

It Takes All of Us

Introduction

It Takes All of Us is a learning program that strives to increase awareness of sexual violence, to ensure our campus culture is based on respect and consent, and to help create a community free of sexual violence. This program is an important part of fostering a culture of consent and respect at our campus and throughout broader communities.

Resources

These issues can be difficult topics. If you are feeling overwhelmed at any point you can take a break or exit the modules at any time. Your progress will be saved. You can also consult any of the following resources if you need more support.

Overview

There are five modules in this program. With the help of character driven scenarios, you will learn about sexual violence and who is impacted, how consent means more than “yes means yes,” McGill’s Policy Against Sexual Violence and associated resources, how to intervene if you see something inappropriate happening, and what to do if someone tells you they have been sexually assaulted.

Being informed about these issues is a baseline for healthy relationships because they arise in everyday life. Yet these issues can be difficult topics. If you are feeling overwhelmed at any point, come back to this page for resources, including grounding techniques.

Module 1: Sexual Violence

Introduction

Sexual Violence is more prevalent than you may realize and can take many forms, affecting diverse individuals and communities. Based on your personal experiences and current knowledge about sexual violence, take some time to reflect on these three questions before continuing:

1. Can you recognize sexual violence?
2. Can it be verbal?
3. Can it occur between people in a relationship?

What is Sexual Violence?

Sexual violence is an umbrella term that refers to a continuum of psychological or physical actions of a sexual nature that is threatened, attempted, or committed towards a person without their consent. It may be directed towards a person’s sexual orientation, sexual or gender expression, or gender identity. It includes sexist, homophobic and/or transphobic jokes, coercion, stalking, voyeurism, cyberviolence, sexual harassment, interpersonal (or intimate partner) violence, and sexual assault.

The difference between sexual assault and sexual harassment

Sexual assault involves unwanted and non-consensual contact of a sexual nature (for example, being kissed or grabbed without consent).

Sexual harassment is any unwanted sexual communication or attention that is offensive, intimidating, or humiliating. It can take verbal, written, and/or visual form.

Examples of sexual harassment

- Sending sexual photos to someone without their consent.
- Yelling sexualized remarks at someone on the street.
- It can be an ongoing situation or a one off.

The facts

Very few incidences of sexual violence are formally disclosed or reported, as will be highlighted in Module 4. As such, the following statistics on sexual violence show a small percentage of the real numbers:

Experience of the general population in Canada

- Only 5-6% of sexual assaults are reported to the police.
- 8 out of 10 cases of sexual assault against adults are committed by someone known to the person.
- 32% of women and 13% of men experience unwanted sexual behaviour in public.
- 1 in 5 women experience online harassment.
- While they make up only 4% of the population, sexual minority Canadians are over twice as likely than heterosexual Canadians to report experiencing inappropriate behaviours in public (57% versus 22%), online (37% versus 15%) and at work (44% versus 22%).
- Over 1/3 of Canadian students, staff, and faculty will experience at least one instance of sexual violence during their studies or employment on campus.
- 98% of accused perpetrators are male.

Though it may not be widely discussed, men also experience sexual violence.

- 9% (1 in 11) of Canadian men have experienced sexual violence since the age of 15.
- It can be challenging for men to come forward because there is a lack of resources equipped to provide services to male survivors, in addition to the myth that men cannot experience sexual violence.

One of the major gaps in the existing research is on the experiences of trans-masculine persons. Due to the lack of available data, there are no significant statistical analysis published. However, the research does indicate that transgender folks are more likely to experience physical and sexual violence than their cisgender counterparts.

Experience of historically marginalized communities in Canada

It is also important to understand that sexual violence affects communities and individuals differently based on intersecting systems of oppression within society, e.g., racism, patriarchy, and sexism. As a result, those who experience higher rates of sexual violence are Two Spirit and nonbinary people, as well as First Nations, Inuit and Métis women, women who are immigrants, visible minorities, sex workers, trans women, women with mental health conditions, and women with disabilities.

- 1 in 3 women experience sexual violence in their lifetime.

- Women of colour experience sexual assault at least 3x times more often due to the intersection of sexism and racism.
- Transgender Canadians are more likely to experience violence as well as inappropriate behaviours in public, online, and at work than cisgender Canadians.
- Transgender women of colour experience high rates of sexual violence because of the prevalence of both racism and transphobia.
- 83% of women with disabilities are sexually assaulted in their lives.
- 44% of Indigenous women experience sexual violence within their lifetime due to historical and ongoing settler colonialism, which perpetuates sexual violence.

Student experience at Canadian post-secondary institutions

The research also show that students are particularly affected by sexual and gender-based violence in university settings. Consider these stats on the student experience at Canadian post-secondary institutions:

- 71% of students witness or experience unwanted sexualized behaviour.
- 47% of students witness or experience discrimination based on gender, gender identity, or sexual orientation.
- Twice as many Indigenous men experience sexual assaults compared to their non-indigenous counterparts.
- 53% of women students and 37% of men students living with disabilities experience unwanted sexualized behavior.
- Approximately 6 out of 10 students who had been sexually assaulted indicated that the perpetrator was a student from their school in at least one incident.
- Only 6-8% of students who experienced sexual assault reached out to someone at the university.
- Although adults of all ages may be sexually assaulted, young adults under the age of 25 are the group with the highest proportion of sexual assaults.

Many people aren't aware of why, and where, sexual violence occurs. Consider these two scenarios:

1. Person A is walking home from class late at night.
2. Person B is at home watching a movie with their date.

Who is statistically more likely to be targeted by sexual assault, Person A or Person B?

If you chose Person B, then you are correct. Person B is more at risk. Close to 80% of sexual assaults are committed by someone known to the survivor, and around 60% of university students who have been sexually assaulted indicate the person who harmed them was a student from their school in at least one incident.

The Takeaway

Although it does happen, sexual assault is not often committed by a stranger lurking in a dark alley. This is a myth called "stranger danger." It's important to know because believing that sexual violence only happens by strangers when the survivor is doing something "risky" can lead to victim blaming, which is blaming the survivor for their own sexual assault. **Blaming the survivor makes it harder for them to come forward.**

Some examples

Each illustration below represents an example of sexual violence. Sexual violence can take a variety of forms, sometimes subtle and sometimes overt, but it affects people of all genders and sexual orientations. Click on the flip cards to understand each one.

Scenario 1:

A woman walks down the street, and a group of young men yell sexually explicit phrases at her out of their car's windows.

Scenario 2:

A student works as a part-time barista at an on-campus café, and their manager gropes them even after they turned down their manager's sexual advances.

