



Teacher Orientation Booklet 2017

*This booklet condenses information from the Educational Toolkit to support teacher training. Please see the Educational Toolkit for full resource lists.

Includes a History and outline of Far From the Heart
Pre-show Activities
Disclosure Guidelines and Responses
Post-show Activities
Teacher Feedback Report

Far From The Heart

Introduction and History

Far From the Heart was developed in 2006 through workshops with teens in Grey and Bruce counties. The goal was to create a forum theatre presentation that would address the issues of relationship abuse, sexual assault, and healthy relationships while reflecting the realities of rural youth. The play has since been translated into French as **Loin du Cœur** and toured 8 times.

As a medium, forum theatre addresses social issues by dramatizing problematic scenarios and then allowing the audience to take the place of different characters, intervening at key points in the plot, trying different solutions that will ideally create more positive outcomes. As members of the audience take the places of characters, they both rehearse for real life situations and provide fodder for a community conversation about issues and possible strategies to address them. After each intervention, the show's host (we call them a Joker) guides a conversation about the ideas presented, what worked, and what didn't.

Far From the Heart specifically addresses relationship abuse, sexual assault, party safety, gender expectations, consent and healthy relationships through the lives of four characters. Those four characters (two guys and two girls) are teens navigating social pressures, relationship expectations, and self-confidence issues on the night of a big party. Those pressures culminate in a sexual assault that is not portrayed graphically.

Because Far From the Heart addresses sensitive issues, the presentation process is more involved than most visiting performances. The process includes pre-show activities to prepare students to discuss these sensitive issues (the activities serve as an extended trigger warning), the performance and debriefing conversations with facilitators from local resources on the day of the play, and suggested follow-up activities with curriculum tie-ins to support ongoing learning and dialogue about these issues. Here's a break-down of the process.

Days Before the Play

- Distribute and complete the relationship reflection activity. If time allows, you may choose to take up answers as a class. (10 min)
- Lead the On the Street Interview activity for group reflection. (30 min)
- Clearly explain that the presentation is about sexual assault, relationship abuse, and healthy relationships and reiterate audience expectations. (5 min)

Day of the Play

The presentation is scheduled to be roughly 2 hours long but it is sometimes possible for the debriefing conversation to continue as time and your schedules allow.

- 30 minute problem play
- 60 minutes for audience intervention
- 5 minute transition to debriefing locations
- 30 minutes for small group debriefing

After the Play

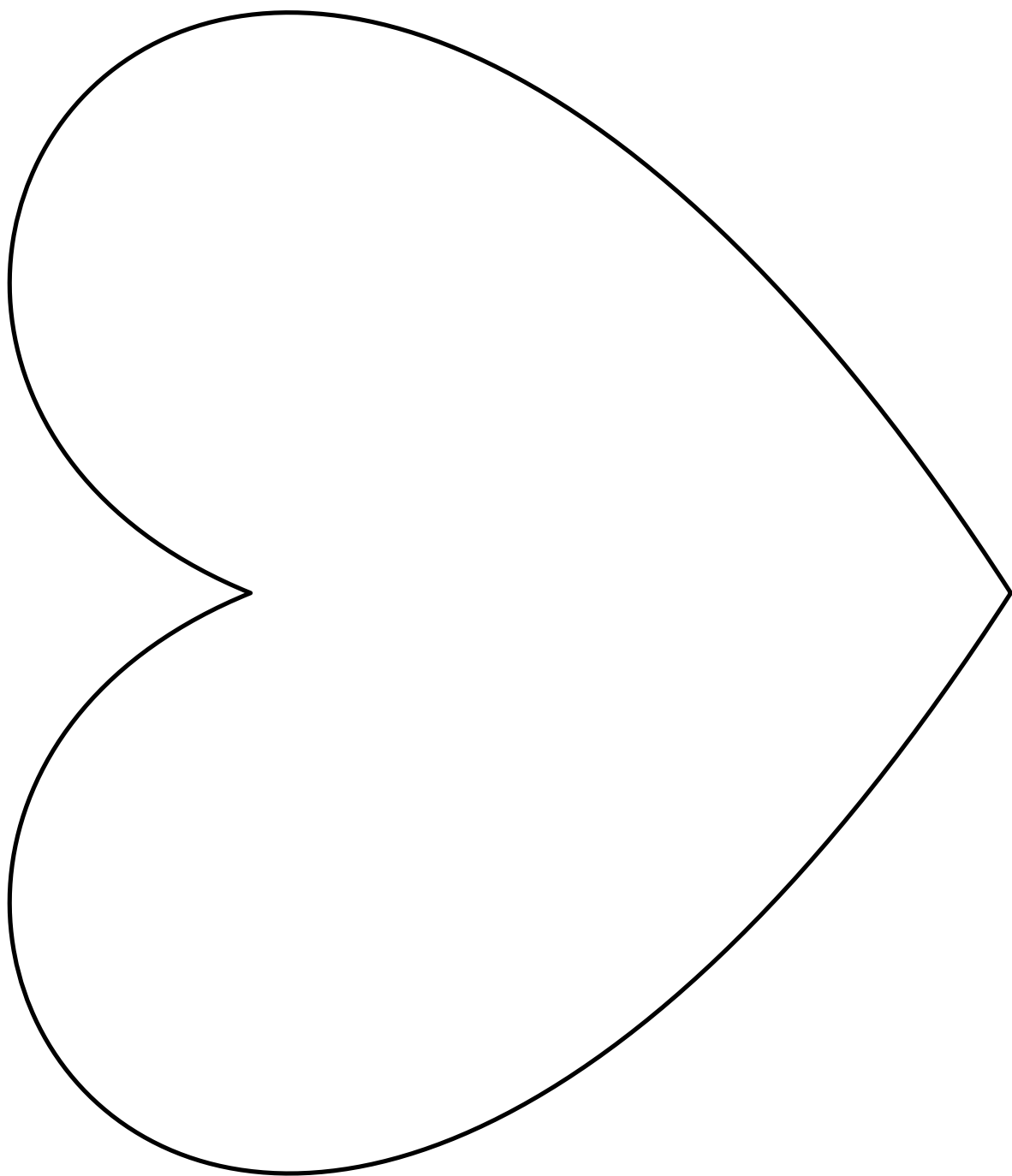
As you can, use activities suggested in the Educational Toolkit to continue the conversation and encourage your students to actively promote healthy relationships and undermine violence in their communities. Please see the Educational Toolkit for a full list of curriculum tie-ins.

