

Kiinaq Ijqsimajuq The Hidden Face, Part 1
Child Sexual Abuse Awareness Workshop Model

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FACILITATOR'S GUIDE

INTRODUCTION

PURPOSE

HOW TO USE THESE RESOURCES

These DVDs have been adapted for use in Inuit communities in Canada to provide information and raise awareness of the issue of child sexual abuse among a range of front-line workers who may come into contact with current victims and/or adult survivors in the course of their work. These DVDs and accompanying participant and facilitator's guides may be used as professional development resources with teachers, nurses, Community Health Representatives and other health care workers, police, justice and court workers and other front-line workers in your communities.

This facilitator's manual has been developed for a four-day workshop and is intended as a guide only. Depending on your specific needs and circumstances such as the type of participants and/or time constraints, as a facilitator you may wish to use sections of this guide and tailor a workshop to meet your own needs, i.e. conducting a one- or two-day workshop. You may wish to emphasize certain parts of the DVD, depending on the roles, level of awareness and information needs of participants.

It is strongly recommended that counselling supports be available during the workshop.

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The Hidden Face, Part 1 – Child Sexual Abuse

Day One: Addressing the Issue with <i>The Hidden Face</i> DVD			
Time	Purpose	Content	How
9:00-9:50	To begin the workshop. To help participants feel comfortable. To begin validating the participants.	Welcoming Participants.	<ul style="list-style-type: none"> Facilitator introduces him/herself and welcomes everyone and introduces him/herself. If possible everyone should be sitting at a table where they can all see each other and participate in a meaningful way. Also, the workshop number should be limited, as this is a very sensitive topic and there could be discussions of personal experiences. State that the work they do is really important and that hopefully the training workshop will help them in their work and in their personal life as they may not know if the person with whom they are interacting is a survivor of child sexual abuse.
		Qulliq lighting. Opening prayer.	<ul style="list-style-type: none"> If desired and available a qulliq could be lit ceremonially. Facilitator invites a participant to say an opening prayer.
		Ground rules.	<ul style="list-style-type: none"> It is important to reach a group consensus and agreement about respect for each other and each other's ideas, being on time for all parts of the training, and confidentiality. All participants need to feel safe in order to gain the most from the training. The facilitator should talk about how this is a difficult topic and all participants will be talking about sensitive issues, some of which might have affected them personally or someone close to them. <p>NOTE: It is recommended that there be a counsellor on site or nearby to support any participant(s) who might be suffering as a result of the memories brought up from this workshop. Give out a list of local and/or regional resources to all participants, such as the <i>Nunavut Kamatsiaqtut</i> Help Line numbers, etc., so that they or others know where they can access confidential support.</p>

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Day One: Addressing the Issue with <i>The Hidden Face</i> DVD			
Time	Purpose	Content	How
9:00-9:50 (continued)		Introduce facilitator and participants to each other.	<ul style="list-style-type: none"> Go around the circle and ask each person to introduce themselves.
9:50-10:05	To help participants see their work as part of a larger effort by Inuit to address the needs of child sexual abuse survivors and to help them cope with the impact of the abuse as they mature and have new relationships.	How the workshop came to be.	<ul style="list-style-type: none"> This workshop is part of a Pauktuitit project on addressing the needs of child sexual abuse survivors in Inuit communities using a film that was produced in Greenland and that deals with the issue in a hopeful and helpful manner. Explain that they will: <ul style="list-style-type: none"> Examine the complex issues of child sexual abuse and how it affects their life and creates difficulty for the survivor; Learn how people close to the victims affect how the child perceives themselves, adults, and issues of blame; and, Learn how to help by identifying strategies for addressing and coping with the impacts of child sexual abuse. Invite questions/comments.
10:05-10:25	To help participants see their work as part of a large effort by Inuit to address the needs of child sexual abuse survivors.	What will the four-day workshop cover?	<ul style="list-style-type: none"> Facilitator explains the workshop plan using a formal printed agenda or written up using a flipchart. The main purpose is to help participants develop an understanding of child sexual abuse and what survivors of child sexual abuse are experiencing and why. It is hoped that participants will be able to engage abuse survivors with greater ease and understanding. Explain that the workshop has been developed to support the viewing of a powerful film based on the true life story of an actual Inuk woman (Greenlandic) who is a survivor.

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The Hidden Face, Part 1 – Child Sexual Abuse

Day One: Addressing the Issue with <i>The Hidden Face</i> DVD			
Time	Purpose	Content	How
10:05-10:25 (continued)	To develop understanding between the facilitator and participants. To introduce the objectives and content of the training workshop. To find out what participants hope to learn.	Participant expectations.	<ul style="list-style-type: none"> • Ask participants to say why they are attending this workshop and what they hope to get out of the workshop. Note these on a flipchart. • Issues that aren't included can be noted and considered for addressing in some format during the four days. • Ask what concerns or fears they have regarding this workshop. • Invite questions and comments.
		Housekeeping.	<ul style="list-style-type: none"> • The general plan is to work from 9:00 am until 4:30 pm with three breaks during the day (mid-morning, lunch and mid-afternoon). • Deal with housekeeping issues.
10:25-10:30	To start the learning process.	True or False Quiz.	<ul style="list-style-type: none"> • Give participants the "True or False Quiz" (Appendix A). The results of this quiz will help with discussion further on in the workshop.
10:30-10:45 BREAK			
10:45-11:00	To build knowledge about child sexual abuse.	What is child sexual abuse?	<ul style="list-style-type: none"> • Ask the participants how they define child sexual abuse (write down all the answers). • Explain that child sexual abuse is defined as contacts or interaction between a child and an adult or adolescent where the child is being used for sexual purposes. It includes: <ul style="list-style-type: none"> - Being touched by someone in places that one does not want to be touched; - Being asked (or forced) to touch someone else for a sexual purpose; - Being forced or threatened into a sexual act; - Having any sort of sexual experience with a blood relative; and - Witnessing indecent exposure. • Talk about child sexual abuse as an abuse of power, as a control issue where the adult or adolescent uses sexual abuse as a means of fulfilling his or her need to be powerful. • Give out "Fact Sheet on Child Sexual Abuse" (Appendix B). Discuss items that the participants question.