Scenario 3:

After not reciprocating interest in hooking-up during a conversation on a dating app, a user starts bombarding the other person with sexually explicit messages and pictures.

Scenario 4:

An employee continually touches a fellow team member even though they clearly freeze or pull away from the contact each time. This started with an arm around the shoulder and pulling them in for a hug and has escalated to touching the small of their back and their hip.

Scenario 5:

A university student posts an explicit photo of a classmate online without their permission.

Summary of Module 1

- In this module, we learned that sexual violence is an umbrella term that includes a variety of acts and behaviors including sexual assault and harassment.
- Sexual violence is experienced at a high rate, with even higher rates of sexual violence experienced by Two Spirit and nonbinary people, as well as First Nations, Inuit and Métis women, women who are immigrants, visible minorities, sex workers, trans women, women with mental health conditions, and women with disabilities.
- This module also addressed some common myths about sexual violence and taught us that sexual violence often occurs in a home or place of residence by someone known to the survivor.

Module 2: Sexual Consent

Video 2

Introduction

Asking for consent is part of a healthy relationship. However, talking about sex and consent may be new for you, and not what you are used to. There are multiple factors that can complicate consent, making it more complex than “yes means yes.”

Consider what you already know about sexual consent and reflect on these three questions:

1. Can you recognize when someone is giving consent?
2. Should you pay attention to non-verbal indications?

3. How can intoxication complicate consent?

Now Consider this scenario and remember your answer, we'll come back to it in the next section:

Person A and B are kissing. Person B wants to put their hand on Person A's thigh but is afraid talking will kill the mood. Will it?

1. Yes, it will kill the mood
2. No, it will not kill the mood

What is consent?

Consent is the voluntary affirmation that someone agrees with what is happening and wants to be participating. Consent is necessary in every sexual encounter, whether it's with a one-time hook up, in a casual relationship, or with a long-term partner. It can be verbal or non-verbal. Importantly, the absence of *no* does not imply consent. Sexual exploration requires a lot of attention to all participants' needs and desires, and is an ongoing conversation.

Consent goes beyond *yes* and *no*. To make sure consent is understood and meaningful, here are some guidelines to help you navigate sexual consent.

Mutual

Everyone wants what is happening to be happening and no one feels pressured or coerced. Consent is all about respecting someone else's desires and needs as well as your own.

Continuous

Asking for consent every step of the way is a way to communicate with your partner and ensure an enjoyable experience. This is especially important if you're changing what you're doing.

Active

The person initiating an act (i.e., going to kiss someone, etc.) is continuously checking in for consent and not assuming the other person is okay with something.

Clear

If the verbal or non-verbal cues of your partner(s) are ambiguous then there is a good chance you need to check in with your partner(s) verbally to ensure you're reading signs correctly. The following non-verbal cues may indicate non-consent or hesitation with what's happening, and are a good time to check in:

- Avoiding eye contact
- Glassy or wide eyes
- Stalling
- Changing the topic
- Nervous laughter
- Frozen or not moving
- Rolling over or wiggling away
- Shrugs
- Silence
- Etc.

Remember, it is *absolutely okay* for someone to change their mind and withdraw consent at any time.

The takeaway

Think back to the scenario about whether asking for consent would kill the mood.

- If you answered *no, it would not kill the mood*, you were correct.
- If you answered for *yes, it would kill the mood*, would you change your response now?

Asking for consent every step of the way is the opposite of killing the mood! It's not just boxes to check, it's the key to fun and mutually enjoyable sex. Consent is a voluntary affirmation that someone is on board with what is happening and wants to be doing it, whatever "it" is.

Interactive scenario: Alex and Jesse

Alex and Jesse meet through friends and hit it off. They agree to meet up over the weekend at Jesse's place. Jesse is hoping that the date will turn into something more intimate. The two are hanging out in Jesse's living room when things quickly turn into mutual flirting, and Jesse asks to kiss Alex. Alex nods enthusiastically in agreement. After kissing for a few minutes, Alex starts to undress Jesse, but notices Jesse's body tense up and pull away. Alex asks if everything is okay, but Jesse doesn't respond and looks away. Alex stops and asks again, to which Jesse shrugs and mumbles something.

Consider the scenario in the video above and answer the following question:

Alex wants to continue but is unsure if Jesse wants to as well. What should Alex do in this situation?

Select your answer from one of the two following options:

1. Stop and check-in.
2. Continue. Jesse didn't say no.

If you answered, "Stop and check-in," you're correct.

If you answered, "Continue," that is not the way to handle this situation. Here's why:

- Jesse didn't say no, but Jesse also didn't say yes.
- Consent needs to be clear and mutual.
- Silence or lack of "no" doesn't mean someone is consenting

Jesse is also giving cues with body language, indicating discomfort. The following are all signals to stop:

- Looking away
- Being still or rigid
- Not reciprocating
- Crying
- Looking uncomfortable

The takeaway

It's important to get consent from your partner(s) for all sexual acts, whether you've just met or have been intimate for years. Remember to ask, listen to verbal and non-verbal cues, and respect their

decision. If your partner does not want this or is unsure, then you need to check-in and wait for a time when you both consent to every part of it.

What does consent look and sound like?

Consent is both verbal and non-verbal, but to be completely sure you have someone's consent, verbal check-ins are the best way to go. Classify the following consent signs as either verbal or non-verbal categories:

Verbal Affirmations:

- "I'm sure"
- "Don't stop"

Non-Verbal Affirmations:

- Nodding of the head
- Eye contact

The following lists are more potential signs someone is giving consent. Remember there are both verbal and non-verbal check-ins that are potential signs that someone is giving consent:

Verbal Affirmations:

- An Excited "yes" to what is being proposed
- "I want you to..."
- "That feels good"
- "I feel good about this"
- "That sounds great"
- "Can you please do..."
- Etc.

Non-Verbal Affirmations:

- Sounds of enjoyment
- Pulling someone closer
- Being actively engaged physically
- Etc.

The takeaway

It's important to remember that these are generalizations. Everyone communicates differently and many of us have different abilities and needs concerning non-verbal and physical communication. Because of this, non-verbal communication is easily misinterpreted if we do not know someone well, and sometimes even if we do! To be sure, verbal check-ins are the clearest form of consent.

How do you talk about consent?

Different aspects of our identity such as our culture, race, sexual orientation, abilities, gender identity, and experience with trauma greatly influence how we talk about and view sex. Many of us have been taught to be ashamed of our sexuality and not to be explicit about what we do, and do not, like in bed. Many of us are also exploring and learning what about our own needs and desires.