Relationship Reflection

The heart on the back of this page represents a relationship. Fill the centre of the heart with feelings, behaviours, and actions that you would want in a relationship. Use the space outside of the heart to list feelings, behaviours, and actions that you would not want in a relationship.

You can copy words and sentences from the list below or come up with your own. This activity is only for you; please don't compare answers while you're working.

AFFECTION	INTIMACY
ALWAYS KNOWING WHERE EACH OTHER IS	ISOLATION
BLAME	JEALOUSY
CARING	KINDNESS
COMPLIMENTS	LIES
COMPROMISE	LOVE
CONFIDENCE	LOYALTY
CONSENT	MAKE EACH OTHER FEEL GOOD
ENCOURAGES UNHEALTHY CHOICES	MAKES ME CHANGE MY BODY
ENCOURAGES MY HOBBIES	MAKING DECISIONS TOGETHER
FAITHFULNESS	MIND GAMES
FEAR	ONE PERSON MAKES ALL THE DECISIONS
FEELING HUMILIATED	PHYSICAL VIOLENCE
FORCING YOU TO DO THINGS WHEN YOU DON'T WANT TO	PUTS DOWN MY FRIENDS OR FAMILY
FUN	RAPE
GET ALONG WITH EACH OTHER'S FRIENDS	RESPECT
GET ALONG WITH MY FAMILY	RESPONSIBILITY
HANGING OUT	SHARE INTERESTS
HAVE TO GO EVERYWHERE TOGETHER	SHARE SECRETS
HEALTHY CHOICES	TAKING TURNS MAKING PLANS
HONESTY	TELLS MY SECRETS
I ALWAYS PAY FOR THINGS	THE PERSON WHO PAYS GETS TO MAKE DECISIONS
I DECIDE WHAT THEY WEAR	THEY ALWAYS PAY FOR THINGS
I FEEL GOOD ABOUT MYSELF	THEY DECIDE WHAT I WEAR
I FEEL SAFE	THEY FEEL SAFE
I FEEL SELF-CONSCIOUS WHEN WE HANG OUT	THEY FEEL SPECIAL
I WORRY THAT I'M NOT GOOD ENOUGH	THREATS
I FEEL SPECIAL	TRUST
THEY INSULT ME OR MY FRIENDS	UNWANTED TOUCHING
INTEGRITY	WE CAN SAY WHAT WE THINK
INTIMIDATION	WE SHOW WE CARE BY ____
	WE LISTEN TO EACH OTHER
	YELLING



This is What I Think

In your opinion, are the following statements true or false?