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Day One: Addressing the Issue with <i>The Hidden Face</i> DVD			
Time	Purpose	Content	How
11:00-12:00	To first view the film.	Why is abuse happening in Inuit society?	<ul style="list-style-type: none"> Brainstorm with participants about what they think is causing abuse in their community. Why do people abuse children? List these on a flipchart. Probe participants for reasons behind behaviours that they have observed. Ask participants to relate the causes they have identified to the two roots: (1) loss of culture and tradition; and (2) loss of control over individual and collective destiny. Discuss. Ask participants to think about what they think this means for what Inuit need to do to heal themselves and others. Share these with the group and write them down on a flipchart. <p>NOTE: There may be causes for this abuse, but this does not excuse the offender, who must take responsibility for their action and try to find ways to get help so that they do not continue to abuse.</p>
12:00-1:00 LUNCH BREAK			
1:00-1:15	To first view the film.	Introduction.	<ul style="list-style-type: none"> Explain that it is hoped that the film will contribute to their understanding, and ability to discuss and be of help to survivors of child sexual abuse. Explain that this film is about Naja's experiences and that she tells her own story. Explain that others close to her (her grandmother, Mina, in particular who was her greatest support) tell their story openly and honestly. Acknowledge the strength and courage both demonstrated by sharing their story so all could learn. Explain that in between segments of the film, psychologist Conni Gregersen explains some of the psychological mechanisms which lay behind the reactions of this child as she was experiencing the abuse and its aftermath. Explain that their feelings, thoughts and knowledge about child sexual abuse will be impacted by this film.

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The Hidden Face, Part 1 – Child Sexual Abuse

Day One: Addressing the Issue with <i>The Hidden Face</i> DVD			
Time	Purpose	Content	How
1:00-1:15 (continued)			<ul style="list-style-type: none"> Focus on the strength of Naja and Mina and on the strength of them, the participants of this workshop, who will now watch a very emotional film.
1:15-2:10	To understand child sexual abuse from the point of view of one particular survivor.	Viewing of the film <i>The Hidden Face</i> .	<ul style="list-style-type: none"> Participants and facilitator (and support people if available) watch the film. Facilitator (and support people if available) note any unusual reactions of participants to address later or in the moment if necessary. <p>Note to facilitator: while working with this material, a participant might disclose (maybe for the first time) that he or she is a survivor of child sexual abuse. How you respond to this is important. Offering a support person to talk with the participant privately would be advantageous. This allows the survivor to get their immediate needs met, while allowing the rest of the participants to move on with the training.</p>
2:10-2:45	To allow the participants to respond emotionally and intellectually to the content of the film.	Initial debriefing of the film.	<ul style="list-style-type: none"> Facilitator will ask each participant to express how the film impacted them. Facilitator will ensure that each participant is given an opportunity to express their first reaction, thoughts and feelings. Brainstorm what participants feel are the main messages of the film (anger is OK, healing without an apology is possible, etc.). List these messages to refer to during the training.
2:45-3:00 BREAK			
3:00-4:00	To continue debriefing the film, and discussing the impact of it on the participants.	Guided discussion on whole film.	<ul style="list-style-type: none"> Ask how the voices of Naja, her grandmother Mina, and the psychologist, Conni Gregersen interacted (hearing similar messages from different points of view). Discuss how Naja can make sense of her life through different time periods surrounding the abuse: <ul style="list-style-type: none"> – Life before the abuse. – Living with the abuse. – Disclosing the abuse. – Healing.

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Day One: Addressing the Issue with <i>The Hidden Face</i> DVD			
Time	Purpose	Content	How
3:00-4:00 (continued)	To help the learning process by defining what was learned on day one.	What have I learned today?	<ul style="list-style-type: none"> Tell participants that the film has been described as a story of neglect, courage and vitality. Have the participants discuss each term and connect them with the content and theme of the film.
4:00-4:20			<ul style="list-style-type: none"> Ask participants to spend five minutes thinking about what they learned in day one and to write down their thoughts: <ul style="list-style-type: none"> – Today I was surprised to learn that... – It's a relief to know that... Form a talking circle and ask participants to share something that they learned and/or make any other statements.
4:20-4:30	To set the stage for day two.	Plans for day two.	<ul style="list-style-type: none"> Review plans for the next day. Give out the manual on the film which describes the 16 sections. Tell participants over the next three days they will be referring to the film, and the different sections, but not necessarily in order. Refer to the workshop agenda on a flipchart. Ask if there are questions about the plan. Ask if there are any comments about how the first was structured and/or facilitated. Any changes needed for day two? Have each participant tell one way in which they will take care of themselves that evening.
4:30	To end the first day of the workshop.	Closing prayer.	<ul style="list-style-type: none"> Ask for a volunteer to say a closing prayer.

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The Hidden Face, Part 1 – Child Sexual Abuse

Day Two: The Impact of Child Sexual Abuse			
Time	Purpose	Content	How
9:00-9:30	To begin day two of the workshop.	Welcome, review agenda and opening prayer.	<ul style="list-style-type: none"> • Facilitator welcomes everyone. • Ask participants if they have thoughts they would like to share about the first day. • Review the agenda for the day, summarize the topics. • Ask for questions or comments about the agenda. • Deal with housekeeping issues. • Ask for a volunteer to say an opening prayer.
		Introducing the format of examining the different sections of the film in detail.	<ul style="list-style-type: none"> • Tell the group that the training will focus on the different aspects of sexual abuse that the film addresses. • Explain that both the general and specific aspects of each theme will be discussed. • Debate and discussion is encouraged, which will focus on the treatment of the sexually abused. • It is hoped these discussions will help each participant in their work with survivors of child sexual abuse. • Emphasize that each participant brings with them their own gifts, experiences, feelings, attitudes, thoughts and that all are worthwhile and important.
9:30-10:10	To build knowledge regarding recognizing healthy families and relationships.	Healthy families/healthy relationships.	<ul style="list-style-type: none"> • Have each participant find a partner and share a “happy” experience in their life that occurred before the age of 15. • Discuss the feelings this memory brought up. • Make two webs with unhealthy relationships/families at the centre of one and healthy relationships/families at the centre of the other. • Have participants brainstorm a list of elements that contribute to an unhealthy family and unhealthy relationships and put these around the circle of unhealthy issues (include such poor coping skills, feeling unsafe, lack of respect, unhealthy use of power and control, violence, threats, adult-child relationships mixed up, low self esteem, misuse of alcohol and drugs, sadness, suicidal ideation, forced secrets etc.).