It's important to talk about sex because we are all so different. We need to understand each other's preferences and boundaries because, not only is it a way to have great sex, assuming we know what someone wants and acting on that can lead to sexual assault.

When do you talk about consent?

Before, during, and after sexual activities are all appropriate times to talk about consent. When we say sex we mean any type of sexual contact, not just penetration.

INITIATING

Before initiating anything sexual with someone, ask and wait for an answer. This may seem awkward at first, but after a while it does become a natural and sensual part of communicating with people you're hooking up with.

You can ask things like:

- Can I kiss you?
- Can I touch you [wherever you want to touch them]?
- Can I send you a sexy photo?
- Can I hold your hand?
- Where do you like to be touched?
- How do you like to be touched?
- What kind of things are you comfortable doing?
- What do you feel not ready for?

CHECK-IN

A great way to check-in and make sure the person is still consenting is by verbally asking things like:

- Does this feel good?
- What would you like to do next?
- Want me to keep going?
- Do you want to try something else?
- How are you feeling?
- I would like to do "fill in the blank", how does that sound?
- I would like you to do "fill in the blank" to me, how do you feel about that?

It's also important to check non-verbal cues as sometimes people feel ashamed or fear saying no.

STOP and ASK

If the person seems to no longer be enjoying themselves or seems uncomfortable, stop and ask how they are doing.

WATCH, LISTEN, AND RESPECT

If there is any hesitation, or they want to stop, respect their decision. *Do not pressure them or try to convince them to keep going.*

It may not come naturally at first, but a great way to make sure everyone is still feeling good is to talk about whatever you did afterwards. It can be as simple as asking “How was that for you?” or “Is there anything you would have liked to be different?”

The takeaway

It can be difficult to feel rejected if someone wanted something else. Remember that everyone’s comfort levels will be different. What’s important to remember is to listen to a person’s words, body language, and actions, and then respect what they are saying.

Intoxication and consent: Part 1

When talking about consent, it is important to pay attention to a person’s ability to give consent. If you or your companion have been drinking, taking drugs, or certain medication, there is a strong possibility that you both won’t be able to pick up on important non-verbal and verbal cues that are the basis of consent.

Interactive scenario: Simone and Sam

Your friend Simone goes to a party where she runs into Sam. They have both been drinking, and when Simone finds Sam later that night, Simone asks if everything is okay. Sam responds by trying to kiss Simone, and then stumbles towards a bedroom mumbling for Simone to follow. Simone is very attracted to Sam, but is not sure if Sam’s state of intoxication gives them the ability to give consent.

Considering the scenario you just watched, which of the following three actions do you think Simone should take?

1. Follow Sam to the bedroom and see where things go. After all, it was Sam who initiated, and therefore has given their consent.
2. Ask Sam if what is happening is okay, and if they should keep going or stop.
3. Stop Sam, make sure they are okay, and suggest connecting on social media so they can meet up another night, when they can give their consent soberly.

Now let’s explore these three options in more detail.

Option 1: Follow Sam to the bedroom and see where things go

This is not the way to handle this situation. Regardless of Sam initiating the sexual activity, it’s clear that Sam is too intoxicated to give consent.

Sam might say that everything is fine, but knowing that Sam can barely walk is a clear indication that Sam is not in a state of mind to give consent. In this situation, it’s best to stop and meet up another time when both people are in a state of mind to consent.

Option 2: Ask Sam if what is happening is okay, and if they should keep going or stop

This is not quite right either. It’s always a good idea to stop and check in with your partner, but it’s not enough in this situation because Sam is clearly too intoxicated to consent.

Sam might say that everything is fine, but knowing that Sam can barely walk is a clear indication that Sam is not in a state of mind to give consent. In this situation, it’s best to stop and meet up another time when both people are in a state of mind to consent.

Option 3: Stop Sam, make sure they are okay, and suggest connecting on social media

This is how to properly handle this situation. Since Sam is evidently intoxicated, there are concerns about their ability to give consent. Stopping now is not a missed opportunity to hook up. They can exchange contacts and find a time when they're both in a state of mind to consent.

The takeaway

When talking about consent, it is important to pay attention to a person's ability to give consent. The best thing to do is to stop.

Intoxication and consent: Part 2

Engaging in sexual activity when drinking or doing drugs does happen, but intoxication complicates consent. Here's why:

1. People often take different substances or are on different levels, meaning neither person is communicating in a way that the other fully understands. This can lead to misunderstandings, which can lead to someone being violated.
2. Drinking lowers our ability to pick up on body cues, meaning someone may be crossing their arms and withdrawing (i.e., saying no non-verbally). We may not notice and proceed despite not having consent.
3. Everyone has different limits for drugs and alcohol, and those are not always clear to the people they are partying with. For one person, one beer may be their limit to being able to consent to sex, whereas five might be the max for someone else.

Does this mean all intoxicated sex is not consensual?

No. Not all sex while intoxicated is sexual assault, but, like we said, mixing intoxication and sex increases the chances of boundaries being crossed and people feeling violated.

Here are some tips on how to check in with the other person and yourself if drugs and alcohol are involved and you're looking to hook up.

Ask yourself the following:

Can this person clearly talk about consent and what they would like to do with you?

If they can't and seem distracted or can't stay on track, they are most likely too intoxicated.

Are they slumping, not walking straight, or closing their eyes?

These are signs someone is too intoxicated to consent, and you should absolutely hold off.

Is there an imbalance regarding one of you being more drunk or high than the other?

You should wait until you both sober up and know for certain you want to hook up.

Is the person passed out or sleeping?

People who are unconscious or sleeping cannot consent, and any sexual activity is automatically sexual assault.

The takeaway

Holding off on hooking up with someone does not mean it's a lost opportunity and can often be the best option for everyone involved.

Summary of Module 2

In this module, we learned that consent is mutual, continuous, clear, and always active, and that it's an important part of a mutually satisfying and fun sexual activity.

We learned that if you're unsure whether you have consent, you need to *stop and ask* your partner if they want to continue, *listen* to what they have to say, and *respect* their decision.

We also learned about verbal and non-verbal cues, how to talk about consent before, during, and after sex, as well as how intoxication complicates consent by affecting a person's state of mind and ability to give consent.

Module 3: McGill's Policy Against Sexual Violence

Introduction

Understanding what consent is and why it is important is for everyone—students, faculty, and staff. That is why it is essential that all members of the University abide by McGill's Policy against Sexual Violence, which includes a Code of Conduct on Romantic and Sexual Relationships between Teaching Staff and Students. It is also crucial everyone understands how a position of power changes the nature of consent.

