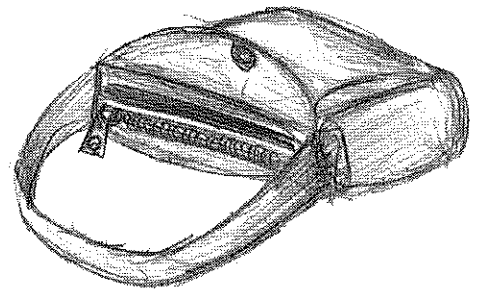
Please circle which pictures are private.







Please circle which pictures are public.



TRUE VS. NOT TRUE  
Facts and Beliefs

- ❑ A fact is based on something that is true. Like an apple is a fruit.
- ❑ A belief is based on an opinion, a feeling, or an idea. It may not be true.

For the examples below mark  for things that are true (facts), and mark  for things that are opinions and may not be true.

1. I can have my own bank account
2. I should tell people how much money I have
3. I can lock my apartment door
4. I am a woman/man
5. I bought you lunch so you have to kiss me
6. I should leave my door open when I'm changing
7. I can't have a boyfriend/girlfriend
8. I can call someone when I need help

9. I can get married
10. I can have a girlfriend/boyfriend
11. I can love somebody
12. Anyone can help me with my shower
13. Anyone can take me out for a coffee
14. I can have a friend
15. Somebody can love me
16. I can choose to go to the mall with someone
17. It's OK to be hurt by someone I live with
18. Anyone can touch my private body parts
19. If somebody hurts me and tells me to keep it a secret, I should *go*  
*tell* someone
20. If I see someone getting abused, I can report it to the police
21. I should have a fire escape route in my home
22. It's OK for someone to touch my penis/vulva if they give me  
money
23. It's OK to say *NO*

11.

NO BULL



Sometimes people say mean things to each other,  
or tease or make fun of them. That's rude!

When this happens it doesn't feel very nice.

It can make us feel badly about ourselves.

It can make us feel sad or hurt.

If someone teases you, it can help to remind yourself about things  
you like about yourself, things you are good at, and ways that you  
belong and are appreciated.

- I am a good person.
- There are things I am good at:

---

---

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- There are things people appreciate about me:

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**We are all part of our community.**

**Look at your collage on page 24 to help remind yourself of things you like, things you can do, how others appreciate you, and how you belong.**

## ASSERTIVENESS

**Being assertive means: to be able to tell and show how you feel so people listen.**

**It also means knowing when to say yes and when to say no.**

**Let's do the "No Bull" Rap:**

- **Someone tells you to get in the car with them, the answer is....**
- **Someone tells you to eat peanuts and you're allergic to them, the answer is....**
- **Someone tries to touch your penis without your permission, the answer is....**
- **Someone tells you to give them your money, the answer is....**
- **Someone tells you to call an ambulance when someone is hurt, the answer is....**
- **Someone tells you it's OK to leave your bedroom door open when you're changing, the answer is....**
- **Someone tries to touch your vulva without your permission, the answer is....**
- **Someone you live with is trying to hurt you, the answer is....**
- **You see someone getting beat up - do you call the police? The answer is....**
- **When I'm in trouble, I can call someone I trust. The answer is....**
- **Someone tries to touch your breasts without your permission. The answer is....**

13.