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Day Two: The Impact of Child Sexual Abuse			
Time	Purpose	Content	How
9:30-10:10 (continued)		Examining the issues posed in <i>Chapter 1: Memories of a Secure Childhood</i> .	<ul style="list-style-type: none"> • Have participants brainstorm a list of elements that contribute to a healthy family and healthy relationships and put these around the circle of healthy issues (include such aspects as having fun together, feeling safe, using respect and cooperation as opposed to power and control when dealing with issues, good communication, working together for common purposes, a sense of tradition, adults protecting the children, etc.). • Have participants examine Naja's positive memories of feeling safe as a child living with her grandparents. • Relate this to their own experience they shared earlier.
10:10-10:30	Continuing to build knowledge regarding recognizing healthy families and relationships.	Rights of the child.	<ul style="list-style-type: none"> • Ask participants to brainstorm a list of children's rights. • Some ideas to include: every child should feel safe within their home, be treated with respect, to be cared for by the adults, to live without fear of being abused, to share their feelings, to be able to say "no" if they are being hurt, etc. • Discuss the following statement 'children need to be protected – and have the right to be protected.' What does it mean that a child needs and has the right to be protected? • Note that all children as they grow up need to know their rights and what to do if they are violated.
10:30-10:45	BREAK		

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The Hidden Face, Part 1 – Child Sexual Abuse

Day Two: The Impact of Child Sexual Abuse			
Time	Purpose	Content	How
10:45-11:20	To continue to build knowledge about child sexual abuse.	Examine the issues posed in <i>Chapter 2: The Abuse</i> .	<ul style="list-style-type: none"> • Ask participants “What is understood by abuse?” • Review the fact sheet and what was learned the day before about abuse. • Discuss if the abuse Naja received follows these facts. • Discuss and debate the following questions: <ol style="list-style-type: none"> 1. Abuse occurs when adults use force on a child to satisfy their own needs. Is all force abuse? 2. Is there ever consent between a child and an adult or adolescent? Why or why not? 3. Is the abuse ever the fault of the child? Why or why not? 4. Is alcohol ever an excuse? 5. Is sexual abuse the only abuse that occurs?
11:20-12:00	Building knowledge about the impact of sexual abuse on children and how to help.	The “unreality” of the abuse: examining the issues posed in <i>Chapter 5: Unreality</i> .	<ul style="list-style-type: none"> • What is meant by the statement: sexual abuse is a hidden and secret crime? (Discuss the analogy Naja uses regarding the house being on fire, that it is seen and people help, whereas with child sexual abuse it is done in secret, with threats to keep it secret, that there are feelings of guilt, and shame involved even when the survivors become adults, etc.)
12:00-1:00 LUNCH BREAK			
1:00-1:30	Continuing to build knowledge about the impact of sexual abuse on children and how to help.	The feelings and emotions associated with child sexual abuse.	<ul style="list-style-type: none"> • Brainstorm a list of emotions and feelings associated with child sexual abuse (loneliness, anger, pleasure, powerlessness, fear, confusion, specialness, guilt, depression, shame, self hatred, low self esteem, humiliation, valueless, etc.). • Relate these emotions to Naja’s experience in the film. • Discuss what happens when all these emotions are kept hidden.

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Day Two: The Impact of Child Sexual Abuse			
Time	Purpose	Content	How
1:30-2:00	Continuing to build knowledge about the impact of sexual abuse on children and how to help.	<p>The special case of shame and guilt.</p> <p>Examining the issues posed in <i>Chapter 10: Shame and Guilt</i> and <i>Chapter 7: The Body's Failure</i>.</p>	<ul style="list-style-type: none"> • Ask participants to think of examples of a time when they felt shame (they can share if they are comfortable doing so, but do not have to share this as it is very personal). • Ask "where does 'shame' come from?" (Child questions his/her worth, develops self-loathing as he wonders why the abuse is given to him/her, and no one does anything about it, that he/she must be bad if this abuse is happening to him or her, etc.) • Ask how this guilt allows the offender to continue.
2:00-2:30	Continuing to build knowledge about the impact of sexual abuse on children and how to help.	<p>The losses attributed to child sexual abuse.</p> <p>Examining the issues posed in <i>Chapter 9: No Energy for Learning</i>.</p>	<ul style="list-style-type: none"> • Facilitator leads a session on losses related to child sexual abuse. • Participants are asked to brainstorm what losses the survivor has experienced. Include: <ul style="list-style-type: none"> – Loss of normal growth development; – Loss of childhood and innocence; – Loss of receiving normal and age appropriate love and affection; – Loss of interest in natural activities such as school, learning, etc.; – Loss of energy to do normal activities because so much time and energy go into dealing with abuse; – Loss of feeling in control (for not being able to stop the offender, for not being able to tell, for not being able to make others believe what happened, etc.); – Loss ability to trust those who are supposed to protect because of their betrayal (the offender's betrayal as well as those who were supposed to protect the child); – Loss of feelings of security because of fear (that offender's threat of harm of abandonment will come true, that their family will be destroyed, that no one will believe them, etc.); and – Loss of self esteem, feeling that one is a valued person.

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The Hidden Face, Part 1 – Child Sexual Abuse

Day Two: The Impact of Child Sexual Abuse			
Time	Purpose	Content	How
2:30-2:45	Continuing to build knowledge about the impact of sexual abuse on children and how to help.	Coping and defense mechanisms.	<ul style="list-style-type: none"> On a flipchart, brainstorm 'what are defense mechanisms? How do they help the child cope with the abuse?' Tell participants they will learn about self-mutilation, dissociation, repression, and other coping mechanisms that allow the child to live with the abuse.
2:45-3:00	BREAK		
3:00-3:30	To build knowledge regarding defense mechanisms.	To examine the issues posed in <i>Chapter 6: Self Mutilation</i> .	<ul style="list-style-type: none"> Ask participants what is emotional and psychological pain, and how does it manifest itself? Brainstorm with participants the reasons for self-mutilation (see film booklet and discuss the different reasons listed on page 11 – to have something physical to show for their hidden pain, to stop feeling oneself, to drown inner pain, to get help and understanding).
3:30-4:00		To examine the issues posed in <i>Chapter 11: Repression</i> .	<ul style="list-style-type: none"> Ask participants to work with a partner and give examples of times when they escaped from painful memories. Discuss how the impact of the abuse discussed today (shame, guilt, etc.) allows the child to reinvent their reality, pretending or even truly believing that the abuse is not real, or not happening to them (thus defining the issue of repression, or denial of abuse). Explain the dissociation refers to the ability to escape painful or harmful situations by creating another place to the mind to go seen often as day dreaming or not focusing. Explain that sometimes this leads to multiple personalities, where the child creates another being who is being abused.

