



A successful launch!

Reflecting on this introductory season of “No is a Full Sentence” (NIAFS), SSAIC is incredibly proud to see this project through its conception, creation, pilot, and now the official launch. NIAFS includes two one-hour classroom presentations by SSAIC staff and volunteers. After over two years delivering our educational programs remotely, we were very excited to return to classrooms to facilitate this program!

During this launch:

- We presented to **639** (**291 GSCS** and **348 SPSD**) students from **26** classrooms (**11 GSCS** and **15 SPSD** classrooms).
- Due to some combined classrooms, we presented to **10 SPSD** groups and **10 GSCS** groups.
- NIAFS was delivered to Grade 8 students in **18 schools** (**10 GSCS** and **8 SPSD**).
- Each group received 2 presentations from SSAIC (Lessons 6 and 7 of NIAFS). Therefore, we delivered **20** presentations in each school division for a total of **40** presentations.
- A 6-week NIAFS season was initially planned (October 11th to November 17th). However, due to some schools rescheduling, the NIAFS season was extended to **8 weeks**, ending December 1st.
- We operated with a dedicated team of **8** volunteers and **4** SSAIC staff facilitators (our Education & Outreach Coordinator, **2** part-time Education Assistants, and **1** Counsellor).

Program Overview

We created “No is a Full Sentence” with the goal that, eventually, every Grade 8 class in Saskatoon will receive our program annually.

NIAFS is made up of eight lessons intended to be delivered to students as a complete unit in their health course. In an age-appropriate and gentle way, our program talks directly about healthy relationships, consent, boundaries, and violence. All of the content in this unit is tied closely to the Saskatchewan Grade 8 Health Curriculum, outlined by the Ministry of Education. Six of the lessons are delivered by the classroom teacher, and two in-school presentations are delivered by our Education & Outreach team. Each lesson is designed to fit within a 60-minute period, incorporating class work, interactive activities, self-reflection work, and classroom discussion.

NIAFS builds upon our Grade 4 child sexual abuse prevention and education program, “I’m the Boss of Me”, which children across Saskatoon have been receiving for 17 years. Both the Grade 4 and Grade 8 programs have been created in collaboration with, and are fully supported by, the Saskatoon Public School Division and Greater Saskatoon Catholic Schools.

What students learn through “No is a Full Sentence”

In Canada, sexualized violence is currently impacting an estimated 1 in 3 girls and 1 in 6 boys under 18 years of age. In order to explore the ways in which sexualized violence continues to be so pervasive, we must have frank conversations with students about boundaries, what defines healthy relationships, understanding consent, gender stereotypes, and the toxic culture around sexualized violence. Our hope is that the program will equip youth with the skills and knowledge they need to become more socially aware of the root causes of sexualized violence, the impact sexualized violence has on survivors and our communities, and how they can individually mitigate this type of violence from continuing.

The main messages of NIAFS were established based on our learning goals for students:

- Everyone is empowered to say “no” to anything that feels uncomfortable, unsafe, or threatening.
- Boundaries are very healthy and normal for everyone to have.
- Fostering healthy relationships lowers the rates of sexualized violence.
- Buying into harmful gender stereotypes contributes to gender-based violence.
- Consent is a necessary element of healthy relationships and any sexual activity.
- Empathy is a key component of all healthy relationships.
- Sexualized violence is never the fault of the victim; no one deserves to experience violence.
- There are always community resources and people who will believe and support survivors.
- We must embrace personal responsibility in recognizing and intervening in any kind of violence.

Program Development

In Spring 2021, the SSAIC Education team began developing NIAFS, designed to complement and build upon the foundational concepts that were previously introduced to students in Grade 4 via our “I’m the Boss of Me” program. After piloting the program in Spring 2022, valuable feedback provided by program participants (teachers, students, and counsellors), school division representatives, and our staff facilitators informed our final adjustments and enhancements to the program.

Program Delivery

Together with both school division liaisons, it was decided that our maximum capacity of presentations would allow for 10 classrooms in each division to participate. We determined that the most effective strategy in selecting these classrooms was to utilize the school division liaisons to find teachers who were excited about this project. Our hope was to have these initial steps completed as soon as possible after students returned to school, as we are somewhat limited to the time frame of October and November to offset our work with “I’m the Boss of Me”. During the program, we received a few comments that teachers wished they had more time to prepare and teach the first five lessons before our presentations began October 12th. However, our first classrooms in the SPSD and GSCS divisions registered on September 13th and 15th, respectively, which we believed would be sufficient.

At the conclusion of the NIAFS pilot, we had decided to move forward with two SSAIC presentations per classroom that would be held one week apart, both on the same day of the week and time of day (for

scheduling purposes). We had also determined that, due to the newness and non-scripted nature of these presentations, we were not comfortable placing volunteers as lead facilitators of the program. Instead, we wanted the presentations to be delivered by SSAIC staff, exclusively, and scheduled one volunteer to accompany and assist one staff member for each presentation. Whenever possible, we would schedule the same two-person team to present both sessions. We hope that, in future years, we will be able to supervise and mentor returning volunteers to move them into lead facilitator roles.