1. People who are sexually assaulted often feel they have caused the attack in some way.
☐ True ☐ False
2. If a guy pays for a date, he deserves sex.
☐ True ☐ False
3. All unwanted acts of a sexual nature are sexual assault.
☐ True ☐ False
4. The way a man dresses is related to his chances of being sexually assaulted.
☐ True ☐ False
5. The way a woman dresses is related to her chances of being sexually assaulted.
☐ True ☐ False
6. Unless physically harmed, a sexual assault victim will not suffer any ill effects.
☐ True ☐ False
7. Men cannot be raped.
☐ True ☐ False
8. Men only rape women.
☐ True ☐ False
9. If a girl has already had sex, she cannot be raped.
☐ True ☐ False

10. There is something wrong with me if I don't want to have sex.
☐ True ☐ False
11. Most sexual assaults are committed by strangers.
☐ True ☐ False
12. Victims of sexual assault are expected to disclose the details of their assault in counseling.
☐ True ☐ False
13. If a girl doesn't fight back, it is not date rape.
☐ True ☐ False
14. Sexual assault is an impulsive, uncontrollable act of sexual gratification.
☐ True ☐ False
15. It is a crime to have sex with someone if they are passed out.
☐ True ☐ False
16. If a girl is alone in a boy's house, she is consenting to sex.
☐ True ☐ False
17. A girl can be raped by her boyfriend.
☐ True ☐ False
18. Having sex with someone proves you love them.
☐ True ☐ False
19. Sex drive is a part of our human nature and therefore difficult to control. As a result, we are not really responsible for our sexual behaviour.
☐ True ☐ False

Multiple Choice: Choose the answer(s) that make the most sense to you

20. What is the time limit for reporting sexual assault to the police? (Choose one)

- ☐ 2 days after the assault ☐ 2 weeks after the assault
☐ There is no time limit

21. The decision to have sexual intercourse should be made... (Choose one)

- ☐ By the man ☐ By both people
☐ By the woman ☐ Depending on whether the two people can support a baby if the woman gets pregnant

22. You can help a friend who has been sexually assaulted by... (Choose all that apply)

- ☐ Keeping the secret ☐ Calling the police
☐ Believing them and supporting them ☐ Thinking they might have said "no" but really meant "yes"

23. If someone is unsure about what to do in a sexual situation, they should... (Choose all that apply)

- ☐ Ask a friend about it later ☐ Go with the first instinct that they have
☐ Look for advice on the internet ☐ Talk to the person they are with and let the other person know that they are unsure

24. I would feel comfortable talking about sex with... (Choose all that apply)

- ☐ My teacher ☐ Another school staff member (e.g., counselor) ☐ Nobody
☐ A professional in the community ☐ A friend ☐ My mother and/or father

25. Who would you feel comfortable talking to if you have been sexually assaulted?

- ☐ My teacher ☐ Another school staff member (e.g., counselor)
☐ A friend ☐ My mother and/or father
☐ The police ☐ A professional in the community
☐ Nobody ☐ Unsure

26. Which three things can I do to make the most positive impact on the way others are treated? (Choose three)

- ☐ Treat each other with respect ☐ Not tell sexist jokes
☐ Challenge peers who use degrading language ☐ Have a safety plan when going to a party
☐ Check the way we talk to our friends about dating or hooking up
☐ Avoid pornography (internet, magazine, movies, etc.)
☐ Treat others how I want to be treated ☐ Understand that girls and women have the same rights over their body as boys and men

To what extent do you agree with the following statements?

27. My teacher has provided me with support regarding healthy sexual relationships.

- ☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

28. If I wanted to report a sexual assault or occurrence of sexual violence, I would know what to do.

- ☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree

On-the-Street Interview

Method: Participatory Education

You get to role-play as a “news reporter” gathering information. Why? This puts you in a slightly different role than ‘the teacher’, freeing up the students, especially at the beginning of the exercise. You help to keep things rolling. Yes, this works with high school students too but if you want to approach the exercise in a non-game-playing way, that’s fine as well. It works both ways.

Purpose:

- To enable free discussion and gather students’ opinions on controversial topics in a safe environment.
- To get the students thinking about the issue and their responses to it before going to the presentation.
- To prepare them for the forum.

Resources to Prepare: Three (3) signs: Agree, Disagree, Neutral

Agree and Disagree are posted on opposing walls of the classroom. Neutral is placed in the centre.

Provided Resources:

A list of strong statements that will elicit differing responses is provided.

Instructions:

One person plays the role of the “on the street news reporter” (this is probably the teacher) equipped with pretend microphone and pretend camera person. Sets up the concept and rules of play.

Script for set-up goes something like this:

“So-and-so here from Local News on a very important assignment. I’m here on the street today to collect opinions from students at (name of your school)....

You will notice that this room is designated into three areas: Agree, Disagree, and Neutral/Unsure. Signs on the walls mark the first two. (Point them out). Neutral is in the middle of the room.

I’m going to read a statement. Based on your personal opinion, after I’ve read the statement, go to the area of the room that best represents your response. If you have no opinion, come to the middle of the classroom, which is the Neutral area. Once you’re all assembled, discuss your opinion with the others there. You’ll have about <however many ~ 5 - 8> minutes to talk this over. Make sure everyone’s opinion is heard. Then I’ll be coming around to capture your group statement for Local News. Each group will assign one spokesperson to speak to Local News on their behalf.”