McGill University does not tolerate Sexual Violence in any form. It acknowledges that attention to Sexual Violence is particularly important in university campus settings, and that the University has a role to play in preventing and responding to Sexual Violence. McGill's Policy Against Sexual Violence ensures that those affected by sexual violence are believed and appropriately accommodated and ensures that members have a process of investigation that protects the rights of individuals and holds individuals who have committed an act of sexual violence accountable.

Consider the following scenarios and answer yes or no:

Scenario 1

Can a coach and an athlete begin a relationship if the coach has power over the athlete's career? Yes or No

Scenario 2

Can a professor and their student begin a relationship if the professor can influence the student's grades? Yes or No

Scenario 3

Can a supervisor begin a relationship with their direct report so long as the team is not aware? Yes or No

Scenario 4

Can an orientation student leader begin a relationship with students under their supervision if they are responsible for the safety of their peers? Yes or No

The answer to all scenarios is no. The athlete, direct report, and students might feel pressured to do things they do not want to do because of the unequal power relationship. In these scenarios, the possibility to consent to a sexual relationship is complicated by these power dynamics. This is why McGill's Policy against Sexual Violence does not allow persons in positions of authority, such as instructors and coaches, to begin relationships with a student whom they are supervising or coaching.

Teaching Staff

As mentioned in the introduction, the Policy prohibits sexual and romantic relationships between teaching staff and students under their influence or authority. Further, should a member of the Teaching Staff have a romantic or sexual relationship with a student in their own Faculty, that relationship must be immediately disclosed to the staff member's Chair or Dean according to the Regulation on Conflict of Interest.

The Regulation on the Conflict of Interest also governs relationships with a power differential in the employment context. Additionally, The Policy establishes a Code of Conduct that governs sexual or romantic relationships between teaching staff and students even where a member of teaching staff does not exercise authority or influence over the student at the present time.

"Teaching staff" includes every person delivering any component of an academic program, including, but not limited to: undergraduate and graduate courses, supervision of graduate students, supervision of post-doctoral researchers, and services delivered by University librarians and archivists. "Teaching Staff" in this context also includes coaches of University athletic teams.

"Student" includes every person enrolled in any component of an academic program at McGill University, including but not limited to: undergraduate and graduate courses, graduate thesis preparation, post-doctoral research, and other training programs.

A reminder for students who are also teaching staff

Know that if you are a student in a teaching role (e.g., course lecturer, teaching assistant, grader, lab assistant, etc.) then the Policy Against Sexual Violence further applies to you as a teaching staff member such that you cannot enter in to or initiate a romantic or sexual relationship with a student over whom you have academic authority.

The takeaway

McGill University recognizes the singular importance of striving toward an equitable environment in which all Members of the University Community are respected, safe and free from violence, especially Sexual Violence. This Policy fulfills the interests and needs of the McGill community and the requirements set by law with respect to Sexual Violence prevention and response in our University.

[Read the full policy here.](#)

Here are a few, but certainly not all, items to note:

- Romantic or sexual relationships are not permitted between teaching staff and students under their authority.
- There exists a duty to disclose to a supervisor (e.g., your Chair, your Dean) where a relationship emerges between teaching staff and any student in the same Faculty.
- Romantic or sexual relationships in the context of other relationships characterized by a power differential (e.g., staff and their managers) are governed by the Regulation on Conflict of Interest.
- Reminder that persons in authority – especially teaching staff – are held to the highest standard of professionalism and integrity and are to respect boundaries with students.

- Advances toward a student – even one that is not under a teaching staff member’s authority or influence that are unwanted could constitute sexual harassment and lead to disciplinary consequences.

Power Dynamics

Having read the previous section, consider the following scenarios and select which ones demonstrate an inappropriate use of power:

1. An instructor/course lecturer opts to attend graduate students’ parties and events where they are often the last to leave, drink heavily, and often physically touch on the arms, shoulders and sometimes hug the students in attendance.
2. A colleague invites another colleague from a different department to their team’s 5a7 (happy hour)
3. A supervisor flirts with their assistant and alludes to how the 3-month probation is coming up.
4. An instructor offers to meet a student at a fancy restaurant to discuss mentoring them.
5. A manager comments on the fit of an employees’ outfit.
6. An instructor or course lecturer organizes an end-of-term event for the entire class.
7. A guest speaker puts their hand on an event coordinator’s lower back while talking to them.

Explore in more detail which scenarios are appropriate or inappropriate, and why:

Inappropriate scenarios:

Scenarios 1, 3, 4, 5, and 7 are all inappropriate. Each of those situations has a power dynamic that can influence the other person into doing things they do not consent to.

Appropriate scenarios:

However, scenarios 2 and 6 can be appropriate. In the second scenario, there isn’t a power dynamic present and appears to be socially motivated. The sixth scenario, while it does involve a power dynamic, it is not inappropriate because it doesn’t single a student out and maintains professional boundaries.

Power dynamics and consent

Consent becomes more complicated when there is a power dynamic because the ability to freely consent is questionable.

Faculty, staff, and students in leadership positions hold a significant amount of power over students and their academic path at McGill. Administrative and academic staff in leadership roles also hold a significant amount of power over their staff and their career path. Each of these leadership positions have the ability to influence the behaviour of others.

It is essential to keep in mind always the University’s expectations of integrity and professionalism in your interactions with students and staff. Even where sexual relationships between adults appear consensual, the presence of power dynamics between the parties may limit one’s ability to give or receive clear ongoing, affirmative consent to that relationship.

Here are some examples of behaviours that can result in an unhealthy social, learning, and working environment:

- Seeing specific students outside of working hours, especially off campus
- Engaging socially and personally with students or direct reports through social media
- Inviting students to personal engagements, especially when a gendered dynamic is present
- Offering mentorship to students or staff based on a romantic interest
- Commenting on students' or staff's appearances
- Making sexual comments or jokes
- Making advances
- Flirting

Identity and power

The types of power you hold as a staff or faculty member are also impacted by systemic forms of power held in categories such as race, gender, sexual orientation, ability, class, age, and education. It is crucial to remember that the impacts of these dynamics are far reaching and exist because of the way many identities are systemically discriminated against and given less validity. You need to be aware of any biases or prejudices that arise in your interactions due to these power dynamics.

Interactive scenario: Identity and power

Joe is about the same age as his instructor, and he has started being flirtatious during class. He has also begun showing up to his instructor's office hours to talk about her research project. The instructor wants to invite Joe to a networking event because it would be a good opportunity considering Joe's research interests. However, the instructor isn't sure how to proceed because she isn't sure how Joe would interpret the invitation and if it would be appropriate. How can the instructor address this issue?