Staff and Volunteers

We take volunteer recruitment and training very seriously. We require dedicated, kind, and approachable individuals who value the goals of our program and are comfortable and skilled with children and youth. Facilitators must pass a vulnerable sector criminal record check and attend sexualized violence and presentation training in order to be eligible to attend the presentations.

During the program delivery season (mid-October to late November), our Education Assistant acts as the Program Coordinator, and is responsible for providing teachers with the Resource Manual, booking presentation sets, scheduling staff and volunteers to deliver each presentation, overseeing volunteers, informing and inviting school counsellors to attend the presentations, and answering any questions that may come from teachers, administrators, parents, and school counsellors. The counselling team at SSAIC is also available to any of these individuals who have been personally affected by sexualized violence and are looking for support after being exposed to the material.

Technology supports the efficiency and overall success of this program. We use an online booking system, electronic communication and delivery of the Resource Manual, and digital feedback forms. The program is evaluated by collecting feedback from four of our stakeholder groups. Students are given an opportunity to provide feedback through a “rock / stick / leaf” exercise where they answer three questions about their learnings from NIAFS. Teachers are asked to reflect on their experience of receiving the presentations, any feedback regarding the lesson plans, their interpretation of their students’ experiences with the program, and any general comments or concerns. School counsellors are provided with a similar evaluation form. Program staff and volunteers are asked to assess their satisfaction with their experience, whether participation in the program helped achieve personal or professional development goals, and provide any recommendations they may have for changes to the program. We use this feedback to guide future improvements.

Program Costs

Costs of the program include the wages for core staff, honoraria for our program facilitators, transportation to schools, presentation supplies (large Post-its, markers), copying and printing resources, student “token” (this year, we printed NIAFS stickers to attach to evaluation forms), and volunteer appreciation. Our program would not succeed without the skill and dedication of our volunteers, and we’ve chosen to pay them a small honorarium for each presentation.

Funding

Our ability to deliver this program each year will depend on the availability of grants, donor dollars, and our own agency's fundraising to cover a large portion of the costs. Through previous fundraising dollars, we were able to research, develop, pilot, and implement this first season of "No is a Full Sentence" without any additional funding. The funds for the Education Assistant's / Program Coordinators' salaries were supplied by the Government of Saskatchewan, Ministry of Justice, Interpersonal Violence and Abuse Program and Community Initiatives Fund.

Stakeholders & Feedback

The following is a breakdown of the primary participants of this program:

- 26 teachers;
- 14 school counsellors;
- 639 Grade 8 students; and
- 12 program facilitators (8 volunteers and 4 SSAIC staff facilitators)
- In total, approximately 129 facilitator hours were dedicated to presentations - 89 presentation hours (50 staff hours and 39 volunteer hours) and approximately 40 transportation hours

Students: Through NIAFS, students learn about boundaries, what defines healthy relationships, consent, gender stereotypes, connections between toxic culture and sexualized violence, empathy, and support systems. These teachings are communicated through the lesson plans delivered by teachers and the interactive SSAIC presentations. Additionally, our 24-hour sexual assault crisis line is printed inside the cover of each Student Booklet. Our goal is that every student has the tools to protect themselves and others from sexualized violence and other forms of abuse.

Student Feedback

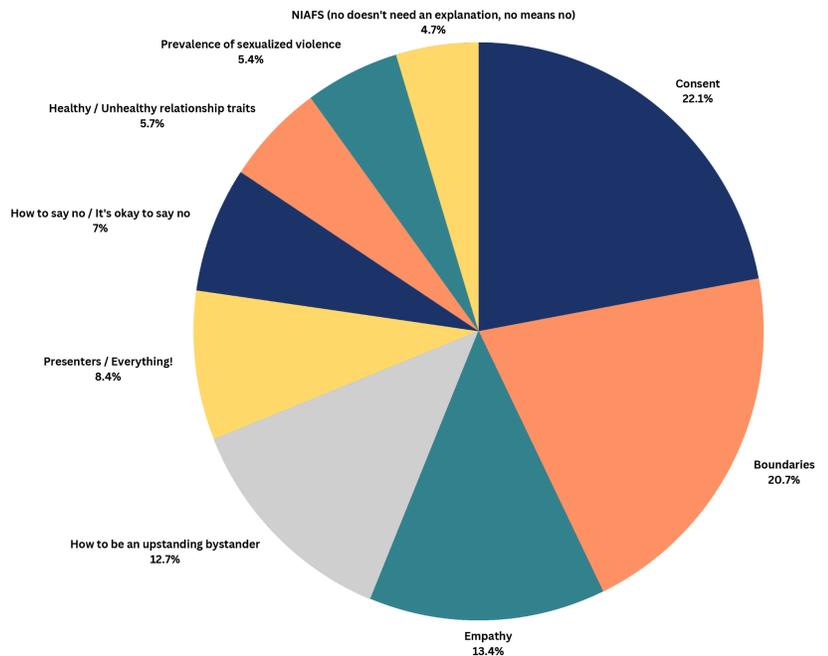
Students were given an opportunity to provide feedback directly after the puppet show through a "rock / stick / leaf" exercise.