Read the first statement. Pause. Read it again.

Remind them to go to the area that matches their opinion.

Visit the groups to make sure that discussion is going well. Stay in character (as much as is humanly possible).

Keep time. Make sure that this is a collection of opinions more than a discussion or debate of right and wrong ideas.

Go around to the groups near the end of the time period and ask if each has designated a spokesperson who will speak for them. Ask the spokesperson to come up with a consolidated statement on behalf of the whole group.

(Usually this will lead to the spokesperson checking with the group to make sure they've got something appropriate to say. At the end of the time limit, call their attention back.)

Go to each group as the reporter.

Ask for the spokesperson (even if you know already).

With the first group, repeat the statement. Ask for their consolidated opinion.

Once you've gone to each group, read the next statement and repeat the process.

Statements:

Several statements are provided. Most of these statements also appear in the quiz: "This is What I Think". You may choose to ask fewer questions or use questions from the quiz as time and group energy dictate.

- There is no excuse for abusing another person.
- Being an abuser is a choice; being a victim is also a choice.
- Forced intercourse is alright if they have been dating a long time.
- It is a crime to have sex with someone if they are passed out.
- All unwanted acts of a sexual nature are sexual assault.
- Having sex with someone proves you love them.
- It's okay to look at a sext if the person who received it is sharing it.
- The way a woman is dressed is related to the chances of her being sexually assaulted.
- Forced intercourse is alright if he spends money on her.
- In 51% of all incidents of dating violence reported by Canadian women, the perpetrator was under the influence of alcohol.
- A healthy relationship = Equality.

Notes:

If someone is undecided, get them to go to the group that they feel best represents their response as quickly as possible. Make a choice. Go, go, go. The TV station has a limited budget and a limited amount of time. If they really can't decide, direct them to the neutral area. Some groups may be large. This may require giving more time for everyone to be able to give his or her idea. Play that by ear. It is also possible that one area may have only one person in it. That person will simply get to think about and formulate their own individual statement.

Side-coaching: "We're here today to simply gather opinions. This is not a debating exercise."

The game will likely generate some discussion and response between the groups. A bit of that is fine, of course, however it is preferable to keep them going and on task. General discussion and processing can follow after the exercise.

How to Be A Good Audience

“Students need teachers like singers need pitch pipes; they set the tone”

Far From The Heart

Remember that Far From the Heart is an interactive performance. It is different from most assemblies and it's vastly different from watching television or a movie or a concert, where leaving your seat, checking your phone, eating snacks, and talking or whispering to friends won't disrupt the performance. In live theatre all of these actions are rude and disruptive. The actors in front of you and the audience could be interrupted and disturbed.

Some students aren't used to seeing a live theatre presentation, so please talk about the difference and why this kind of action is not appropriate during scenes. There will be opportunities to speak and interact and we expect – and encourage – high energy and chatting about the show to occur, but timing is everything. Please review your school's assembly rules before the show and add these ones for good measure.

Please remind your class that this presentation is about relationship violence, sexual assault, and healthy relationships.

A Good Audience...

1. **Listens.** Don't chat during the show. Unless – this is an interactive performance, remember – the actors ask you what you think. Then you are welcome to talk to your neighbours and the actors about your ideas and about a possible solution to the situation on stage.
2. **Focuses.** You should be focused on the performance and the surrounding conversation. Please turn off your phone and remove ear buds.
3. **Remains seated unless asked by the artists for participation.** In general, no coming in and out of the auditorium during the show. Theatre is like a family road trip, head to the washroom before you settle in to your seat because we're not pulling over. That said, we're going to be talking about difficult issues so if a student is distressed during the show then they are welcome to leave; a facilitator will follow to talk with them.
4. **Participates when asked.** There will be opportunities to intervene. Get out there, get on stage, and get involved!
5. **Respects and encourages each other.** Support your fellow students who offer ideas and thoughts. It takes courage to speak up or to get up on stage. Don't try to hurt people's feelings, cheer them on instead and be sensitive and kind. Cruelty is not cool.
6. **Includes teachers.** Teachers should **remain with their students** in the performance area to supervise and support if necessary.

Enjoy the Presentation!

Key Information

The age of consent in Canada is 16 but there are provisions within the law to both allow for adolescent sexual experiences and protect youth from exploitation.

According to Canadian Law

- No person younger than 12 years old can consent to sexual activity.
- 12 and 13 year olds can legally consent to sexual activity with individuals within up to 2 years of their age.
- 14 and 15 year olds can legally consent to sexual activity with individuals within up to 5 years of their age.
- 16 year olds can legally consent to sexual activity with individuals of any greater age providing those individuals are not in a position of trust or authority.
- Individuals under 18 years of age cannot legally consent to sexual activity that involves prostitution or pornography.