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Day Two: The Impact of Child Sexual Abuse			
Time	Purpose	Content	How
4:00-4:20	To help the learning process by defining what was learned on day two.	What have I learned today?	<ul style="list-style-type: none"> • Ask participants to spend five minutes thinking about what they learned. • Note the 'learnings' on a flipchart. • Ask how each will cope tonight with the material they have been exposed to (encourage examples of positive coping mechanisms). • Ask if there are any comments about how the first day went. Ask if there are things that could be changed/ improved for day three.
4:20-4:30	To set the stage for day three.	Plans for day three.	<ul style="list-style-type: none"> • Review plans for the next day. Refer to workshop agenda on a flipchart. Ask if there are questions about the plan.
4:30	To end the second day of the workshop.	Closing prayer.	<ul style="list-style-type: none"> • Ask for a volunteer to say a closing prayer.

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The Hidden Face, Part 1 – Child Sexual Abuse

Day Three: Disclosing the Abuse – To Tell or Not To Tell			
Time	Purpose	Content	How
9:00-9:15	To begin day three of the workshop.	Welcome, review agenda and opening prayer.	<ul style="list-style-type: none"> • Facilitator welcomes everyone. • Ask participants if they have any thoughts they would like to share about the second day. • Review plans for the day, summarize topics. • Ask for questions or comments about the plan. • Deal with housekeeping issues, ask a volunteer to say a prayer.
9:15-9:45	To increase knowledge about the issues around disclosure.	<p>Signs of child sexual abuse.</p> <p>To examine the issues posed in <i>Chapter 3: Wanting to Tell about It</i>.</p> <p><i>Chapter 4: The Burden of Keeping a Secret</i>.</p>	<ul style="list-style-type: none"> • Discuss the question “how can we learn to read children’s signals?” • Discuss how age of abused child affects his/her ability to tell about abuse, but they might tell us by showing us other symptoms. • Brainstorm a list of symptoms that might tell an adult that a child is being sexually abused (showing physical signs to discomfort in genital area, signs of changes in behaviour, aggressive behaviour, inappropriate acting out, exhibiting sexual knowledge of; behaviour beyond maturity level, being hyper-vigilant and fearful of others, not wanting to be at home, low self esteem, etc.). • Discuss whether any one of them is proof on its own that a child is being abused.

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Day Three: Disclosing the Abuse – To Tell or Not To Tell			
Time	Purpose	Content	How
9:45-10:30		To tell or not to tell – the child. Obstacles to disclosure.	<ul style="list-style-type: none"> • Ask why they think Naja did not tell about the abuse when it first started (threats from her stepfather regarding killing her little brother, beating her mother, etc.). • Brainstorm all the reasons a child might not tell an adult about the abuse (too young, afraid, fear of not being believed, threatened, afraid family will not love him/her, does not want family to be pulled apart, receiving a gift, feelings of guilt, shame, that others might view him/her as a sexual object, that she will be punished, etc.). • What happens when a child does tell and is not believed, or is blamed, or the abuse is not stopped? (Loss of self worth, mistrust of adults, questions whether they have done something terrible to incur abuse, etc.) • Discuss what happens to an abused child who is being told that adults are protectors, that adults should be obeyed? (They are conflicted, confused, don't know what to do, etc.)
		Betrayal of a child by trusted adult(s).	<ul style="list-style-type: none"> • Discuss the question "how can we teach children to protect themselves and still have confidence in others?" (Children need to be taught basic rights as discussed earlier, what is good touch, etc.; they need to know if an adult tells them to keep a secret that does not feel right, they need to tell a trusted adult; they need to be able to distinguish who can be trusted.) • Discuss issues of betrayal by the adults in their lives: the one or ones who abused them and the ones who were supposed to protect them from abuse (help them develop sense of power and control over own bodies, which was taken away through no fault of their own; be non judgmental).
10:30-10:45		BREAK	

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Day Three: Disclosing the Abuse – To Tell or Not To Tell			
Time	Purpose	Content	How
10:45-12:00	To examine the survivor's silent code of conduct.	To examine the issues posed in <i>Chapter 8: Protecting Brothers and Sisters from Sexual Abuse</i> .	<ul style="list-style-type: none"> • Discuss the elements in the relationship between the abuser and the child (uneven power-based relationship where threats, fear and guilt are used to control; might also be viewed by victim as a special relationship where they are favored). • Discuss the question "why is sexual abuse not discovered?" • Ask whether the sexual abuse of a child is known in the community, but not reported and why? (The abuser might be an important leader in community or come from a powerful family, fear of breaking up a family, etc.) • Discuss how the survivor unwittingly contributes to the secrecy. • Ask how Naja's family contributed to her decision not to tell about the abuse (thinks she can protect siblings). • Ask what silent code of behaviour the survivor might have (without realizing he/she has one).
		The price the child pays.	<ul style="list-style-type: none"> • The facilitator hands out "What Behaviour Happens After the Abuse? The Price Paid for Keeping a Secret" (Appendix C). • What is meant by saying the child pays the price? (Leads to poor coping skills, the behaviours discussed in the handout with the defense mechanism discussed earlier, etc.)
12:00-1:00 LUNCH BREAK			
1:00-1:45	To understand the stages of sexual abuse.	Stages of sexual abuse.	<ul style="list-style-type: none"> • Facilitator leads a session on the stages of sexual abuse. • Give out "Stages of Sexual Abuse" (Appendix D) and have it on an overhead or flipchart to refer to. • Discuss the five stages citing the case of Naja as an example. • Engagement or entrapment stage: What is "grooming"? Have participants give an example. Talk about the abuse as not just actual events in the life of the survivor, but as a psychological entrapment where the child gets sucked into the offender's view of the world.