1. **Rock** - What's one thing that "rocked your world" this unit? This question asks students what they really loved about it and/or what they were surprised to learn. This question helps us to know which areas of NIAFS were most memorable or impactful.
2. **Stick** - What's one thing that you want to "stick to" after NIAFS? This question is meant to assess what students would like to change about their thoughts or behaviours. By asking students for this commitment, we are reinforcing their personal responsibility and encouraging their personal growth.
3. **Leaf** - What is one thing you want to "leaf" (leave) behind after this unit? Students were asked what misconceptions or beliefs they previously had that they would like to change, or report something included in NIAFS that they felt they could do without.

Of the 639 students that received NIAFS, 216 (33.8%) submitted feedback. This provided us with valuable information about how they interpreted NIAFS. When asked about the themes that most resonated with them, the most frequent responses included:

- The importance of having boundaries and respecting others' boundaries
- What consent is, why it's important, and when consent is or isn't valid
- Giving/receiving empathy, understanding the impacts of trauma, avoiding judgment, be kind
- Upstanding vs. bystanding, personal responsibility

Students' Most Common Takeaways



"I love that people, especially kids our age, are being educated about sexualized violence because now that they know about it they can prevent it. It makes me feel much safer and I know that lots of others will feel safer."

"I thought that learning about the impacts of trauma was nice because it's not something that gets acknowledged."

"When we talked about healthy and unhealthy traits in a relationship because it's good advice to keep in mind for the future, if you're in any relationship you should know when it's starting to become toxic."

"I think that learning about gender myths [and] stereotypes in the media was very helpful as some stereotypes are very subtle and it made me more mindful of what I consume."

"Always ask for consent no matter what. Be polite. Stick up for others. Don't do something you will regret. Be an upstander not a bystander."

"Communicating with others when I don't feel safe or comfortable in any relationship because I need to feel safe in order to keep that relationship but so do they!"

"The tea video, it's an easy way to show ANYONE the basics of consent and I liked the acting, it honestly was entertaining and teaching. It was AMAZING"

"Respecting my and others boundaries. Knowing how to say no."

"To not push people more after they say 'No'."

- Grade 8 Students

Teachers: “No is a Full Sentence” is more than just 2 classroom presentations; Teachers benefit by receiving 5 curriculum-based sexualized violence prevention lesson plans that they are asked to teach students prior to their SSAIC presentations, as well as suggestions for a final project to wrap up NIAFS. These lesson plans achieve many outcomes and indicators that are outlined in the Grade 8 Saskatchewan Health Curriculum, helping to take some of the planning workload off of teachers. In addition, teachers receive resources that assist in the trauma-informed delivery of this difficult topic, information about their duty to report, and access to support from the SSAIC counselling team. We work to adequately support teachers in facilitating this topic to students and, recognizing that the teachers may be among the survivor population, aim to support them in any way we can.

“This is such a difficult and important subject. The Resource Manual is fantastically designed to give teachers the tools they need to feel comfortable with the subject.”

“The lesson plans were great! They were easily adapted if needed, and we were able to have meaningful conversations with students. The material was also relevant and current. It is not wise to believe that these conversations happen at home.”

“I think that all staff should be trained as we are seeing more and more in our classrooms. In having students educated, not only does it help them for now, and future, it could help them through current family situations. The classroom teacher should be able to incorporate this throughout the year, not just during a set amount of lessons.”

“The content was masterfully created so as to make a difficult topic universally accessible to all students, no matter their situation.”

“I think the statistics speak for themselves. It is our duty to educate our youth to help them protect themselves and each other while trying to promote change in how we view and deal with sexualized violence.”

- Grade 8 Teachers

Of the **10** teachers that provided feedback (**38.5%** of all teachers that participated in NIAFS), we received the following data pools:

General Feedback:

- 100% of respondents think that prevention and education programs like "No is a Full Sentence" are needed at this age range
- 100% of respondents shared that they would want to utilize “No is a Full Sentence” again
- 100% of respondents agreed that the information presented was relevant for their students
- 100% of respondents agreed that the information presented was appropriate and professional
- 90% of respondents agreed that NIAFS has had an impact on how they respond to students' concerns in the classroom. 10% (1 respondent) indicated they were “neutral”

Feedback specifically on the lesson plans:

- In addition to the 2 live presentations by SSAIC, 100% of respondents completed all 5 lessons
- 100% of respondents agreed or strongly agreed that the Resource Manual was clearly outlined and easy to follow
- 100% of respondents agreed or strongly agreed that the lesson plans were relevant and interesting to their students
- 100% of respondents agreed or strongly agreed that the teacher's notes and samples included in the Resource Manual were helpful to their understanding of the lessons
- 90% of respondents agreed or strongly agreed that the lesson plans enhanced their students' knowledge on sexualized violence. 10% (1 respondent) indicated they were neutral
- 100% of respondents agreed that the lesson plans and the content within them were easy to present and adapt to their students' needs
- 100% of respondents agreed or strongly agreed that their students enjoyed the activities included in the lesson plans
- 100% of respondents agreed or strongly agreed that the lesson plans and activities felt age-appropriate
- 100% of respondents agreed or strongly agreed that the lesson plans met the curricular outcomes they need to meet
- Overall, 100% of respondents rated the Resource Manual, lesson plans, appendices, and activities 4 or 5 out of 5