Visit these websites for more information

<http://www.justice.gc.ca/eng/rp-pr/other-autre/clp/faq.html>

<http://sexassault.ca/index.htm>

Consent

Consent is defined in Canada's Criminal Code in s. 273.1(1), as the voluntary agreement to engage in the sexual activity in question. It must be sober, on-going, voluntary, and clear. Consent can be withdrawn at any time and cannot be given on someone else's behalf.

Sexual Assault

Canada's definition of sexual assault includes all unwanted sexual activity, from unwanted sexual touching and kissing to rape. Sexual assault can happen to any person regardless of sex, gender, or age.

Relationship Abuse

Is any intentional physical, sexual, or psychological assault on a person by a dating partner.¹ It is often part of a pattern of behavior designed to gain and exercise power and control.

¹ <http://www.phac-aspc.gc.ca/sfv-avf/sources/fem/fem-relations/index-eng.php>

If a Child Discloses Sexual Assault or Abuse

Far From the Heart depicts relationship violence and sexual assault. It might be the first time your students have had a chance to safely speak about the issues or their personal experiences. It is possible – and likely – that a student may be triggered by the presentation or disclose information about past sexual assault or abuse. As adults and educators we are obligated to support those students. This can be a daunting task but we've got resources to help. Your school and board will also have policies for how to respond. These resources are not meant to supersede those policies. They are a general outline of duty and helpful responses.

The following is an excerpt of information from:

Understanding Family, Immigration & Refugee Law: E-Learning for VAW Front-Line Workers
<http://www.springtideresources.org/resource/fact-sheet-duty-report>

Although this document was written in response to domestic violence issues, educators do have a duty to report if a child is in danger.

Duty To Report

By Pamela Cross, LLB

All professionals working with children have a duty to report suspicions of child abuse. The *Child and Family Services Act* sets out the legal duty to report obligation:

- it applies to everyone, including those who perform professional or official duties related to children
- there is a duty to report if the person has “reasonable grounds to suspect” that a child may be in need of protection
- this includes harm or risk of harm from physical, sexual or emotional abuse or neglect.

“Reasonable grounds to suspect” means there is enough information for an average person, exercising normal and honest judgment, to make a decision to report. It is less information than would be required to make the person certain.

Professionals have a higher duty to report than other members of the public and can be fined up to \$1,000 if they fail to report their suspicions that a child may be in need of protection.

What do I have to do?

It can be confusing to know when to report and to whom. Laws are different for children under 16 than they are for people over the age of 16. It is also different depending on the parties involved in the situation.

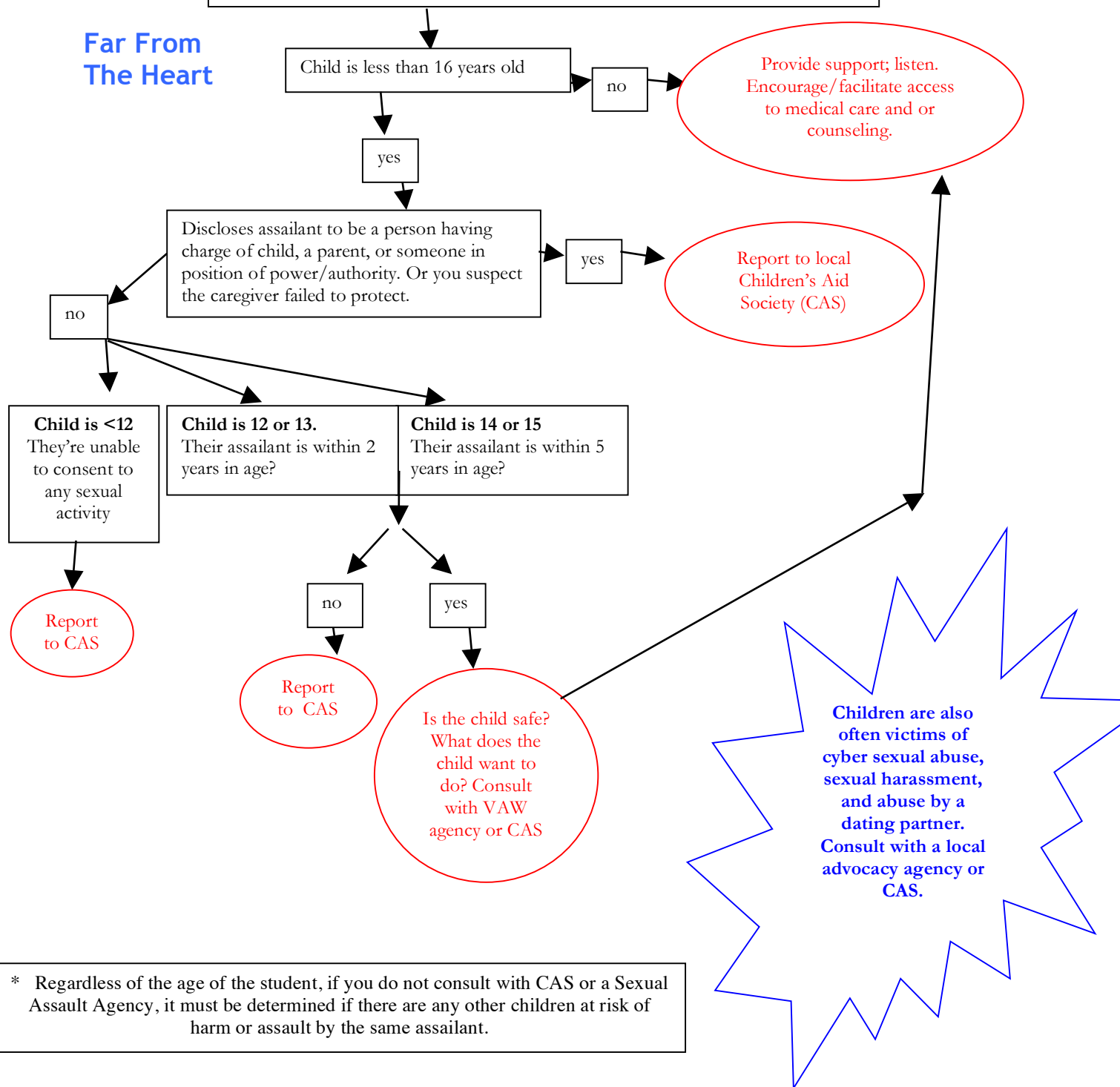
The following flow chart and narratives demonstrate a recommended path of action in the event that a child discloses sexual assault or abuse. It was prepared by the Sexual Assault and Partner Abuse Care Centre (SA&PACC), Grey Bruce Health Centre, Owen Sound, Ontario