Based on this scenario, select which approach Joe's instructor should take:

1. Invite Joe to the networking event while setting professional boundaries.
2. Invite Joe to the networking event and pretend to not notice the flirting.
3. Not invite Joe to the event because he might get the wrong idea.

The correct answer is option 1.

While every situation is different, an ideal resolution is to invite Joe to attend the networking event, while being clear about the objective for inviting him. It is important the instructor establishes clear boundaries for themselves and communicates with Joe if he comes in to contact with or challenges these in any way. Option 2 doesn't allow for this, and while option 3 is possible, it means that Joe misses a valuable opportunity.

The key to managing this type of situation is to set clear boundaries that are consistently enforced, through verbal and/or non-verbal communication. For example, teaching staff should consider their body language, personal space, professional communication style, and how they balance being open and friendly with maintaining a professional demeanor.

The takeaway

Part of the role of staff and faculty members is to help foster a healthy learning and working environment. Creating this healthy environment for students means having ethical relationships that are conscious of power dynamics, as well as understanding the behaviours that may result in an unhealthy environment.

Summary of Module 3

In this module, we reviewed parts of McGill's Policy against Sexual Violence, which prohibits sexual or romantic relationships between teaching staff and students over whom they have authority or influence.

In addition, romantic or sexual relationships between teaching staff and students in the same Faculty must be disclosed immediately to avoid any abuse of authority.

The Policy also prohibits sexual violence in any form, including sexual assault and sexual harassment.

Finally, we reviewed how power dynamics complicate consent due to the authority figure having, with respect to the other person, the potential to alter their future academic path or opportunities for success.

Module 4: Bystander Intervention

Introduction

Recognizing that a situation is escalating to sexual violence can be scary. Knowing how to intervene safely is vital for you and for everyone involved. Take a moment to reflect on these four questions before beginning this section:

1. Are you able to intervene if you witnessed sexual harassment?
2. Can you recognize a situation that could escalate to sexual violence?
3. Would you voice your disapproval to a friend who cat-called someone in the street?
4. What actions would you take in a situation of sexual assault?

Bystanders

Bystanders are people who are present when an event takes place but are not directly involved. For example, if you are on a bus and a passenger is harassing another passenger, everyone who witnesses this are considered bystanders.

Bystanders may not react as they assume someone else will intervene. This is called *the bystander effect*. Individuals are less likely to intervene when in the presence of others than when alone, especially if they perceive that other bystanders have just as much if not more responsibility to intervene than them.

A 2019 Canadian study ([Burczycka, 2020](#)) found that approximately 91% of students did not intervene in at least one instance where they witnessed unwanted sexualized behaviour. The reason was because they did not see the behaviour as serious enough to warrant intervention or believed it was not their responsibility to take action.

Alternatively, an active bystander could intervene in a situation, such as on a bus, if it is safe for them to do so. This is called *bystander intervention*. Bystander intervention is when a person sees a situation and voices an opinion about someone else's language and/or behaviour that is inappropriate, hurtful, abusive, or dangerous. Increased active bystander presence is related to a greater likelihood that others will also intervene.

It is important to note there are many reasons why people choose to not intervene, such as feeling uncomfortable, fearing negative consequences, or fearing for their safety if they intervened. That said, if a situation has escalated, intervention is still important, but without putting yourself in harm's way. You can delegate to someone better suited to intervening, for example a security agent on campus or someone of authority who has the tools to stop the situation. You can also check-in with the person who was being targeted afterwards.

At McGill, if you witness sexual violence or other forms of harm, there are many resources on campus to support you and those being impacted. Simply click on the "Need Support" icon in the navigation bar above.

Bystander intervention

Step 1: Recognize

The first step to intervening is to recognize that the situation is one that is or could lead to sexual violence.

Behaviours that can lead to sexual violence exists on a continuum from one end with healthy, mutually respectful, and safe behaviours all the way to the opposite end with sexually abusive and violent behaviours.

It's important to intervene along one of the points on the continuum before the situation escalates.

Look out for the following:

- Behaving in a way that feels inappropriate, threatening, or harassing
- Making offensive jokes or comments
- Displaying possessiveness, extreme jealousy, and/or aggression
- Saying or doing something that just doesn't feel right

A situation requires action if it is dangerous, appears to be escalating, or if the behaviour does not seem like it is going to stop on its own.

Step 2: Check in

If you can, it's important to check in with the person being targeted to make sure they are comfortable with an intervention and that a bystander taking action will not put the targeted person in more danger.

Step 3: Choose an intervention strategy

Every situation is going to be different, and there isn't one way to intervene. However, there are 3D's that can help give you ideas of what is possible: distract, direct, and delegate.

Distract

Create a distraction or redirect the focus of either party to ensure they can get out of the situation. If it's appropriate, use humour or an excuse to divert the attention of the person engaging in harmful

behaviour. Alternately, engage in conversation with the person being targeted. This creates an opportunity for the target of the behaviour to exit the situation.

Direct

Confront the harmful behaviour directly, so the target of the behaviour is empowered to leave the situation, or the other person(s) can make the choice to stop. Direct intervention can include:

- Stepping in to separate the individuals
- Using assertive language
- Asking the targeted person, “Are you okay?” Or “Do you need help?”
- Challenging inappropriate jokes and language by stating your discomfort or disapproval

Delegate

Ask others to get involved to help take charge of the situation, for example, friends, a supervisor, security, or the police.

Consider the following video scenarios and reflect on how you might act as an active by-stander in each situation. We’ll ask you a follow-up question for each scenario.

Interactive scenario 4: Addison and Manu

Addison and Manu are walking back to residence from the library. They see Sol across the street, who they recognize from class, and a guy walking behind them. He is whistling at Sol and telling them to slow down and give him their number. Sol looks uncomfortable, so Addison and Manu walk over and begin chatting with them even though they’ve never really talked before. Sol, Addison, and Manu continue to chat until the guy leaves.

Which of the 3 D’s did Addison and Manu use to intervene?

1. Distract
2. Direct
3. Delegate

Answer: 1. Distract. Without talking to the person, Addison and Manu used **distract** by engaging Sol in conversation to help her get away from the situation.

Interactive scenario 5: You and your friend

You and your friend are at a party to celebrate the end of exams. You quickly notice a fellow student passed out on the couch with a beer in her hand. Later, you see two guys who you don’t recognize carrying her out of the dorm room. You can’t find your friend and you don’t feel safe intervening alone.

What should you do?