NO-GO-TELL: IT STOPS

If someone is not allowing you to have rights

If someone does not respect your body

If someone hurts you

SAY



NO



THEN



GO



# TELL



**Who can you tell?**

**Name:** \_\_\_\_\_ **Telephone:** \_\_\_\_\_

**Name:** \_\_\_\_\_ **Telephone:** \_\_\_\_\_

**Name:** \_\_\_\_\_ **Telephone:** \_\_\_\_\_

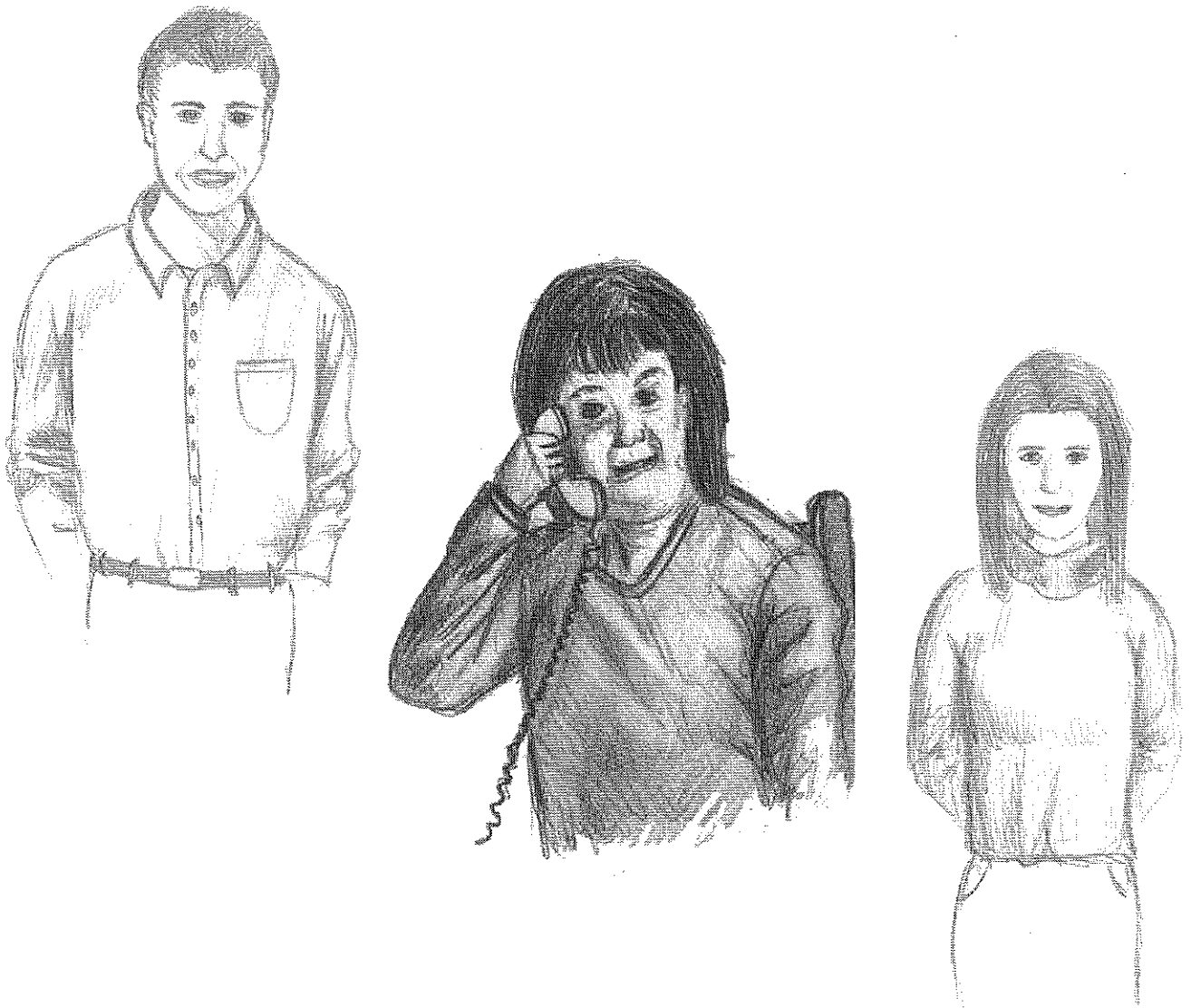
**Name:** \_\_\_\_\_ **Telephone:** \_\_\_\_\_

**Pavilion Family Resource Centre:** \_\_\_\_\_



# IT STOPS

If your "tell" didn't work, tell someone else on your list. Don't give up. Keep telling until someone listens.



14.

FEELING GOOD ABOUT ME

Self-esteem means how you feel about yourself.

Having a good feeling about yourself is important.

The more positive feelings you have about yourself, the higher your self-esteem.

What you think and feel about yourself can affect how you act.

When you feel positive about yourself, it is easier to meet new people and make friends.