When the chart references contacting the VAW agency, please contact the appropriate Violence Against Women / Sexual Assault Agency in your community.

In the following flow chart, if the answer to the fact in the box is “no” you follow one course of action; if the answer is “yes”, you follow another course of action.

A Child Discloses Sexual Assault / Abuse

**Far From
The Heart**



What to Look For / How to Respond

Sexual assault and relationship abuse are traumatic and survivors cope in different ways. Watch for symptoms and reference the following list for helpful responses if you're not sure what to say.

What you may see/hear:

- Almost all sexual assault/partner abuse victims blame themselves in some way for what has happened.
- They will often have trouble trusting other people.
- They may be experiencing a wide variety of symptoms including: physical symptoms, panic attacks, flashbacks, nightmares, disassociation, intrusive thoughts, self-harming behavior, suicidal thoughts, anxiety, hyper-vigilance, etc.

What to say/do:

- Listen to them.
- Let them know that you believe them, be a good listener, do not pry, do not make assumptions.
- "It is not your fault," "Sexual assault/abuse is against the law".
- Whatever their response is, it is "normal".
- If the student was drunk and/or under the influence, they were unable to consent, therefore "it was sexual assault".
- Allow them as much control as possible within your mandate to report. Together make an anonymous call to CAS/police/VAW agency.
- Accessing help sooner rather than later will allow a greater choice of options for care and will improve recovery.
- Encourage access to medical care (VAW agency, Public Health Unit, family doctor).
- If not accessing further care, determine if other children are at risk.
- It is a student's right to decline to access medical care. If this happens, continue support and encouragement about medical care/counseling if appropriate. Help to make sure they have access to the supports they need and want.
- Take care of yourself. Access support as needed from friends and family, professional resources, and the resources within your community.

Western University offers a free online training to help service providers in the law enforcement, social work, and education sectors best respond to disclosures of sexual violence. If you want to learn more you can find the training at:

<http://learningtoendabuse.ca/responding-disclosures-sexual-violence>

There is a one hour training video here: <https://www.youtube.com/watch?v=yLiA-ujvlkU>

Far From The Heart

Training Scenarios

Questions to Consider:

- Is this person currently safe?
- What will be your first response?
- What does this person need from you?
- Will you report this?
- Does this person currently have the supports they want and need?
- What questions do you need to consider as you respond?

Scenario One:

During the debrief, a female student describes sexual harassment that she is experiencing at work. Her co-workers have been calling her clothing slutty (it's a restaurant and she wears the uniform) and continually telling her that she should give them blow jobs. She has reported this to her manager and nothing has been done. She is starting to dread going to work and feeling bad about both her body and being a woman.

Scenario Two:

You notice that a student is in tears in the audience during the show and interventions. They appear unable to move and the friend sitting beside them is looking around trying to get someone's attention.

Scenario Three:

During the presentation, a student stands up abruptly and walks quickly out of the room.

Scenario Four:

A male student tells you after the show that he was sexually assaulted a year ago, coped poorly using alcohol, and is now in counseling and doing much better.

