



The **See It. Name It. Change It!** campaign empowers individuals to take action against Intimate Partner Violence (IPV) and Gender-Based Violence (GBV) in our communities.

By identifying, calling out, and challenging IPV, we can work together to stop it in our communities.

Think of it like the fire safety rule we all know: **Stop, Drop, and Roll**. It's simple and easy to remember.

When you see intimate partner violence and name it by calling it out, you're already taking the first step toward change.

It's simple. It's powerful.
And it's something we can all do.



Learn More:
www.kfacc.org

HEY KFL&A

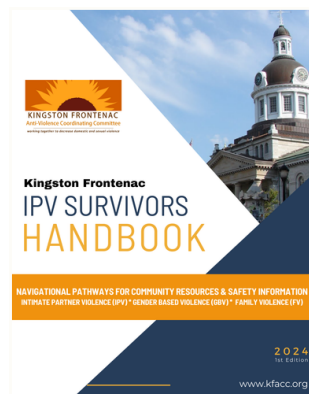


Help Is Available

**The Kingston Frontenac
IPV Survivor Handbook:**
Navigational Pathways for Community
Resources & Safety Information

The IPV Survivors Handbook helps victims/survivors, and their families, navigate the many KFL&A agencies offering services in our community. It contains contact information, important checklists, community resources, navigational paths and safety information.

Access the IPV Survivors Handbook for free from www.kfacc.org or through the QR Code below:



COMMUNITY TIPS FOR EDUCATORS

Intimate Partner Violence (IPV)
Gender Based Violence (GBV)
Sexual Assault (SA)



Talking To Students About Violence

CHILDREN

Children don't understand violence in the same way that we do. Often, your role as a teacher in talking to kids about violence will be to share values of kindness and respect with them and use those values to create the culture in your classroom. When you have every day conversation with your young students, try to include this type of messaging:

- Reiterate that it is never okay for anyone to hurt another person.
- Make your classroom a safe space where everyone is welcome.
- Encourage vocal consent with kid friendly language:
 1. "Your body is your own and no one can touch it without your permission."
 2. "No means no. Stop means stop."
- Make yourself available to students for questions about violence.
- Always believe a child if they tell you something about experiencing or witnessing violence at home.
- Remember to lean on local agencies and resources for support if a child is sharing this with you.

Rural & Connected Community Experiences

Keep in mind that in rural areas, and connected communities, it is likely that you will know most of the people involved in violent or abusive situations.

Believe the person coming forward.

Word gets around really quickly in small towns.

Protect confidentiality where you can.

TEENAGERS

Teens experience violence in many forms and your approach to how you respond will differ based on the student and the situation. Remember your duty to report - safety is always the first priority - but there are things you can do for teenagers who come forward with reports of violence to make the process a bit easier for them:

- Listen without judgement. Give them time to tell their story, even if you're busy.
- Validate their feelings.
- Believe them.
- Let them know what your responsibilities are as a teacher and what the next steps are. If you need to call the police or their parents, let them know you're going to do that. Give them a chance to process what's happening.
- Respect their privacy where you're able to; this isn't gossip.
- Educate yourself about what consent looks like, forms of abuse, etc.
- Know who your local resources are; "Is it okay if I reach out to ____? This is how they can help you."
- Let them be part of the solution. Let them make as many decisions as they can about what's going on in their life.
- Try to maintain a calm demeanour no matter what you're hearing.

SELF CARE

As you support students experiencing violence, it is crucial that you ensure you have your own supports. It can be very difficult to hear stories of violence and abuse; here are a few things you can do to take care of yourself in this process:

- Remember that you are the teacher, you do not have to be the fixer. Maintain healthy boundaries.
- If you are hearing heavy stories, make sure you have someone to debrief with, like your school Principal or VP.
- Community agencies like ours are here to help if you are unsure of what to do in a situation or you need support. You do not need to give us any identifying information to reach out.

SEE IT.
NAME IT.
CHANGE IT!

The 5 D's of Bystander Intervention

- 1 DISTRACT: Redirect to de-escalate the situation
- 2 DELEGATE: Get help from someone else
- 3 DOCUMENT: Create a record
- 4 DELAY: Check in later
- 5 DIRECT: Speak directly to the issue

Learn More:
www.kfacc.org