Positive self-esteem can help you feel happier.

It can give you strength and courage when you are having a bad day.

It can give you confidence to try new things.

It can help you make healthier choices and take better care of yourself because YOU ARE IMPORTANT!

Each person is special.

Each person is different.

There is no one else in the world like YOU!

We are all equal.

Think of someone you admire.

What are some qualities or positive things you admire about them?

Is he or she a good listener? Generous? Caring? Helpful?

Write down some positive things about yourself:

- 
- 
- 
- 
- 

Think about things you can do.

Different people are good at doing different things.

Here are some examples of things that different people might be good at:

- Playing baseball
- Swimming
- Being a good listener
- Telling jokes
- Making paper airplanes
- Helping others
- Smiling
- Asking for help

What are some examples of things you are good at?

- 
- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

Name some activities that you enjoy doing.

- Singing
- Fishing
- Talking to a friend
- Going for walks
- Listening to music
- Collecting things
- 
- 
- 
-

Do you take time to do something you enjoy each day?

Make a plan to do something you enjoy each day:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday



Do you take time to do something you enjoy each day?

Make a plan to do something you enjoy each day:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

**Do you belong to any groups or clubs or teams?**

**What does the word 'belong' mean to you?**

**Feeling you belong gives you positive self-esteem.**

- Supper club**
- Church group**
- Sports team**
- Family**
- Group of friends**
- 
- 
- 

**Are you interested in learning new things?**

**Trying something new can also help you feel good about yourself.**

- Trying a new recipe**
- Drawing a picture**
- Making a craft**
- Learning something new at work or school**
- 
- 
-

**Think of a time when you felt appreciated.**

**Tell, draw a picture, or write about a time when someone else thanked you for helping, or told you what a great job you did.**

**What are some compliments you have been given - nice things that other people have said about you?**

- 
- 
- 
- 
- 

**Think of ways you can show someone else you appreciate them:**

- Smile
- Tell someone when they do a good job
- Tell someone when they are helpful
- 
- 
-

15.

I AM WHO I AM

**VERSE 1** I AM ME, I AM AND I BELONG  
I AM FREE WITH MY ABILITIES  
TO HOPE AND BE STRONG, THE WILL TO CARRY ON  
JE SUIS QUI JE SUIS, I AM WHO I AM

**CHORUS** LEND US YOUR EARS, OPEN YOUR HEARTS  
OPEN YOUR EYES TO SEE WHO WE REALLY ARE  
JE SUIS QUI JE SUIS, I AM WHO I AM

**VERSE 2** SOMEWHERE INSIDE, THERE'S LOVE THAT CAN GROW  
AS HARD AS I TRY, I WANT YOU TO KNOW  
THAT WE CAN BE, ONE FAMILY  
WORKING TOGETHER, HELPING EACH OTHER

**BRIDGE** LEND US YOUR EARS, OPEN YOUR HEARTS  
OPEN YOUR EYES TO SEE WHO WE REALLY ARE  
JE SUIS QUI JE SUIS, I AM WHO I AM  
AS HARD AS I TRY, I WANT YOU TO KNOW  
THAT WE CAN BE, ONE FAMILY  
LEND US YOUR EARS, OPEN YOUR HEARTS  
OPEN YOUR EYES TO SEE WHO WE REALLY ARE  
JE SUIS QUI JE SUIS, I AM WHO I AM  
AND I WILL SURVIVE ON MY OWN BECAUSE I BELONG

Written by: Cindy Gervais and Josée Gauvreau



## Appendix A

### REFLECTIONS FOR LEADERS

The Project S.A.R.A.H. Abuse Prevention Workbook provides a framework from which group facilitators may build upon central prevention principles to guide and strengthen self-advocates' abilities to promote personal safety. This framework requires a dynamic process to be effective. As the advisory committee learned throughout the development of this workbook, it is the process and not the product itself that brings results. For this reason, at this time we offer "Reflections for Leaders" rather than a "Leader's Manual". We believe that there are valuable lessons to be learned from those who follow up on the Project S.A.R.A.H. initiative – those who implement and participate in the lessons provided within the workbook framework. The advisory committee invites self-advocates and facilitators who use this workbook to provide feedback on their learning experiences and approaches that they have found enrich the lesson framework. Through this process, the Project S.A.R.A.H. Advisory Committee plans to develop an accompanying Leader's Manual. The following guidelines offer a starting point from which to embark on your journeys.