Scenario Five:

During the debriefing conversation, a student tells the group that she was in an emotionally abusive relationship two years ago and talks about the ways she wishes her friends had supported her.

Scenario Five: Listen empathetically; thank her for sharing her story. Gauge the reaction of the group and direct the conversation in non-judgmental directions, possibly suggesting ways to be a good friend or what makes a healthy relationship.

Scenario Four: Listen empathetically, thank him for trusting you with his story, and tell him you're glad he's doing better.

Scenario Three: Follow the student to find out whether they're in distress. If they are, then offer to take the student to one of the established safe spaces. You may wish to let a counselor, guidance teacher or administrator take the lead. If the trigger is related to a known and addressed incident, support them as they calm down. If they have not previously disclosed, follow your organization's protocols, establish whether the student is safe, if you have a duty to report, and what supports are available to them. Above all, respond with empathy and do not blame them.

Scenario Two: The student is obviously in distress. Approach her as subtly as you can and offer to help her leave the room. Make sure another teacher or attending counselor leaves with you and offer to take the student to one of the established safe spaces. You may wish to let a counselor, guidance teacher or administrator take the lead. If the trigger is related to a known and addressed incident, support them as they calm down. If they have not previously disclosed, follow your organization's protocols, establish whether the student is safe, if you have a duty to report, and what supports are available to them. Above all, respond with empathy and do not blame them.

Suggested Responses Scenario One: Respond empathetically, listen to what she wants to share, let her know that she doesn't deserve to be treated like that, that it's illegal, and there are supports. Ask if her guardians know and whether she has considered reporting to a higher level of management or the Ontario Human Rights Commission www.ontario.ca/humanrights

Deepen their knowledge

The issues that Far From the Heart presents are more complex than a two hour play can fully explore. The first step in the follow-up process is to help students further engage with some of the issues they have begun to explore through Far From the Heart.

We have collected a handful of resources to help you present the ideas of **consent**, **healthy relationships**, and **sexual assault**. Feel free to use your own materials or tailor the resources to the interests, ability, and schedule of your class. See www.youtube.com/farfromthehearttube for a greater selection of videos to get the conversation rolling.

Consent:

- Western University produced an animated video called ‘Cycling Through Consent’ that uses bike riding as a metaphor for sexual activity. It’s similar to the famous ‘Consent is Like Tea’ video but we think this one is more thorough.
<https://www.youtube.com/watch?v=-JwIKjRaUaw>
- Youtuber Laci Green produced this vlog called ‘Wanna Have Sex? (Consent 101)’ to explain consent. She gives examples of language and situations that communicate or preclude consent.
<https://www.youtube.com/watch?v=TD2EooMhqRI>

Healthy Relationships

- Please distribute the ‘Are You Cool’ resource in the Educational Toolkit. You could brainstorm your own relationship thermometer as a class too.
- Cora – a violence prevention initiative based in California – also has a healthy relationship spectrum.
<http://teenrelationships.org/respect/>

Sexual Assault:

- Myth Busters: Misconceptions enable and excuse sexual violence. There are a variety of reputable websites with resources dedicated to dispelling the myths that can surround sexual assault. Exploring these lists will expose students to more accurate information and allow opportunities to question popular beliefs and assumptions. You can find lists of sexual assault myths through:
 - the Government of Ontario
<https://www.ontario.ca/page/dispelling-myths-about-sexual-assault>
 - the Ontario Coalition of Rape Crisis Centres
<http://www.sexualassaultsupport.ca/page-535956>
 - the University of Minnesota
<http://www.d.umn.edu/cla/faculty/jhamlin/3925/myths.html>
- Rape Culture
Youtuber Kat Blaque produced a vlog that defines rape culture and the types of language and commentary that promote it.
<https://www.youtube.com/watch?v=SupUmg566js>

Encourage Reflection

It's easy for students to repeat the 'right answers' without actually understanding them. We want them to fully understand the importance of healthy relationships, the influences that encourage abuse, and the impact that they have. This can be done individually or in groups.

Personal Reflection

- Draw-the-Line is a campaign working to engage Ontarians in conversations about sexual violence by asking what they would do in real life scenarios. You can find downloads of all Draw-the-Line materials at Draw-the-Line.ca as well as a user guide with additional ideas and suggestions.
<http://draw-the-line.ca/resources/index.html>

Media Critique

- Media images shape young people's perspectives. Critically examining media messages helps students to question projected values and increases their media literacy. You could analyze various ads or refer to the collection below.
 - The Critical Media Project collects examples of questionable narratives from advertisements and pop culture and examines a variety of issues including sexual power and gender. Guiding questions and a short critique accompany each example.
<http://criticalmediaproject.org/>
- Ask your students to use what they learned about relationship dynamics and rape myths to analyze a popular song.
What kind of relationships does the song describe? How does it portray romantic relationships? Where on the healthy relationship spectrum does it fall? Students could analyze any relationship song but some examples might include:
 - Summer Nights - Grease
<https://www.youtube.com/watch?v=ODOj2jBUKW0>
 - What Kind of Love Is That – Donovan Woods
<https://www.youtube.com/watch?v=bxI2p6wjO6A>
 - Love Yourself – Justin Bieber
<https://www.youtube.com/watch?v=TMSIR210mRg>