Feedback specifically on the presentations:

- 100% of respondents strongly agreed that the presenter was on time and ready to present for their class
- 100% of respondents strongly agreed that the presentations were delivered in a professional, knowledgeable fashion
- 100% of respondents agreed or strongly agreed that the presenter communicated with them after the presentation before leaving (e.g. checking in, any disclosures, any signs or indicators of violence they had noted, etc.)
- 100% of respondents agreed or strongly agreed that the content in the live presentations was age-appropriate
- 100% of respondents strongly agreed that the content in the live presentations was delivered with care
- 100% of respondents agreed or strongly agreed that the content communicated information that they believe is important
- 100% of respondents agreed or strongly agreed that the activities in the live presentations were engaging for their students and enhanced their learning
- 100% of respondents agreed or strongly agreed that the content in the live presentations seemed well laid out in a logical way

Feedback specifically about the supplementary content and learning outcomes:

- 100% of respondents utilized the additional information provided in the Resource Manual (e.g. introductory topics and tips, teacher's notes, etc.)

- 90% of respondents agreed or strongly agreed that they feel as though they became more educated about consent and sexualized violence. 10% (1 respondent) indicated they were “neutral”
- 70% of respondents agreed or strongly agreed that they feel as though they became more educated about trauma-informed delivery. 30% indicated they were “neutral”
- 80% of respondents agreed or strongly agreed that they feel more familiar with the concepts of sexualized violence, rape culture, boundaries, healthy relationships, and how these all tie together. 20% indicated they were “neutral”
- 100% of respondents indicated that they feel more comfortable addressing consent and sexualized violence with their students
- 100% of respondents indicated that they understand how to respond to and report sexualized violence
- 100% of respondents indicated that they are aware of support services for those who have experienced sexualized violence
- 90% of respondents indicated that they would like or would maybe like further professional development around sexualized violence and teaching these concepts. 10% indicated that they would not

Counsellors: We haven’t forgotten about our fellow social workers and school counsellors! Our program provides a resource package and support to this team in the form of age appropriate handouts, referral information for students who disclose, personalized support from the Program Coordinator, and access to our counselling team at SSAIC for any additional questions they have or support they may need.

“The presenters were amazing, engaging and knowledgeable. The students were engaged through the entire presentation with minimal disruptions. When the students did become distracted or disruptive (as gr 8’s sometimes do) the presenters were able to redirect and continue in an effective way. Fantastic content and presentations.”

“I think it is really great and heard a lot of positive feedback from students and teachers.”

“This is a fantastic program that all grade eight students should participate in!”

- School Counsellors

Of the 14 counsellors whose schools participated in NIAFS, 3 provided feedback from which we received the following data:

- 100% of respondents were able to attend both presentations 1 and 2 booked at their schools
- 100% of respondents strongly agreed that the presentations were delivered in a professional, knowledgeable fashion
- 100% of respondents strongly agreed that the content in the live presentations was age-appropriate

- 100% of respondents strongly agreed that the content in the live presentations was delivered with care
- 100% of respondents strongly agreed that the content communicated information that they believe is important
- 100% of respondents strongly agreed that the activities in the live presentations were engaging
- 100% of respondents strongly agreed that the content in the live presentations seemed well laid out in a logical way
- 33.3% of respondents indicated that there were any disclosures of sexualized violence during any of the presentations they attended. 66.7% indicated that there were not
- 100% of respondents whose school had a disclosure indicated that the presenter acknowledged the disclosure made by the student appropriately and compassionately
- 33.3% of respondents indicated that they had an opportunity to view the NIAFS resources (Resource Manual, Student Booklet, Parent/Caregiver Letter, etc.). 66.7% indicated that they had not
- 100% of respondents who had an opportunity to view the NIAFS resources indicated that they found them informative
- 100% of respondents indicated that they believe our NIAFS program provides valuable information and opportunities for discussion to students in this age group

Program Facilitators: The program facilitators host and present Lessons 6 & 7, lead or participate in group discussions, represent the Saskatoon Sexual Assault & Information Centre, and are the backbone of our program. Our facilitators consisted of four staff members (the Education & Outreach Coordinator, two Education Assistants, and one Counsellor) as well as a team of 8 volunteers. For each presentation, a lead facilitator and a volunteer attended together. The purpose of having the second body in the classroom was twofold: to watch and learn from the lead facilitator, and also to assist with classroom management / student interactivity throughout the presentation. Volunteer training consisted of a three-hour virtual session where NIAFS facilitators learned the signs and impacts of sexualized violence on youth, how to talk to youth about consent and violence, and how to receive a disclosure in a trauma-informed way. The goal is that facilitators take away skills and information that they find valuable and will assist them in their future endeavours.