#### General Principles:

1. Obtain informed consent from group participants prior to initiating the abuse prevention classes. It is important for parents/agency supports to be supportive of the concepts being taught: do not set up self-advocates to assert themselves in environments where their rights are not acknowledged or honoured. Both Community Living Temiskaming South, and Community Living Kirkland Lake have adopted the "Bill of Rights" as agency policy.
2. Work with a co-facilitator. Partner with a counselor from your local sexual assault center when possible.
3. Be familiar with course materials and organize resources prior to class.
4. The goal of this workbook is prevention, not treatment. It is important to recognize the signs of abuse, and to have knowledge of your community resources so that if you encounter someone in need of treatment, you are able to help obtain necessary services. In the Temiskaming region, reference 'The Warning Signs Booklet' developed by Community Living Kirkland Lake and included with this workbook.
5. Know how to respond to a disclosure of abuse. Reference *Appendix (B): General Guidelines for Responding to Abuse Disclosures*. Be aware that it is not uncommon for an individual to disclose a 'pretend' scenario as a preface to an actual situation, to explore whether (s)he can trust you to listen and help.
6. Class time is for teaching and learning, not problem-solving specific individual concerns: recognize when to redirect someone in need of specific supports to talk to you after class in private, not within the group setting.
7. It is preferable that group leaders do not have the dual role of providing personal direct care to the participants.

8. Be sensitive to the dynamics and comfort levels within each group. Invite participation but do not prod. Remember that respect provides the foundation for self worth and assertiveness – key elements in abuse prevention.

9. Pace the delivery of new material according to the learning styles of your group members. Incorporate repetition of key points, and augment the lesson framework with additional activities, visual materials, role plays, and discussion.

10. Reinforce key concepts as opportunities arise. For example, when running the class reinforce public/private concepts by discussing public or social information in a larger circle, and move in closer to a smaller circle to discuss private issues. Always end the class in the public circle to help make the transition from the session. If someone discusses private issues in the public circle – STOP – ask them to think it over – “hold on: is that a public issue or a private issue”. Discuss and use the teachable moment.

11. Incorporate ‘wrap-up’ activities at the end of each segment/chapter. Make it fun! (For example, make spider’s web with ball of yarn passed from person to person, and keep a balloon in the air through group effort etc.).

The chapters in the Project S.A.R.A.H. workbook have been developed to address various components of personal safety skills: awareness of personal rights, self-worth, communication of feelings, recognition of healthy and unhealthy behaviours, building friendships, language about bodies, discriminating between opinions and facts, assertiveness, how and where to get help.

### **1. *Group Rules***

Goals: to establish an atmosphere of respect, and set the boundaries for the class.

Approaches: You may find it helpful to print each rule on poster paper and promote discussion – invite people’s ideas on what is meant by each rule and give examples. This session may also include ‘housekeeping’ information – where the bathrooms are, when to expect breaks (provide snacks) and so on. Start each subsequent session with a review of the group rules. Make classes fun!

### **2. *Bill of Rights***

Goals: to promote learning and discussion about personal rights, and the effects personal decisions have on others so that people learn how to discriminate when to assert themselves, and when to ‘comply’ or prioritize another’s needs.

Approaches: Discussion is very important. Ask for and provide lots of examples. Write people’s ideas on poster paper. This section may take several sessions.

### 3. *Who Am I?*

Goals: to introduce the concepts of public and private; to reinforce personal right to privacy; to build self-awareness.

Approaches: Invite people who are comfortable doing so, to share their public information and/or their funny or happy memory with the group. Celebrate each person's uniqueness! For those who choose to keep private, honour their choices and take the opportunity to reinforce personal rights and privacy: celebrate their strengths in asserting themselves. Promote discussion about the consequences of keeping various things private or making them public. Write people's ideas on poster paper. Make separate piles for public information and private information. After discussion of the consequences of sharing different types of information, invite participants to take turns putting each paper in the appropriate pile. For those who don't choose to draw or write about a funny or happy memory, suggest a picture of their favourite food, game, TV show, animal, flower, or other neutral topic.