1. Stay out of it. My safety is important too.
2. Get help from staff, police, or campus security to intervene for me.

Answer: 2. Get help from staff, police, or campus security to intervene for me. If a situation has escalated, it’s still important to intervene, but without putting yourself in harm’s way. You can **delegate**

to someone better suited to intervening, like campus security, a bouncer at a bar, or someone of authority who has the tools to stop the situation.

Interactive scenario: Tim and Shaun

Tim and his colleague Shaun are about to leave for lunch when Shaun receives an email from his new research assistant Anna. She is requesting to meet Shaun to review a report he asked her to submit. Shaun confides how he finds Anna attractive, and he is thinking about inviting her out for drinks. Shaun thinks this is the perfect opportunity considering she wants to see him.

Tim is uncomfortable with the situation. He voices that it would be inappropriate and unprofessional to engage in a romantic or sexual relationship with Anna because of Shaun's position of authority in relation to her. Tim explains how she might accept things she does not want to do because she is afraid of the possible consequences. Tim reminds Shaun that, at McGill, a professor may not have a romantic or sexual relationship with a student they are teaching or supervising, or otherwise have influence or authority. Tim advises Shaun to read McGill's Policy Against Sexual Violence.

Which of the three D's did Tim use to intervene?

1. Distract
2. Direct
3. Delegate

Answer: 2. Direct. Tim used direct intervention with his colleague Shaun by explaining the power dynamics that can affect teacher-student relationships and the duties that teaching staff have under the Policy.

Summary of Module 4

In this module, we have learned how to define bystander, bystander intervention, and the bystander effect.

We learned to recognize situations that are or could lead to sexual violence so that we can intervene before a situation escalates.

This module also gave us ideas of how to intervene in a situation using the 3 D's—distract, direct, and delegate—and it reminded us to always intervene safely!

Module 5: Supporting Survivors

Introduction

Survivors of sexual violence can struggle with disclosing their experiences. It is important to respond to a survivor's disclosure in a supportive way.

Think about the scenarios we have seen, and the characters you have met in the previous modules.

- How do you think Sam would have felt if things had continued despite being too intoxicated to give consent?
- How do you think the street harassment made Sol feel before Addison and Manu intervened?
- What might Jesse have thought or felt if Alex had ignored their verbal and non-verbal cues?

- How would Anna have felt if her supervisor Shaun had invited her out for drinks and then made sexual advances towards her?

Did your answers consider the long-term impacts on their relationships, work, and school? How about their self-esteem, emotions, and mental health? Everyone responds differently and there is no one-way or correct way to respond to experiencing sexual violence.

Now considering internal and external factors, how can the scenarios we discussed affect a person? Check all the factors that can be impacted:

- interpersonal relationships
- work
- school
- social life
- self-esteem
- emotional health
- mental health
- spiritual health
- physical health
- finance

Someone who has been a target of sexual violence may experience impacts on all, none, or any combination of these factors. Everyone responds differently and there is no one-way or correct way to respond to experiencing sexual violence.

Before continuing with this final module, reflect on these three questions:

1. Are you able to respond if a friend told you they had experienced sexual violence?
2. Are you aware of the reasons why it can be difficult to disclose an experience of sexual violence?
3. Would you be able to offer support in a comforting, non-judgmental way?

Impact on Survivors

Experiencing sexual violence can be a traumatic and violating experience. Healing from it is not a linear process, and each person is going to have a unique reaction because no one survivor is the same.

Many survivors struggle with feelings of shame, fear, anger, guilt, feeling alone, and feeling misunderstood. Survivors may experience nightmares, flashbacks, difficulty concentrating and sleeping, anxiety, depression, and post-traumatic stress disorder.

After a traumatic event, some people may overuse substances, develop eating disorders, do self-harm, and contemplate or even attempt suicide. There can also be physical impacts, such as unwanted pregnancy, sexually transmitted infections, and physical injuries.

Barriers to Disclosure

Remember from module 1 that only 6% of sexual assaults are reported to the police and only 6-8% of students reach out to someone at the university.

Many people who experience sexual violence are hesitant to disclose, particularly for survivors who are marginalized based on disability, ethno-cultural or racial background, sexual orientation, or gender identities. Many survivors fear that they won't be believed, or that they will be blamed and shamed.

Other barriers to disclosing:

- Fear of reprisals
- Worry about upsetting friends or family
- Feeling overwhelmed or confused by the judicial process or other formal reporting avenues
- Concern that the incident isn't severe enough to disclose
- Conflicted feelings about the person who harmed, particularly when that person is a partner or family member

The Takeaway

Myths about sexual violence, people who experience it, and people who harm create some of these barriers. For example, because we often grow up understanding sexual violence as something that is perpetrated by a stranger and involving a physical attack and injuries, when someone's experience differs from that it can be confusing, and lead to questioning whether an experience "counts" as sexual violence. This can prevent survivors from coming forward and seeking help.

Consider the situations in the following two videos that present some impacts of sexual violence.

Interactive scenario: Jesse

You're visiting your friend Jesse and you two begin talking about the date Jesse had with their crush, Alex, two days ago. This is the first date they've had in about a year, and you want to know all the details. Jesse tells you hanging out led to flirting and then kissing. Jesse pauses, takes a deep breath, and tells you they pulled away so Alex stopped everything. You don't understand why Jesse would stop kissing Alex suddenly, so you ask. Jesse explains that they were sexually assaulted the year before. Kissing Alex was the first time Jesse has been intimate with another person since the assault. Jesse discloses that they never told anyone else about the assault because they think it's their fault since they drank a lot that night. Jesse still has nightmares about it and doesn't know what to do.

Interactive scenario: Your colleague

Last month, a close colleague took some impromptu time off, and when she came back, seemed more distracted than usual. She assured you that everything was fine. Today, during an information session about McGill's Policy Against Sexual Violence, she got visually upset and needed to leave. You check-in with her after the session and she discloses how she was sexually assaulted on her last date. She explains how she couldn't handle the reminder of such a distressing experience.

Considering the two scenarios from the above video, explore these examples of supportive and unsupportive approaches to responding to a disclosure:

Supportive approaches:

- "Thank you for telling me."

- “I believe you.”
- “I’m so sorry that happened.”
- “It wasn’t your fault.”
- “What can I do to help?”
- “I’m here for you.”
- “Do you need any resources? Would it be helpful to talk to a counselor?”
- “Would it be helpful for me to come with you to the Office for Sexual Violence Response, Support and Education?”

These examples are correct approaches. There isn’t a perfect recipe for supporting someone who has experienced sexual violence. However, it can help to be survivor-centred, which is focusing on their needs and feelings, not your own, and especially not those of the person who harmed them.