Of the **3** program volunteers that provided feedback (**37.5%** of total program volunteers), we received the following data:

- 66.6% of respondents heard about the NIAFS program through social media, and 33.3% through word of mouth
- 100% of respondents felt the recruitment process was handled efficiently
- 100% of respondents felt the training provided was useful in facilitating the program
- 100% of respondents felt the process for booking presentations was well administered
- 100% of respondents felt the supervision/support they received was appropriate
- 100% of respondents felt they became better educated about sexualized violence and how it is experienced by a youth

- 100% of respondents felt they became better educated about how to support a youth who discloses sexualized violence
- 100% of respondents felt they became more comfortable discussing the impacts and indicators of sexualized violence
- 100% of respondents felt they increased their skills and comfort level in talking with youth in a small group setting
- 100% of respondents felt they developed a better understanding of consent and how to discuss consent with youth
- 100% of respondents felt they developed a better understanding of bystander intervention and how to discuss intervening with youth
- 100% of respondents felt the experience of volunteering for NIAFS met their expectations or any goals they had set for themselves

“I went into this open minded and ready to learn. I think I took away from this as much as some of the kids may have. Not necessarily about sexualized violence, but rather the interruption of a passive toxic culture themed thought process in young folks and introducing an alternative healthy, intentional and thoughtful one instead. It was a pretty cool thing to be a part of.”

“The team is so patient and understanding I don't think a volunteer could really ‘fail’. The warmth and openness of the SSAIC team create a very comfortable and safe space to open yourself up to a new opportunity that isn't necessarily structured.”

“I believe the course is so carefully thought out, and seeing it in practice showed how well the kids engaged with the material.”

“For me personally it almost felt emotional at times to see the changing of thought process of these kids at their age knowing that even just one class in grade 8 can help them go forward into the world better informed about what they should and should not tolerate from others and the world, and also to not participate in a culture that hurts and traumatizes others.”

- NIAFS Program Volunteers

Parents & Caregivers: We know that the messages of our program extend beyond the classroom, so we aim to support the caregivers of the students receiving our program when we can. A personalized letter to caregivers was shared electronically by teachers on behalf of SSAIC, informing them that their children would be receiving the sexualized violence education program. We felt that explaining what their children would be learning, why this content is so critical, and where they can find additional resources for their children and themselves was essential to creating comfort around this heavy topic.

Recommendations for Improvement

Teachers provided the following recommendations:

- In the Media powerpoint, please provide the notes for the powerpoint separately so as not to take away from the image on the screen when reading the notes.
- The students felt as if the material was too general and did not give them enough new understanding of what the issue really entails. They felt there needed to be more depth because they are left wondering.
- I would include toxic femininity and masculinity (in the lesson plans). These are the buzzwords being used and should be included.
- They [the lesson plans] were descriptive and well-thought out. The one thing, if possible, would be to provide an approximate time for each activity to aid in the teacher's planning.
- These activities were amazing. They were engaging and thought provoking. My only suggestion (because I want this in as many classrooms as possible) is to change the wording in the one activity from "anti-choice" to "pro-life". I would still keep the other as "pro-choice". It just allows those in that paradigm to see the words they use to describe themselves.
- The lessons all took more than one lesson session. I took nearly two 45 minute lessons to accomplish each lesson (the conversation is the rich part!). The Taboo Game was a miss for my class. We tried 2 different ways to play the game but found the obvious gender stereotypes were not surprising, nor interesting. Good?! Please add more current info, statistics, facts to share. Maybe unlabelled charts which they have to guess the labels for?
- The resource manual was great but the appendices could have been separate as it was easier to print off.
- We appreciated the live presentations but I think that I was expecting something a bit more substantial, punchy, or challenging since we prepared with 5 lessons and were working towards hearing from guest presenters. The content felt like it had good flow, but it didn't feel as if it actualized an end point for the lesson sequence.
- Selfishly, I want them in the classroom longer, however, given the brevity of the topic, the presentations were well-timed.
- There is a feeling that the learning comes mainly from terminology. The students felt the learning was a bit superficial and were left wondering about things in an open-ended way.
- When to fill out the Venn diagram or Medicine Wheel may be a word or phrases that could go inside be supplied.
- I am having difficulty bringing this discussion/unit to a productive close. The class is interested and want to talk more about therapy, mental health, access to supports, and all the taboos around getting help. They are passionate about these topics.
- Potentially [add] videos from survivors or people who have been through sexualized violence
- More data. Add a couple of readings - like News articles/real life reports - get them to do a read and respond. Discuss the journey of a person working to recover from assault - students want to understand and visualize the supports available, and how they are used, and that they work. They also are concerned about how counselling costs a lot, and is taboo, and is really hard to access. They feel it's not right. Etc... ***Not sure if this is a good idea, but, it feels very important to include a more clear lesson about the people as perpetrators. (Consent Tea is good,

but...) For each assault there is the person doing the assault/harassment. These people were once students in classrooms too. This is a HARD conversation to have but it feels important to talk more DIRECTLY about the CONSEQUENCES of failing to notice or respect boundaries. Every person has a responsibility to get informed, and to check themselves from time to time to see if they are being fair and respectful to others' boundaries. ???***

Counsellors provided the following recommendations:

- Maybe have someone assigned to schools for calls/information sharing? [Response to “How could SSAIC better support you as a school counsellor working with young survivors?”]