### 4. *Feelings*

Goals: to build self-awareness by accepting feelings as a normal part of every person; to recognize and communicate the four core feelings; to realize that each person is the expert on their own feelings; and to identify personal strategies for handling uncomfortable feelings.

Approaches: Reinforce recognition of feelings through games and activities which also promote the awareness that we can only guess how another person feels, we can't know unless we ask. Have each person state out loud "I am the expert on how I feel". Explore different strategies for handling uncomfortable feelings, and support each person in recording in their own workbooks things that work for them, people they can talk to and so on. Remember that the class function is to teach personal safety approaches, not provide treatment: if someone is in need of additional individualized attention with respect to developing coping skills, speak to them in private about where to get help and facilitate a referral if desired by the individual.

### 5. *Healthy and Unhealthy Behaviours*

Goals: to recognize situations that have abuse potential; to reinforce personal rights; and to practice assertiveness skills.

Approaches: Teach awareness of *strange behaviour*, of someone acting strange, rather than fear of strangers or specific places. Incorporate discussions about different situations – "Isn't it strange when...someone you don't know wants to...give you candy/give you a ride" etc.. Teach how to ask questions when something doesn't make sense. Practice with role plays. Teach what makes a place or person safe or unsafe (the context) rather than what is a safe or unsafe place or person. Discuss solutions, 'what to do when' faced with strange behaviour. Problem solve together. Practice with role plays. Add to the list provided with participant's ideas

## 6. *Healthy Friendships/Making Friends*

Goals: to identify the qualities of healthy friendships, how to make friends, where to meet friends, activities that friends can do together, and that it is okay to have private things and private time that you do not want to share, even with friends (how to be a friend to yourself). Developing healthy friendships with others and with ourselves can protect us from abusive relationships.

Approaches: Promote discussions and examples of healthy friendships. Write down ideas provided by the group. Discuss the pictures provided: what are these friends doing together; what kinds of activities do you enjoy doing by yourself (public not private information here!). Invite participants to draw their own pictures. Role play ways to greet people, start a conversation and so on. Plan and have a social event together – a meal or outing for example.

## 7. *My Body*

Goals: to teach language enough to recognize and report if being hurt/abused; to teach that the whole body is private, but some parts are more private than others; to emphasize right to privacy – no *telling* without permission, no *seeing* without permission, no *touching* without permission; to provide basic information about the changes to our bodies that occur during puberty; to teach that there are some situations when someone may need to see our private parts; to identify someone each person is comfortable talking to about personal concerns.

Approaches: Reinforce privacy concept by moving into the smaller private circle. Be sensitive to the comfort level of the group. Keep in mind this section is not intended to provide sexuality education but rather the language and awareness to enable reporting. Incorporate concept of permission, emphasizing no *telling* without permission, no *seeing* without permission, no *touching* without permission. Generate examples through discussion: what if ...someone wants to watch you change/wants to tell someone you're having your period/wants to touch your breast while helping you put your blouse on.....is that okay or not okay. Why or why not (get at permission concept here, while reinforcing right to privacy). Identify times when it is helpful to give permission – check-up at the doctor's office. Support each person in identifying someone (s)he is comfortable talking to about personal concerns. If a participant needs more detail about relationships and sexuality, meet with them outside of the group setting to suggest a referral to a socio-sexuality education class.

## 8. *More About Public and Private*

Goals: to reinforce concepts of public and private by reviewing material from the 'Who Am I' and 'My Body' chapters; to identify what features distinguish a private from a public place.