Unsupportive approaches:

- “Did the person know you didn’t want it?”
- “It’s in the past now.”
- “You’re safe now, there’s nothing to worry about.”
- “Did you report it? They shouldn’t get away with this.”

These four examples are not the correct way to respond to a disclosure. These are responses that can come from feeling overwhelmed by what you are hearing and wanting to reassure both yourself and the other person. The impact of these types of responses minimizes what the person is telling you and invalidates their experience. It may shut them down and prevent them from seeking further support.

Takeaway

Allow them to make their own decisions about next steps and give them time to process the event.

Believe them! Understand how hard it is to come forward when you’ve been sexually assaulted or sexually harassed and thank them for sharing with you.

Tips for Responding to Disclosures

If someone is disclosing to you and you feel nervous, try these steps:

1. Take **deep breaths**, remember the person trusts you enough to tell you this.
2. Focus on listening instead of talking.
3. When telling their story, give them the **time** they need to share.
4. When telling their story, give them **space** they need to share.
5. Respect **their needs**.
6. Respect **their feelings**.
7. Respect **their decisions on next steps** – whatever they may be.

How you respond to a survivor is important, but remember that no one is perfect. Supporting people comes with practice.

Consider the following video and how you might respond to the disclosure based on the tips we just reviewed.

Interactive scenario: Jad

You've noticed that Jad, one of your students, has recently become withdrawn in your course, has stopped handing assignments in on time, and has missed multiple classes. You approach Jad about this change in behaviour, and they disclose to you that another student in class will not stop sending them sexually explicit messages. Jad cannot sleep due to the anxiety this situation is causing them.

There are different ways to help Jad, but a good start is providing information about resources. There are places to get help, both on and off campus.

McGill's Office for Sexual Violence Response, Support and Education (OSVRSE) can help Jad with safety planning, accessing academic accommodations, further psychological support and/or medical support. They can also provide Jad with reporting information and support.

Remember that you don't need to have all the answers and that you also have your own limits. Responding to a disclosure can be an emotionally and physically demanding experience. It can have an impact on your well-being and your sense of safety. Taking care of yourself is essential and it will help you help others.

If you aren't sure what to suggest, or you would like to find out more about the resources available on and off campus regarding sexual violence and responding to disclosure, don't hesitate to reach out to OSVRSE at osvrse@mcgill.ca.

For people impacted by sexual violence

If you have experienced sexual violence, it can be difficult to know what to do next or how to respond. Some days you may feel overwhelmed and some days you may feel ok.

Whether you have yourself experienced sexual violence or are receiving a disclosure, the remainder of this module can be a starting point to explore grounding exercises and self-care and find other resources both on and off campus.

Note for a recent sexual assault

If you have been sexually assaulted within the past year know that you can access psychosocial support, a health assessment, medical exam and/or a forensic examination at a designated centre off campus. Services are offered in French or English.

If you are thinking about pressing charges, having forensic evidence collected may help your case and needs to be collected within 5 days. Contact the OSVRSE for more information about this process and/or for accompaniment or call the Provincial Sexual Violence Helpline toll-free at 1-888-933-9007.

Grounding exercises

Grounding exercises can be useful self-care skills for anyone at any time, for example, when we feel distressed, detached or are feeling 'unreal', and to reduce symptoms of anxiety and panic. Learn what works best for you and practice until they become automatic so that they can be used in moments of distress. Here's a few places to start if you're feeling overwhelmed at any point during this course:

- [Sensory and cognitive grounding techniques](#)

- [“Let’s get grounded,” a toolkit for survivors](#)
- [Take a deep breath](#)

Self-care

Self-care and having your basic needs met can be an important part of healing. It can take many forms, and can focus on different aspects of your well-being, such as physical, emotional, spiritual, or social well-being. Whether it’s activities you do solo, or by reaching out to friends, family and/or community, self-care can help you cope with the short-and long-term effects of sexual violence. Meeting your needs and taking care of yourself will require different things at different stages in your life.

- For step-by-step suggestions for self-care: [You Feel Like Shit: An Interactive Self-Care Guide](#), an interactive flowchart developed by Jace Harr.
- For questions to get you started on identifying self-care strategies specific to you: [Self-Care after Trauma](#) at Rainn.org.
- For colouring and journaling activities: [My Healing My Choice: A Colouring Book](#) from Wilfrid Laurier University and [Colouring Resistance: A colouring and activity book for healing from sexualized violence](#) from WAVAW Rape Crisis Centre.

Resources

Office for Sexual Violence Response, Support and Education (OSVRSE)

The OSVRSE offers confidential and non-judgmental services for students, academic and administrative staff of all genders who have been impacted by sexual and gender-based violence.

Amongst awareness-raising initiatives and educational opportunities, the OSVRSE offers direct support that includes:

- Crisis intervention and short-term crisis counselling
- Coordination of academic, housing, and workplace accommodations
- Referrals and assistance accessing additional support services on and off campus, including medical, psychological and peer support resources
- Coordination of informal agreements and interim measures
- Assistance in understanding reporting at McGill University and in initiating a formal report
- Assistance with understanding legal options, and accompaniment to report with the police
- Consultation services for community members who receive disclosures or witness instances of sexual violence.

You can reach out to the OSVRSE for consultations, to request a workshop, collaborate on awareness-raising events or to book an appointment by email at osvrse@mcgill.ca via phone at (514) 398-3954 or by [booking online here](#) (mcgill.ca/x/4tC).

550 Sherbrooke O. Suite 585 (West Tower 1-11 Elevator)

Montreal, Quebec H3A 1E3

Phone: 514.398.3954

Email: osvrse@mcgill.ca

Office for Mediation and Reporting (OMR)

The Office for Mediation and Reporting (OMR) is responsible for receiving and responding to formal reports of discrimination, harassment, and sexual violence against members of the University community.

If you or someone you know is dealing with harassment, discrimination or sexual violence and would like information about how to file a formal report, then please reach out to the OMR for a confidential consultation. Visit their [Book a Consultation page](#) to learn more or email omr@mcgill.ca.

24-Hour resources

The following helplines are available 24/7 across Quebec or Canada.

- Sexual Violence Helpline: 1-888-933-9007
- SOS Violence Conjugale (intimate partner violence helpline): 1-800-363-9010 (text : 438-601-1211)
- Interligne (2S&LGBTQIA+ helpline): 1-888-505-1010 (phone or text). They also have [online chat support](#).
- Trans Lifeline (Canada-wide): 1-877-330-6366
- Suicide Action Montréal: 1-866-277-3553
- Talk Suicide Canada: call 1-833-456-4566 available 24/7/365 / text 45645 available 4:00 p.m.-12:00 a.m. ET

For more on and off campus resources for both students and staff, visit the [Resources & Support page](#) of the McGill Sexual Violence Education Program website or the [Additional Services page](#) of the OSVRSE website.