Volunteers provided the following recommendations:

- I think the training process was fine, it felt very "on the job" learning and I think returning season after season is the best way to truly hone your skill. However, it may be helpful for first-time volunteers to have a bit of insight to each facilitators' styles and expectations of the volunteer to prepare volunteers. For example, if the facilitator likes to use hypothetical scenarios, the facilitator and volunteer can discuss what that will be and the volunteer can help deliver that scenario in an effective way or even a role play of sorts. (For the record, I did not mind any on the fly scenarios or role plays but I do think next year I'll be even better at it, and just thought this may be helpful for new trainees)
- I think my biggest takeaway that I might pass on to someone new is when you enter a classroom- try to be flexible and accommodating to the facilitators style and also allowing the kids to lead the conversation (with guidance and maybe some queuing) so that the lesson can be tailored to that group's specific needs in that moment or on that day (or "meet them where they're at"). I think the room for flexibility and individuality in the program is key to creating an impactful experience that feels authentic and personal to the kids. I think this is vital for connection, learning and lasting change- and I know I saw this play out at every show this year!

Plans for Next Year

Moving into 2023, our intended changes and priorities for growth are:

1. **Restructuring the unit to have only one live presentation from SSAIC.** We may suggest that we present for a longer time slot during our one presentation in order to communicate the content clearly and also leave room for rich conversation with the students. Reducing our presentation load to only one presentation per Grade 8 class will help increase our capacity and lighten the scheduling workload. Along with this change will also come updated resources for teachers.
2. **Adding in more support for teachers.** In early Fall 2023, a professional development opportunity will be hosted for Grade 8 teachers to attend to learn about youth sexualized violence, how to be an ally in the classroom, and teaching this content in a trauma-informed way.
3. **Creating a more structured and robust facilitator training program.** Training will move back to in-person, and all volunteers will be able to meet one another and familiarize themselves with the other volunteers they may be working with. New volunteers each season will shadow returning facilitators to learn the content and presentation style in order to take on solo presentations within the same presentation season.

Acknowledgements

“No is a Full Sentence” would not be successful without the many supporters of the program. Thank-you to Tammy Shircliff, Darcie Lang, and Tressa Kokonas from GSCS and Michelle Bembridge, Jill Flath, and Tyler Bergen from SPSD for supporting the idea and creation of this program; NIAFS would not have taken off without you. A thank-you to the folks on our Advisory Committee during the creation of NIAFS: Sandra Paulsen, Megan Alton, Cary Pepper-Martens, Faye Davis, Tammy, Darcie, Tressa, Michelle, Jill, and Tyler. You all helped guide us to build something meaningful and relevant for Grade 8 students in Saskatchewan. Thank-you so much to every teacher that took part in our pilot as well as this first season. You all take on the daily work of not only teaching, but encouraging, supporting, and protecting students by providing them with this all-important knowledge, no matter how difficult it may be. We would also like to thank the school counsellors who work alongside the teachers, help advocate for our program, book and attend presentations, and respond to students who disclose violence or require additional support. You play such a significant role in supporting students and teachers. We would also like to extend a huge thank-you to Jen, our Education Assistant, for building the majority of the content in NIAFS from scratch. Your skills, passion, and creativity are unmatched. Lastly, a special thanks goes out to all of our volunteers – thank-you for taking a leap of faith with us in this first year of a brand new program.

2022 “No is a Full Sentence” Volunteers

Brittany Scheelhaase
Brooke Anderson
Heather Seidle
Hibah Zia

Jaemynn Hoey
Khinyamohn (Kim) Aung
Marissa Giesbrecht
Megan Alton

Education & Outreach Program Coordinator: Morgan Price

NIAFS Program Coordinators: Ashley Voinorosky and Jennifer Lake

SSAIC Counsellor: Ashton Thomas

Submitted with care,

Morgan Price (Education & Outreach Coordinator)

Jen Lake & Ashley Voinorosky (Education Assistants)

Appendix

All personalized feedback from teachers (quotes have only been edited for spelling errors):

Did your students complete a final project to wrap up NIAFS?

- Yes, the students wrote essays and created awareness posters in meme style.
- We are in the process of wrapping up NIAFS. We are in discussion about "where to go from here?" and are coming up with key questions for short info projects. Students are interested in knowing more statistics, and they keep returning to talking about common prejudices & stereotypes that perpetuate sexual violence and prevent adequate supports to be in place in society.
- My students are still working toward completion of their final projects - they are running a poster campaign in our school; where they create informative posters about healthy relationships, geared to different age groups, and complete presentations in the classrooms about the posters: why they're up, what they mean, and why they matter. It's going well so far!

Personalized feedback about the Resource Manual / Lesson Plans?