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Day Three: Disclosing the Abuse – To Tell or Not To Tell			
Time	Purpose	Content	How
1:00-1:45 (continued)	To understand the stages of sexual abuse.	Stages of sexual abuse.	<ul style="list-style-type: none"> • Sexual interaction stage: sexual contact is pressured, forced, takes place. • Secrecy stage: this is where the offender uses his/her power to control the child and keep the abuse going. • Disclosure stage: sometimes found out by a caring adult later in the child's life when the survivor tells about it on his or her own volition. Note how this is a very risky time for the survivor, and must be handled appropriately for the survivor to be able to heal; ask about the fears the child has about disclosure. • Suppression stage – this happens more often than we would like. Ask what would make the survivor recant their story? Relate it to the fears discussed above.
1:45-2:10	Understanding the issues around disclosure of child sexual abuse.	Examining the issues posed in <i>Chapter 12: Being Met With Consideration</i> .	<ul style="list-style-type: none"> • Review the ways child sexual abuse disclosure occurs (by a caring adult who knows the abuse is happening or who suspects it or by the child themselves when they are ready to tell. Sometimes when children become adolescent they start to rebel against what has occurred and disclose themselves; other times it is the adult survivor who feels ready to tell at some point in their life when they are feeling supported.) • Sometimes the abuse is never reported. Discuss the implications of that on the survivor (they can remain angry throughout life, be revictimized, develop poor relationship skills, not be able to protect their own children, become suicidal, never have the opportunity to go through a healing process, etc).

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The Hidden Face, Part 1 – Child Sexual Abuse

Day Three: Disclosing the Abuse – To Tell or Not To Tell			
Time	Purpose	Content	How
2:10-2:30		To tell or not to tell – the adult. The law.	<ul style="list-style-type: none"> • What might stop us from wanting to report a suspected case of child sexual abuse? (Knowing the abuser, afraid of what members of the community might think, getting blamed and ostracized in community, etc.) • What should happen if we or another adult is aware that a child's rights are being violated? Discuss the law regarding reporting child abuse. Discuss how to follow the law while at the same time not subjecting the child to a different type of abuse (i.e. depending on the maturity of the child be sure to involve them in the process; let them know what is going to happen and why, etc.).
2:30-2:45 BREAK			
2:45-3:20	To examine what responsibilities adults have regarding child sexual abuse.	The role of the adult.	<ul style="list-style-type: none"> • Give out and discuss "Responding to Disclosures of Child Sexual Abuse" (Appendix E). • Ask what an adult should do when they suspect abuse. (Remind them that the child has the right not to tell and to keep silent, which gives the child some sense of control in their life. Developing trust in the adult will slowly allow the child to feel it is safe to tell. Tell the child that they are not alone, that sexual abuse happens to others, etc.)
		Examining the issues posed in <i>Chapter 13: Telling About the Assaults</i> .	<ul style="list-style-type: none"> • Ask how Naja's abuse was disclosed and relate it to the above. • How did the teacher help Naja get stronger? (Asked her more than once about going to camp, being supportive but not invasive.) • Naja told when she was about 15. Ask why many youth get the courage to tell around that age? (It is a time of adolescent rebellion; she had had enough; was afraid for siblings' safety, etc.) • Ask what happened when Naja disclosed. (She went to the police and her stepfather left, but came back two weeks later leading to fights, drinking.)

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Day Three: Disclosing the Abuse – To Tell or Not To Tell			
Time	Purpose	Content	How
2:45-3:20 (continued)			<ul style="list-style-type: none"> • Why did this affect Naja? (She felt responsible for her mom's beatings and her drinking.) • Why do you think Naja's mother let her stepfather come back? • How did this affect Naja?
3:20-3:40	How abuse ends.	Examining the issues posed in <i>Chapter 14: The Grandmother takes Responsibility.</i>	<ul style="list-style-type: none"> • Brainstorm with participants what inner and outer resources a survivor needs in order to heal (a trusted person on whom to rely, faith, a knowledge of what is right and wrong, positive memories). • Discuss Mina's role in Naja's life. (She rescued Naja from the situation, and gave her the necessary care and security.)
3:40-3:50	The healing journey.	Examining the issues posed in <i>Chapter 15: Memory of the Mother.</i>	<ul style="list-style-type: none"> • Discuss how her mother's death by suicide contributed to another loss for Naja. • Discuss how Naja resolved the issue of being betrayed by her mother (by remembering good times, having positive dreams, etc.)
3:50-4:15	Resolution of abuse.	Examining the issues posed in <i>Chapter 16: The Need for an Apology.</i>	<ul style="list-style-type: none"> • Why is an apology so important for the one who has experienced abuse? (To help the survivor realize they were not at fault, that the responsibility for the abuse was the offender's, not the child's, helps the healing process, etc.) • Naja did not get an apology. How did she feel about this? Is she still able to heal? How does that happen? Discuss. (Apologies are good but often do not occur so survivors need to be able to realize that they can grow healthy without the apology.)

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The Hidden Face, Part 1 – Child Sexual Abuse

Day Three: Disclosing the Abuse – To Tell or Not To Tell			
Time	Purpose	Content	How
4:15-4:30	To help the learning process by defining what was learned.	What have I learned today?	<ul style="list-style-type: none">• Ask participants to spend five minutes thinking about what they learned in day three.• Form a talking circle and ask participants to finish the following sentence or to make their own comments about what they have learned: "What helps me heal is..."• Share with the group.• Ask if there are any comments about how the third day went. Ask if there are things that could be changed/ improved for day four.
4:30-4:40	To end the day of the workshop and set the stage for the next day.	Plans for day four. Closing prayer.	<ul style="list-style-type: none">• Review plans for the next day. Ask if there are questions about the plan.• Ask for a volunteer to say a closing prayer.