Approaches: Review the concepts of public and private through discussion and activities. Return to pages in the workbook with open and closed door icons: review personal right of privacy and giving permission, concepts of seeing/telling/touching. Ask participants for examples of private and public behaviours (brushing teeth, combing hair, clipping nails, shaving, shaking hands, having coffee together and so on) and write each on poster paper. Have participants take turns to put each in appropriate pile. Look for examples of places/things in magazines and catalogues, cut out, and sort into piles and so on. Use the picture of the house, and the other activities provided to initiate discussion on what makes a place public or private. Be alert to teachable moments: one

person may suggest a bedroom is private if the door is closed, and another may disagree, noting that the curtains must also be closed.

### 9. *True vs. Not True*

Goals: to teach participants to question things that don't make sense, through an understanding that not all things people tell them are true; to reinforce personal rights.

Approaches: Promote discussion of the items provided (why/why not scenarios, what helps you know the difference, do all people have the same beliefs etc), as well as generating additional examples from the group. Where applicable, refer back to the Bill of Rights and reinforce.

### 10. *No Bull*

Goals: to reinforce a positive self-concept in the face of prejudice.

Approaches: Teach the reality that some people are mean and rude. Put into context of previous chapter (just because someone says something doesn't mean it's true). Promote recognition and affirmation of positive qualities.

### 11. *Assertiveness*

Goals: to understand what being assertive means; to discriminate situations/times when it is important to be assertive; to provide opportunities to practice being assertive.

Approaches: The 'No Bull Rap' is a popular activity, borrowed (with thanks) from Dave Hingsburger. Have fun! Read each statement and have the group answer yes or no. Encourage participants to 'shout it out'! Invite additional ideas for yes and no scenarios.

### 12. *No-Go-Tell: It Stops!*

Goals: to reinforce personal rights; to promote assertiveness (NO); to establish a plan of action (GO); to identify where to get help (TELL); to reinforce the importance of persistence in getting help until the abuse stops.

Approaches: Review personal rights, our bodies are private (no telling/seeing/touching without permission). Practice saying "NO" and walking away. Review community resources. Support each participant in identifying in their own workbook people/places (s)he can call for help. Record the telephone numbers. Practice dialing the telephone numbers and asking for help. Reinforce the importance of telling until someone listens and the abuse stops. Make it very clear that if something 'bad' happens, it is *never* the victim's fault. For this session it is recommended that you invite counselors from your local sexual assault center to participate.

### **13. *Feeling Good About Me***

Goals: to promote positive self-affirmations through recognition of each person's strengths and qualities; to identify activities which can build self-esteem; to practice giving and receiving compliments; to develop a plan to incorporate enjoyable experiences into daily living; to celebrate each individual.

Approaches: Several sessions are recommended for this section. Use the outline provided in the workbook to generate ideas. Incorporate activities – make collages/scrap books, play games, practice giving and receiving compliments, invite each person to have a “bragging session” where participants each talk about something they're proud of/interested in - a special interest/hobby, etc. (use an egg-timer set at 8 or 10 minutes to make sure each person gets fair time).

### **14. *I Am Who I Am***

Goals: to reinforce that each person is important and to build community.

Approaches: Invite ideas from group members for celebrating 'graduation': Plan a games day, host a dance, have a gift exchange, plan a community event or fundraiser for your local hospital, charity, People First group etc.....It is for the self-advocates to decide. Have fun!

## Appendix B

### GENERAL GUIDELINES FOR RESPONDING TO ABUSE DISCLOSURES

1. Familiarize yourself with your workplace policies and reporting procedures prior to beginning classes.
2. In the event that someone begins to share personal information in the group setting about being abused, stop – “hold on- this sounds private. Let’s go talk where we have privacy”. The co-facilitator can carry on with the group while you meet with the individual.
3. Advise the person right away that you will have to tell someone.
4. Listen. Remain calm. Don’t look shocked or overreact. Reassure the person that what happened was not his or her fault.
5. **DO NOT ASK QUESTIONS.** Be an active listener, but do not introduce new information through suggestive or leading questions. This can ruin the outcome of an investigation.
6. Document what the person says, and what you say.
7. Report the situation immediately according to your workplace policies and procedures, or where possible, assist the individual to report.
8. Ensure the person is safe.

**Appendix C**

**CONTACT INFORMATION**

The Project S.A.R.A.H. Advisory Committee encourages your feedback:

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