- In the Media powerpoint, please provide the notes for the powerpoint separately so as not to take away from the image on the screen when reading the notes.
- The students felt as if the material was too general and did not give them enough new understanding of what the issue really entails. They felt there needed to be more depth because they are left wondering.
- I would include toxic femininity and masculinity. These are the buzzwords being used and should be included.
- There was a good mix of instruction and activity that helped cement the learning.
- I think it's great that they include lots of dialogue and interaction.
- They were descriptive and well-thought out. The one thing, if possible, would be to provide an approximate time for each activity to aid in teacher's planning.
- The resource manual was great but the appendices could have been separate as [it would be] easier to print off.
- Easy to work through, little prep, background knowledge provided.
- It is detailed and clear and easy to follow
- Thank you! The lesson plans were neatly planned out, and well organized.
- This is such a difficult and important subject. The Resource Manual is fantastically designed to give teachers the tools they need to feel comfortable with the subject.
- I will use all of this again!
- Great, user friendly, engaging, informative.
- Easy to use and informative.

Personalized feedback on the appendices and activities:

- I thought it was great

- Activities were well received by students.
- The lesson plans were great! They were easily adapted if needed, and we were able to have meaningful conversations with students. The material was also relevant and current. It is not wise to believe that these conversations happen at home.
- These activities were amazing. They were engaging and thought provoking. My only suggestion (because I want this in as many classrooms as possible) is to change the wording in the one activity from "anti-choice" to "pro-life." I would still keep the other as "pro-choice". It just allows those in that paradigm to see the words they use to describe themselves.
- The Red flag activities were a total hit! They loved the shock and challenge of comparing different traits, and had great conversations as a result. The lessons all took more than one lesson session. I took nearly 2 45-minute lessons to accomplish each lesson (the conversation is the rich part!) The Taboo Game was a miss for my class. We tried 2 different ways to play the game but found the obvious gender stereotypes were not surprising, nor interesting. Good?! Please add more current info, statistics, facts to share. Maybe unlabelled charts which they have to guess the labels for?
- Highly engaging and relevant

Personalized feedback about the presenters:

- Was excellent, put things at student level, listened well to their responses and was very positive with their participation.
- This is a difficult topic, so it was great to have presenters in to help lead the discussion so that, as a teacher, I could engage more with the students.
- Presenters were pleasant and engaging.
- Ashley was super engaging and was able to create a safe environment with students in a short period of time. This was made evident by how much our students remembered between presentations despite them being a month apart [session 2 was rescheduled due to student absences].
- Both presenters were fantastic.

Personalized feedback about the content of the presentations:

- Great job.
- We had large groups, so I felt that the presentation fit the size of the group.
- The content was masterfully created so as to make a difficult topic universally accessible to all students, no matter their situation.
- We appreciated the live presentations but I think that I was expecting something a bit more substantial, punchy, or challenging since we prepared with 5 lessons and were working towards hearing from guest presenters. The content felt like it had good flow, but it didn't feel as if it actualized an end point for the lesson sequence. The CONSENT TEA video is excellent! I have used it for this unit in the past and will continue.
- No. Selfishly, I want them in the classroom longer, however, given the brevity of the topic, the presentations were well-timed.

- There is a feeling that the learning comes mainly from terminology. The students felt the learning was a bit superficial and were left wondering about things in an open-ended way.

Were there any areas you would like to have more details given? Similarly, are there any areas where you feel that less detail would still be sufficient?

- When to fill out the Venn diagram or Medicine Wheel may be a [sample] word or phrase that could go inside [or] be supplied.
- I feel a good balance was struck
- We did talk about what happens when someone discloses to a teacher or counsellor. Also what should you do as a student if someone discloses to you.
- No. Each class will have different focuses depending on the classroom culture. I think the information given was sufficient.
- I am having difficulty bringing this discussion/unit to a productive close. The class is interested and want to talk more about therapy, mental health, access to supports, and all the taboos around getting help. They are passionate about these topics
- I would use large portions, and supplement.

What could we add to the resources / program to make it better?

- Each lesson a direct link to the curriculum outcome.
- Potentially videos from survivors or people who have been through sexualized violence
- More data. Add a couple of readings - like News articles/real life reports - get them to do a read and respond. Discuss the journey of a person working to recover from assault - students want to understand and visualize the supports available, and how they are used, and that they work. They also are concerned about how counselling costs a lot, and is taboo, and is really hard to access. They feel it's not right. Etc... ***Not sure if this is a good idea, but it feels very important to include a more clear lesson about the people as perpetrators. (Consent Tea is good, but...) For each assault there is the person doing the assault/harassment. These people were once students in classrooms too. This is a HARD conversation to have but it feels important to talk more DIRECTLY about the CONSEQUENCES of failing to notice or respect boundaries. Every person has a responsibility to get informed, and to check themselves from time to time to see if they are being fair and respectful to others' boundaries. ???***

Please share any thoughts you may have about whether you think prevention and education programs like "No is a Full Sentence" are needed at this age range:

- The students learnt a lot and I believe they are better people for it.
- Best to educate before high school as the chance of sexualized violence increases greatly at that age.
- I think the statistics speak for themselves. It is our duty to educate our youth to help them protect themselves and each other while trying to promote change in how we view and deal with sexualized violence.

What topics would you like to see more professional development on?