Gender Swapping Language

- Simply swapping the genders within a story – fictional, journalistic, or otherwise – can expose the bias and double standards hiding in our language and culture. The plugin 'Jailbreak the Patriarchy' will automatically swap the genders of what you're reading. You can apply the same idea to fiction, journalism, and historical texts. See the Educational Toolkit for details.

Spread the Message

It's cliché to fight fire with fire so we need to provide a cool alternative if we want students to stop being burned by – and burning each other with – dating and sexual violence. It's time to undermine the culture of violent messages and peer pressure with a culture of positive peer support.

After your students have learned more about consent, healthy relationships, and sexual assault they can create a positive message to share. This stage of activity will remind them that what they have to say is important, teach them that they have the power to create social change, and give them an opportunity to be creative and take ownership of the message.

You can incorporate these activities into visual or dramatic arts, creative writing, or leadership activities in a number of ways. See the curriculum connections list in the Educational Toolkit for specific tie-ins.

Step 1: Create the message

- Encourage students to focus on one message they'd like to send to their school and community. Help them refine it for clarity and impact, referencing other advertisements or PSAs for effect.

Step 2: Select a platform

- You may want all of your students to create the same type of project or for them to choose their own medium. In this case, their imagination is the limit. They could create a meme, poster, poem, song, sculpture, painting, video, 'zine or anything else.
- See the 'Public Service Announcements' activity in the Educational Toolkit for an example.
- Students can also directly reference Far From the Heart by filming their own intervention and sharing it with us on social media. See the 'Make Your Own Movie' activity in the Educational Toolkit for instructions.

Step 3: Share the message

- Sharing their messages with the class, school, or wider community as they are comfortable will help to empower your students and reinforce their positive ideas. You may choose to decorate a bulletin board, hold an art show, organize an open mic, or include a piece in an assembly or the school newsletter.

Step 4: Repeat and Expand

- Some students will become passionate about these issues and want to continue this work. You can encourage them to volunteer with some of the organizations who provided community facilitators, to join school clubs working on these issues such as GSAs, or to create their own groups around specific issues like healthy relationships. You can also find links to youth empowerment tool kits and resources at www.farfromtheheart.com.

Teacher Feedback Form

Thank you for your support and participation. Far From the Heart couldn't do this work without your expertise, time, and commitment. Your feedback now will help us to evaluate and improve the program. Please give it to your team leader, email it to jon@sheatre.com, fax it to (519) 534-3040, or mail it to Sheatre at 170069 Centre Rd., R.R. # 1 Kemble, ON, N0H 1S0

Name: _____ School: _____

Grades: _____

Please answer the following with Poor 1, Fair 2, Good 3 or Outstanding 4.

Overall Performance	1	2	3	4	Student Response	1	2	3	4
Educational Content	1	2	3	4	Artist's Cooperation	1	2	3	4
Audience Attention	1	2	3	4	Length of Show	1	2	3	4
Study Guide	1	2	3	4	Post-show Discussion	1	2	3	4
Would you recommend	O Yes				O No				

Value of the Program _____

1. I attended the teacher and staff orientation session.

O Yes O No

2. I used the Educational Toolkit.

O Yes O No

3. My class did the following in-class activities:

Pre-show

O Relationship Reflection

Did the students understand and fill in the activity?

O All did O Some Did O None Did

O Questionnaire Reflection

Did the students understand and fill in the activity?

O All did O Some Did O None Did

O On-the-street-interview

Did the students understand and participate in the discussion?

O All did O Some Did O None Did

Far From The Heart

☐ How to be a good audience

Did the students listen and respect the instructions?

☐ All did ☐ Some Did ☐ None Did

Post-show

☐ Review Debriefing Discussion.

Did students demonstrate an understanding of what to do in the event of dating violence or sexual assault?

☐ All did ☐ Some Did ☐ None Did

☐ Deepen Their Knowledge:

Which resources did you use to deepen your students' learning?

☐ None

Student Engagement was: ☐ Poor ☐ Fair ☐ Good ☐ Outstanding

☐ Encourage Reflection

Which activities did you use to encourage reflection?

☐ None

Student Engagement was: ☐ Poor ☐ Fair ☐ Good ☐ Outstanding

☐ Spread the Message

Which activities did your students use to spread the message?

☐ None

Student Engagement was: ☐ Poor ☐ Fair ☐ Good ☐ Outstanding

General Comments: _____