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Day Four: Counsellors – Helping Survivors/Helping Ourselves			
Time	Purpose	Content	How
9:00-9:15	To begin day four of the workshop.	Welcome, agenda review, opening prayer.	<ul style="list-style-type: none"> • Facilitator welcomes everyone. • Ask participants if they have thoughts they would like to share about the third day. • Review the agenda for the day, summarize the topics. • Ask for questions or comments about the agenda. • Deal with housekeeping issues. • Ask for a volunteer to say an opening prayer.
9:15-10:00	To examine and appreciate the differences between male and female victims/survivors.	The differences between male and female survivor issues.	<ul style="list-style-type: none"> • Discuss "The Special Situation with Male Survivors of Child Sexual Abuse" (Appendix F). • Facilitator writes on a flipchart 'males' on one side and 'females' on the other. • Discuss each issue as it pertains to the particular sex: <ul style="list-style-type: none"> – Incidence... – Reaction to abuse... – Societal reaction... – Disclosure... • Write down responses and discuss differences.
10:00-10:30	To build knowledge about Inuit values and principles.	Inuit and healing.	<ul style="list-style-type: none"> • Discuss "Inuit Principles of Healing and Working Together" (Appendix I). • Ask participants to respond to the question, "What do Inuit need to do to heal themselves?" (Seek help, be ready to change through self examination and awareness, reconnect with their culture and traditional knowledge, etc.). • Discuss whether healing is a process or an act. • Brainstorm ideas for what a healer does (counsels, listens, asks questions, gives their knowledge, etc.) • Discuss how this affects the healing of a child sexual abuse survivor.
10:30-10:45	BREAK		

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The Hidden Face, Part 1 – Child Sexual Abuse

Day Four: Counsellors – Helping Survivors/Helping Ourselves			
Time	Purpose	Content	How
10:45-11:00	To understand the world of the survivor after the disclosure.	Feelings after disclosure.	<ul style="list-style-type: none"> • Discuss that in order to be supportive we must understand what some of the feelings the child or adult survivor will have after disclosing: <ul style="list-style-type: none"> – Anger at the person who the child disclosed to (that could be the participant); – Anger at the abuser; – Worry about the reaction of family, peers, community, etc.; – Worry over being blamed for breaking up family; – Guilt and shame; – Fear of possible court case; – Loneliness and isolation; and/or – Sense of relief at having told someone. • Remind participants that disclosure is only the start of a long, painful, and slow process in which the survivor attempts to confront and work through many issues.
11:00-11:45	Building skills for working with survivors.	Building a counseling/helping relationship.	<ul style="list-style-type: none"> • Brainstorm with the group answers to the question, "What people, events, places and times make you feel safe, calm and relaxed?" • Facilitator picks several examples from both exercises and works with participants to identify ways that they can increase the trust of survivors with whom they are in contact. Verbal language, listening skills, body language, tone of voice, developing routines, problem solving, confidentiality, helping the survivor help themselves, support, reliability, etc. are ways to help the survivor and can increase trust.

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Day Four: Counsellors – Helping Survivors/Helping Ourselves			
Time	Purpose	Content	How
11:00-11:45 (continued)		Good listening.	<ul style="list-style-type: none"> • Good listening is a basic skill that will allow you to show the client that you understand, believe, care and have respect for them. • Ask participants to list ways of showing that one is listening well. • Discuss non-verbal ways to help good listening. • Show effective listening skills in a role-play, with the facilitator as the helper and one participant as the client. The role-play will show how to develop trust and understanding, be non-judgmental, and examples of not listening or hearing.
11:45-12:00	To build knowledge and understanding about the survivor's healing journey.	Healing.	<ul style="list-style-type: none"> • Ask "how do survivors start to heal?" Write down all their answers. • Discuss whether anger is OK and appropriate, i.e. expressing anger at abusers and at the people who are supposed to protect you as a child is healthy.
12:00-1:00 LUNCH BREAK			
1:00-1:30	To examine methods to help along their healing journey.	How to support survivors.	<ul style="list-style-type: none"> • Ask "how can we help survivors heal?" • Give out and discuss "How to Support the Healing Process" (Appendix G). • Focus on how counsellors can help a survivor work through the issues of betrayal by the adults in their lives, i.e. the one or ones who abused them and the ones who were supposed to protect them from abuse. (Help them develop sense of power and control over their own bodies which was taken away through no fault of their own; be non-judgmental.)
1:30-2:30	To examine the reactions to working with survivors of child sexual abuse.	Emotions and responses to disclosure.	<ul style="list-style-type: none"> • Review with participants the list of emotions that the survivor feels. • Explain how we as helpers often have similar emotions and that is to be expected. (It is better to be aware of them so they do not get in the way of our helping.) • Discuss "The Counsellor's Range of Emotional Reactions" (Appendix H).
2:30-2:45 BREAK			

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The Hidden Face, Part 1 – Child Sexual Abuse

Day Four: Counsellors – Helping Survivors/Helping Ourselves			
Time	Purpose	Content	How
2:45-3:15	To highlight the need for self-care.	Caring for yourself.	<ul style="list-style-type: none"> • Ask about what participants do to care for themselves. • Introduce the idea of keeping a journal. • Brainstorm a list of the types of things that one could record in a journal. • Discuss other methods of helping oneself if experiencing personal difficulties when working with a survivor: <ul style="list-style-type: none"> – See a counsellor or talk to someone knowledgeable who can help; – Remind yourself you are not responsible for the abuse; and/or – Learn more about child sexual abuse and how you can help your community combat it.
3:15-3:30	To understand the community's reaction.	Community reaction to sexual abuse issues.	<ul style="list-style-type: none"> • Discuss how the community does not always react well to admissions of abuse. • Discuss the possible range of community reactions: <ul style="list-style-type: none"> – Shock and disbelief: <ul style="list-style-type: none"> • That this type of behaviour could occur in own community; • That this type of behaviour could occur at all; • That "this" particular family could have such a problem. – Disgust and anger: <ul style="list-style-type: none"> • Over child's behaviour; • Over abuser's behaviour; • Over family's behaviour (to "allow" abuse to occur). – Protection versus retribution: <ul style="list-style-type: none"> • Wanting to protect abuser versus punish him/her; • Wanting to protect the survivor's family and keep it together versus ensuring the safety of the children.

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Day Four: Counsellors – Helping Survivors/Helping Ourselves			
Time	Purpose	Content	How
3:30-3:45	To review the quiz done on the first day.	True or false quiz.	<ul style="list-style-type: none"> • Go through the true or false quiz given out but not discussed on the first day. • Go around the table and ask participants to read each question and discuss their answer.
3:45-4:15	To evaluate the four-day workshop and capture future training needs.	Workshop evaluation.	<ul style="list-style-type: none"> • Ask participants to write down their thoughts about: <ul style="list-style-type: none"> – The structure of the workshop; – The content of each day; – What worked well; and – What could be improved.
4:15	To help the learning process and end the workshop.	<p>Closing remarks</p> <p>Closing prayer.</p>	<ul style="list-style-type: none"> • Form a talking circle and ask participants to finish the following sentences or to make their own comments: <ul style="list-style-type: none"> – “Today I was surprised to learn that...” – “Something new that I will do in my work is...” – “I want to learn more about...” – “I appreciate...” • Thank the participants for their hard work. • Ask for a volunteer to say a closing prayer.