- The program
- I think that all staff should be trained as we are seeing more and more in our classrooms. In having students educated not only does it help them for now, and future, it could help them through current family situations. The classroom teacher should be able to incorporate this throughout the year, not just during a set amount of lessons.
- Assertive boundary setting
- I would like to see professional development that helps teachers who do not have access to this program, understand sexualized violence and provides a framework for them to teach it in the classroom.

Additional final comments:

- Again, great job with much thought and research.
- Thank you.
- My neutral responses were not indicating issues with the program, rather my prior knowledge about trauma informed delivery and my ongoing ability to respond to students' concerns in the classroom.
- I consider myself already well informed and considerate of this material. However, I feel the student booklet and teacher resource were very well laid out, with good activities for comprehension and provided a great starting point for our studies in this area.
- Thanks, this was a great experience and I look forward to continuing to use it in the future.

All personalized feedback from counsellors (quotes have only been edited for spelling errors):

Personalized feedback about the NIAFS presentations:

- The presenters were amazing, engaging and knowledgeable. The students were engaged through the entire presentation with minimal disruptions. When the students did become distracted or disruptive (as gr 8's sometimes do) the presenters were able to redirect and continue in an effective way. Fantastic content and presentations.
- This is a fantastic program that all grade eight students should participate in!

How could we better facilitate school counsellors attending NIAFS presentations?

- Providing the documents in advance was great
- I think the [school] counsellors just need to prioritize their involvement due to the importance of the material.

How could SSAIC better support you as a school counsellor working with young survivors?

- Maybe have someone assigned to schools for calls/information sharing?

Please provide any additional comments about NIAFS:

- Thank you!
- I think it is really great and heard a lot of positive feedback from students and teachers.

All personalized feedback from volunteers (quotes have only been edited for spelling errors):

Personalized feedback about the recruitment process:

- I felt very appreciated and lucky when Morgan organized a zoom call with me in the summer to gauge my interest in the program.
- Morgan was great!

Personalized feedback about the training process:

- I think the training process was fine, it felt very "on the job" learning and I think returning season after season is the best way to truly hone your skill. However it may be helpful for first time volunteers to have a bit of insight to each facilitators' styles and expectations of the volunteer to prepare volunteers. For example, if the facilitator likes to use hypothetical scenarios the facilitator and volunteer can discuss what that will be and the volunteer can help deliver that scenario in an effective way or even a role play of sorts. (For the record, I did not mind any in the fly scenarios or role plays but I do think next year I'll be even better at it, and just thought this may be helpful for new trainees)

Personalized feedback on the presentation booking process:

- Fluid as always.

Personalized feedback on supervision and support:

- I appreciated the little chats before and after the show
- You folks were so lovely, my only wish was that I was available to help out more!

Additional personalized feedback:

- I went into this open minded and ready to learn. I think I took away from this as much as some of the kids may have. Not necessarily about sexualized violence, but rather the interruption of a passive toxic culture themed thought process in young folks and introducing an alternative healthy, intentional and thoughtful one instead. It was a pretty cool thing to be a part of.
- I was hoping to contribute more, but it was my own schedule change that prevented this. Everyone was so understanding about my weird hours and tried to make it work anyway, and I really appreciate it!
- Like I said earlier, I think the best training is to just get in there and keep coming back. The team is so patient and understanding I don't think a volunteer could really "fail". The warmth and openness of the SSAIC team create a very comfortable and safe space to open yourself up to a

new opportunity that isn't necessarily structured. I think my biggest take away that I might pass onto someone new is when you enter a classroom, try to be flexible and accommodating to the facilitators style and also allowing the kids to lead the conversation (with guidance and maybe some queuing) so that the lesson can be tailored to that group's specific needs in that moment or on that day (or "meet them where they're at"). I think the room for flexibility and individuality in the program is key to creating an impactful experience that feels authentic and personal to the kids. I think this is vital for connection, learning and lasting change- and I know I saw this play out at every show this year!

- I felt that it was a good balance of having the leader and the volunteer as extra help and to support the overall wellness of the group.
- I believe the course is so carefully thought out, and seeing it in practice showed how well the kids engaged with the material
- I was thrilled to be a part of this program for its first season this year. It was really inspiring to witness grade 8 students engage with the material and challenge some of their previous beliefs about consent and sexualized violence. For me personally it almost felt emotional at times to see the changing of thought process' of these kids at their age knowing that even just one class in grade 8 can help them go forward into the world better informed about what they should and should not tolerate from others and the world, and also to not participate in a culture that hurts and traumatizes others. I can remember being this age and feeling very confused as on one hand adults are telling you the best way to avoid sexual violence is to not provoke it by avoiding and enabling poor behavior in others and then learning from the "others" that you are not valuable if you do not participate in the culture that has been established by many problematic societal constructs around you. It would have been beyond impactful to learn along side my classmates about victim shaming, consent, and the umbrella of sexual violence, and to simply hear adults speaking these messages that you are okay- your body and person are fine, you don't have to do anything you're not comfortable with. By completely clearing these things up I think it empowers kids and people of all ages to expect more and better from others and the world around them which will help build a future with (hopefully) less pain and trauma. As Ashley says, when you know better you do better. I really do think that sums up the purpose of this program and I'm proud to be a part of it.