Summary of Module 5

In this module, we learned about some of the consequences of sexual violence on survivors, like the long-term physical and mental affects including shame, fear, guilt, post-traumatic stress disorder, contemplating or attempting suicide, unwanted pregnancy, sexually transmitted infections, and physical injuries.

We also learned some of the barriers survivors face when disclosing their experience, such as fear of reprisals, being blamed, of not being believed.

Then we learned how to have a supportive response if someone tells us they have been sexually assaulted or sexually harassed. Remember to listen, don't judge, and respect their needs and decisions.

Finally, we learned about some key resources that you can provide to someone if they want to seek help after experiencing sexual violence.

Conclusion

We've now explored the main topics of this learning program. Let's take a final moment to revisit the key points and the overall goal of the course.

- In module 1, we learned how to define sexual violence, and we addressed some common myths.

- In module 2, we learned about consent, why it's important and how to talk about it before, during, and after a sexual situation.
- In module 3, we learned about McGill's Policy Against Sexual Violence and how it applies to administrative staff, teaching staff, and students who are also staff. We also learned about power dynamics and how they might arise in different situations.
- In module 4, we learned how we can safely intervene using the 3D's in situations, hopefully before they escalate to sexual violence.
- In module 5, we learned some ways to respond when someone discloses to you that they have experienced sexual violence. We also identified some of the impacts sexual violence has on survivors and why it can be so difficult to come forward, as well as resources that can help.

Increasing awareness of these topics is an important part of shifting campus culture to one of respect and consent, and of creating a community free of sexual violence.

If after taking this course you are concerned about something you have experienced, or are concerned about your behavior towards another person, please consult the resources provided.

Program completion

You have reached the end of this training. This message marks the successful completion of *the It Takes All of Us* program and your completion will be updated in McGill's systems over the next 24-48 hours.

You will also receive an email with proof of your completion. Please monitor your **McGill email inbox** for a confirmation of your completion over the next **1-2 business days** (make sure to check your spam/junk folder).

Thank you for your commitment to completing this important and mandatory training for all staff, faculty, and students as part of McGill's ongoing commitment to creating a community free of sexual violence.

Definitions

Cisgender: A person who identifies with the gender they were assigned at birth.

Gender-based violence (GBV): A violation of human rights, it involves the use and abuse of power and control over another person and is perpetrated against someone based on their gender identity, gender expression or perceived gender. Violence against women and girls is one form of GBV. It also has a disproportionate impact on 2S&LGBTQIA+ people (Two Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, and more). GBV includes emotional and psychological violence, such as intentional misgendering, intentional "outing", and use of gendered slurs, as well as physical, sexual, and structural or systemic violence.

First Nations: 'First Nations people' include Status and non-Status Indigenous people in Canada. According to the 2016 Census, more than 1.67 million people in Canada identify themselves as an Aboriginal person – that equals 4.9% of the Canadian population. There are more than 630 First Nation communities in Canada, which represent more than 50 Nations and 50 Indigenous languages.

Heterosexual: (also “heteroromantic”) A person who is sexually and/or romantically attracted to people of a different gender than themselves.

Indigenous person: A person who belongs to one of the three Indigenous Peoples in Canada, namely, First Nations, Inuit or Métis. Some Indigenous persons in Canada may choose to refer to themselves as "a Native person" or "a Native"; however, the use of these terms by non-Indigenous people is seen as derogatory. The term "Aboriginal" used as a noun can be offensive and should be avoided.

Inuit: Inuit are Indigenous people of the Arctic. The word Inuit means “the people” in the Inuit language of Inuktitut. The singular of Inuit is Inuk.

Métis: Métis are 1 of 3 recognized Indigenous peoples in Canada, along with First Nations and Inuit. According to Statistics Canada’s 2016 Census of Population results, 587,545 Canadians self-identified as Métis.

Nonbinary: (also non-binary or ‘genderqueer’). Referring to a person whose gender identity does not align with a binary understanding of gender such as man or woman. It is a gender identity which may include man and woman, androgynous, fluid, multiple, no gender, or a different gender outside of the “woman—man” spectrum.

Patriarchy: The norms, values, beliefs, and systems structured around the gender inequality of men and women that grant power, privilege, and superiority to men, and thereby marginalize and subordinate women and other minority genders.

Racism: Racism is a belief that one group is superior to others performed through any individual action, or institutional practice which treats people differently because of their colour or ethnicity. This distinction is often used to justify discrimination. There are three types of racism: Institutional, Systemic, and Individual.

Settler colonialism: Within the context of race relations, the term refers to the non-indigenous population of a country. Settler colonialism functions through the replacement of indigenous populations with an invasive settler society that, over time, develops a distinctive identity and sovereignty. In Canada and in other countries, the ascendancy of settler culture has resulted in the demotion and displacement of indigenous communities, resulting in benefits that are unearned.

Sexism: Prejudice or discrimination based on sex, usually though not necessarily against women; behaviours, conditions or attitudes that foster stereotypes of social roles based on sex. Sexism may be conscious or unconscious, and may be embedded in institutions, systems, or the broader culture of a society.

Sexual minority: a person whose sexual orientation is other than heterosexual (gay, bisexual, pansexual, asexual, or another orientation outside of heterosexuality).

Survivor/victim: Both terms are used to refer to a person who was sexually assaulted. In the 70's and 80's, advocates and activists in North America who worked to support those who have been sexually assaulted encouraged moving away from the term "victim" to the term "survivor". Now most commonly used in North-America, the term "survivor" generally focuses on agency and resilience whereas "victim" refers to the person being victimized by someone else and focuses on elements outside of a person’s control. “Victim” is commonly used in the judicial system (by the police and in court) and is the most

common term in the media. It is equally possible for a person to be a survivor and a victim depending on their experience. Personal, cultural, and socio-political reasons may influence a person in self-identifying with either term.

Transgender: (also 'trans'). A person whose gender identity differs from what is typically associated with the sex they were assigned at birth.

Transmasculine: An umbrella term that refers to people who were assigned female at birth but identify with masculinity.

Two Spirit: (also Two-Spirit or Two-Spirited). An English term used to broadly capture concepts traditional to many Indigenous cultures. It is a culturally specific identity used by some Indigenous people to indicate a person whose gender identity, spiritual identity and/or sexual orientation comprises both male and female spirits.

Transphobia: The fear, hatred, or aversion of people whose gender identities differ from the sex they were assigned at birth.

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