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The Hidden Face, Part 1 – Child Sexual Abuse

APPENDIX A – TRUE OR FALSE

Please circle one

- | | | |
|---|---|---|
| 1. Every person has the right to live free from the fear of abuse. | T | F |
| 2. When a girl starts her period, she is ready for sex. | T | F |
| 3. Even if the survivor had positive feelings toward the abuser, the abuse was wrong. | T | F |
| 4. An abuser is easily recognized and identified. | T | F |
| 5. When first talking about the abuse, survivors often re-live the abuse. | T | F |
| 6. Child sexual abuse is acceptable in Inuit or northern society. | T | F |
| 7. Child sexual abuse is an abuse of power. | T | F |
| 8. There is nothing that can be done to help a survivor of child sexual abuse. | T | F |
| 9. Male survivors have the same rate of disclosure as female survivors. | T | F |
| 10. Children and youth are unable to give consent because they do not have equal power, equal knowledge, or equal support system as the adult abuser. | T | F |
| 11. Child sexual abuse lives in an atmosphere of silence and secrecy. | T | F |
| 12. As soon as the abuse is disclosed the survivor feels better and is healed. | T | F |
| 13. The term “survivor” is used instead of victim to recognize the abused person’s strength and bravery. | T | F |
| 14. Counsellors can do more harm than good if they are too inquisitive. | T | F |

Taken/reproduced from The Collins Centre (online) *Adults Taking Responsibility*
http://www.thecollinscenter.org/wp-content/uploads/Adults_Taking_Responsibility.pdf

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APPENDIX B - FACT SHEET ON CHILD SEXUAL ABUSE

- Child sexual abuse often starts when the child is young, sometimes as young as a toddler or baby.
- Sexual abuse occurs across all communities regardless of race, culture, social or economic status.
- Many survivors were told not to tell, and threatened with being responsible for bad things happening to their families if they tell.
- Many survivors of child sexual abuse who are abused by a relative are afraid to tell because they do not want harm to come to their family or to be responsible for their family breaking up.
- Sometime sexual abuse might start with some touching and fondling and then change to other forms of sexual activity.
- Survivors may love or care for the person who abused them.
- Boys as well as girls can be abused. Women as well as men can be abusers.
- Sometimes the child is threatened into sexual activity.
- Sometimes the survivors are given gifts and money.
- Many times the survivor is accused of wanting to take part in the sexual activity. They are often accused of asking for it, being a troublemaker (if they tell) or a bad person.
- Survivors often feel guilty, especially if they get some pleasure from any of the sexual activity.
- Often child sexual abuse is started by a member of the family or a close family friend who the child trusts or feels he or she should trust.
- Often the abuser is someone who is respected in the community, or by the family, or by the survivor. This makes telling more difficult, and sometimes the survivor is not believed.
- Because of the taboo against talking about sexual abuse, the incidence is much higher than reported.
- Many sexual offenders abuse many victims.
- Many survivors are abused by more than one offender.

Remember: what happens in child sexual abuse is never the survivor's fault. The abuser has done something wrong and is responsible for his or her actions.

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The Hidden Face, Part 1 – Child Sexual Abuse

APPENDIX C – WHAT BEHAVIOUR CAN HAPPEN AFTER THE ABUSE: THE PRICE PAID FOR KEEPING THE SECRET

The survivor may experience:

- Blocking memories, deny experience, even to self.
- Regression to infantile behaviour.
- Dissociation (separating mind from body to escape overwhelming or painful memories).
- Being hyper-vigilant (always on guard, distrustful, suspicious, on the lookout for potential dangers, acutely sensitive).
- Self-mutilation.
- Hurting others, annoying others deliberately, behaving aggressively.
- Suicide or suicidal ideation.
- Substance abuse (alcohol, drugs, etc.).
- Sexual dysfunction.
- Guilt (feeling responsible for the abuse).
- Eating disorders.
- Criminal behaviour.
- Feelings of low self-esteem, self-hatred.
- Inability to trust.
- Phobias, nightmares, illnesses.
- Running away.

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APPENDIX D - STAGES OF SEXUAL ABUSE

Engagement or entrapment stage:

- The offender initiates the sexual contact by offering bribes, rewards, special attention: "grooming" the survivor; and/or
- The offender tries to "normalize" behaviour by saying that it is acceptable and natural.

Sexual interaction stage:

- Actual sexual activity takes place;
- The sexual contact can be pressured or forced.

Secrecy stage:

- The offender uses his/her power to dominate child and bribe, threaten, emotionally blackmail to keep the abuse a secret;
- Child is told harm will come to self, family, pet, etc.;
- Child is told they will be responsible for family break up; and/or
- Child is told they will not be believed.

Disclosure stage:

- The secrets are discovered by a caring adult or told by the survivor;
- Can occur during childhood or later, well into adulthood; and/or
- All disclosures result in a crisis for the survivor and feelings of anxiety.

Suppression stage:

- If someone reacts badly to the disclosure it may be withdrawn.
- The survivor feels pressured to recant story.

From Crossen-Tower (2002) *Understanding Child Abuse and Neglect*, Allyn and Bacon, Boston, MS p.126-128 and Croll (1992) *Caring for Children and Youth Who Have Been Sexually Abused*, Naturas Inc. Winnipeg, MB p.84-87.

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The Hidden Face, Part 1 – Child Sexual Abuse

APPENDIX E – RESPONDING TO DISCLOSURES OF CHILD SEXUAL ABUSE

1. Safety and privacy: be sure the child and all siblings are safe.
2. Listen to the child using active listening skills. Believe, comfort and reassure child they are doing the right thing.
3. Do not promise to keep it a secret as you will probably be asked to do. Promise confidentiality, help and support. Let them know what you will do and what they can expect as a result. This will give them a feeling of control.
4. Remain calm and don't react with disgust or panic: be aware of your own feelings and get yourself help if necessary. Let the child tell the story in their own way.
5. Reassure the child: talking about abuse will cause some anxiety, and your supportive reaction will help the child cope with feelings of confusion, guilt, shame, etc.
6. Refer to appropriate services: discuss the fact that this must be reported, but confidentiality will be maintained.
7. Encourage counselling.
8. Expect retractions of the disclosure.

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APPENDIX F – THE SPECIAL SITUATION WITH MALE SURVIVORS OF SEXUAL ABUSE

What “cultural myths” exist within our society to define how males should respond to sexual abuse?

- Males cannot be victims.
- If a boy's body responds positively to the abuse, they have not been abused.
- Males are not supposed to be vulnerable, or express feelings.

What issues do male survivors of male abusers have to deal with?

- If their abuser is male, they may struggle with issues of sexual identity.
- Fear of loss of freedom and independence.
- Fear of loss of masculinity.
- Fear of judgment by family and friends.
- Shame and guilt.

What different issues do male victims of female abusers have to deal with?

- The woman may tell the boy that she is initiating him into manhood.
- Cultural pressures encourage participation while denying feelings.
- Boys are blamed more in this instance.

Why do male victims have a significantly lower reporting rate than females?

- There is often more shame for the male.
- Girls are more likely to come forward with sexual abuse than are boys.

How do male victims act out their issues around abuse?

- They may feel their masculinity has been questioned.
- They may go to great lengths to prove their masculinity by acting out more.
- More often become abusers themselves if not given the proper support and help.

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APPENDIX G - HOW TO SUPPORT THE HEALING PROCESS

- Allow the survivor to tell their own story, at their own pace without leading, controlling, etc.
- Allow and accept a variety of emotions, tears, silences, anger, rage, etc.
- Allow emotions to flow (tears, sighs, frustration, anger, etc.).
- Allow the survivor to grieve their losses (childhood, innocence, control over own body, etc.).
- Do not give your personal opinions on the subject.
- Remember that disclosure of abuse is only the start of a long and painful recovery that will take time.
- Validate all feelings and emotions, including feeling bad or guilty for reporting the abuse.
- Acknowledge rage and inappropriate behaviour as reactions to abuse, but that the child needs help in developing appropriate coping skills.
- Children who have been abused need certainty, routines, etc., that help them regain a sense of power and control.
- Develop a positive supportive respectful relationship that leaves the survivor's dignity in place.
- Give them information about appropriate sexual behaviour (i.e. how to say "no" or how to get and receive attention in non-sexual ways).
- Help them develop coping skills, communication skills, and appropriate social skills.

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APPENDIX H – THE COUNSELLOR'S RANGE OF EMOTIONAL REACTIONS

1. Anger:
 - At the child for not stopping/resisting or not telling about abuse.
 - At the child who might be angry at you for telling or who might retract the disclosure.
 - At the abuser for his/her actions.
 - At other adults in child's life for not protecting child.
 - At other professionals for their perceived lack of compassion/involvement/sensitivity etc.
2. Embarrassment:
 - About investing, discussing and reporting intimate sexual behaviour in explicit detail (with the child, other professionals, etc.).
 - For the child and family.
3. Hopelessness:
 - About preventing abuse.
 - About helping the child and family.
 - About lack of resources in the community.
 - About the issue of someone having to "prove" the case legally.
 - Ability or inability to "rescue" the child.
4. Revenge and retribution:
 - Because the behaviour of abuser was terrible and the abuser should be punished.
 - Because perhaps other people knew of the abuse and did not stop it or protect the child, leading to removal of child from the home.
5. Fear:
 - For the safety and recovery of child.
 - For the child's siblings or other children at risk.
 - Of the abuser's or family's or community's anger and possible aggressive behaviour towards you for disclosing abuse.
 - Of everyone's inadequacy of handling the situation appropriately including ourselves.
 - That nothing will be done as a result of the disclosure.

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APPENDIX H – THE COUNSELLOR’S RANGE OF EMOTIONAL REACTIONS *(continued)*

6. Ambivalence:

- About rescuing the child versus protecting the family.
- About helping versus punishing the abuser and/or family members.
- About whether community norms of protecting families helped or hurt the situation.
- About intervening versus not intervening.
- About belief versus denial that such events happen to children.

7. Empathy:

- For the child’s plight.
- For the family’s predicament (separation, public censure, removal of child, criminal charges, etc.).

8. Guilt:

- About wanting to punish the abuser and family members who knew and did not protect.
- About feeling angry.
- About feeling inadequate to help.
- About feeling responsible for the break up of a family or for being responsible for sending someone to court.

9. Concern:

- Over not being able to talk with the parents over what the child has said.
- Over what happens next (court, being called as a witness).
- About becoming overly involved with the situation.
- Retaliation from the child, abuser, family, community, etc.

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APPENDIX I – INUIT PRINCIPLES OF HEALING AND WORKING TOGETHER

Six guiding principles of *Inuit Qaujimaganngit* (Inuit knowledge) have been identified and form the basis of Inuit counseling practices. The principles also can guide us in effective joint actions to prevent abuse and promote healing.

1. *Piliriqatigiinnngniq* — working together for the common good

This means knowing one's role in a family, community or organization and making judgments and decisions that benefit everyone rather than a few.

2. *Avatikmik Kamattiarniq* — environmental wellness

Healthy links between mental, physical and spiritual sides of people, the family and the community.

3. *Pijittsirarniq* — service to others and leadership

These ideas contribute to the common good and are part of wisdom in Inuit culture.

4. *Pilimmaksarniq* — empowerment

Inuit can and should use all sources of information, gathering it and using it to right social and spiritual wrongs, and to work toward a balanced and strong Inuit society.

5. *Qanuqtuurunnarniq* — resourcefulness and adaptability

Inuit have a great capacity to be creative, flexible, and to find solutions.

6. *Aajiiqatigiinnngniq* — cooperation and consensus

The Inuit healing process succeeds when clients, counsellors, leaders and community members work together and value each other's ideas. Solutions reached by consensus are the strongest.

From Pauktuutit InuitWomen of Canada (2006) *National Strategy to Prevent Abuse in Inuit Communities and Sharing Knowledge, Sharing Wisdom: A Guide to the National Strategy*. Ottawa. p.4-5.

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