

NATIONAL COMMUNITY OF PRACTICE TOOLKIT



"Outside the Box",
Chrysalis House Association
Case Study



“Outside the Box”

Case Study

Organization: Chrysalis House Association, Kentville, Nova Scotia

Project: “Outside the Box” RCMP Training



Approach:

The project was based on the following key principles: Community Consultation, Community Assessment, Empirical Grounding, Partnership Building, Collaborative Leadership, Cultural Sensitivity, Skills Development, Experiential Learning, Use of Local Resources, and Sustainability.

Objectives:

To enhance the capacity of people working in the Justice fields to create awareness and prevention programs re violence against women and girls that are targeted at groups of youth with which they had contact. To strengthen the working relationship between [Chrysalis House](#) and the Justice workers in our community.

Background:

The project arose out of the work done over two years with a Status of Women Canada grant, “[Engaging Men and Boys in Ending Violence against Women and Girls](#)”. This began with extensive community consultation, where we got the consistent message: “If you are not impacting youth, you are wasting your time!”. We then did a [Community Readiness assessment](#) (see link) that indicated that the community was aware of the issue, wanted to address it, but did not know how to proceed. The appropriate intervention in that situation is skill building and experiential learning.

It was clear that in order for this to be a sustainable effort, we needed to do more than just work with youth for two years and then stop. Our model was to instead reach out to local organizations and provide a train-the-trainer for them so that the organizations could develop in-house capability to train facilitators and deliver program to youth.

We partnered with [Fredericton Sexual Assault Crisis Centre](#), who had developed the “[Man to Man](#)” toolkit for working with men and boys, to deliver a four-day training for fifty people from across our six-county catchment area. Three RCMP members were among this group.

Activity Development:

Towards the end of our grant, we were approached by a local detachment of the RCMP to work together to develop and deliver a two-day training to thirty-five people in Justice fields from across the province, including school safety officers, community policing officers, and other members of the Justice community (e.g. workers at the local Youth Correctional Centre, Acadia University Security, CFB Greenwood Security, CFS, etc.). This was funded from a federal Justice Department grant that they had secured.

The three RCMP who had taken the train-the-trainer partnered with three Chrysalis House facilitators to create a leadership team for the event. A key part of the process was creating a culturally appropriate training that would meet the needs of the RCMP. When we first met and explained how we had been delivering two-day trainings to teachers, counsellors, facilitators, youth workers, etc. they made it clear to us that the model would not work for them. The expectation that their members could take a toolkit, select appropriate activities and design a curriculum to work with students or youth groups was unreasonable. They did not have either the time or the training to do that. We were asked instead to choose six themes from the toolkit and develop lesson plans that could work for 50-minute high school classes.

The RCMP on the team explained that the members worked best when it was clear what they had to do, how to do it, and to be provided with the training and resources to implement it. So not only did we create the six-lesson booklet with selected exercises, handouts, background information and suggested video resources, we also redesigned their two-day training so that it

was more structured and timed than what we had done with other populations ([see link](#)). They suggested bringing in the regional commander to open the event on the first day, to give extra motivation to the participants, indicating the importance of the training. Had we not taken the time to hold five planning meetings with the RCMP co-facilitators, the training would likely have bombed.

Activity:

We had developed a model of male engagement that identified four questions we would need to be able to answer in order to get men and boys active in this work: *What are the issues?* (sensitization); *Why should I care?* (motivation); *What can I do?* (action); and *Who will help?* (partnership and sustainability). The goal is to be able to see “outside the box” of the gendered cultural conditioning we are all presented with, and assist others to do the same.

The workshop combined experiential learning and training by leading the participants through these four stages using the course material and themselves doing the exercises they would be delivering to the youth. The participants dove into the exercises, and were creative in coming up with demonstration classes to present back to the rest of the group.

The six areas for which we developed curriculum were: “Gender Stereotypes”, “Media and Pornography”, “Power and Privilege”, “Sexuality / Consent / Coercion / Sexual Violence”, “SelfEsteem / Self-Worth / Self-Expression” and “Healthy Relationships”. We chose topics and approaches that would be readily accepted by schools as being consistent with their curriculum goals. The RCMP facilitators researched and provided handouts on the law regarding sexual consent and sexual assault.

Key Results:

1. Thirty-five people trained and provided with the Man to Man workshop toolkit ([see link](#)) in addition to the “Outside the Box” curriculum kit ([see link](#)).
2. Great partnership building between the women’s transition house and the local Justice community, giving opportunities for further collaboration. Enhanced mutual understanding of each others’ culture of practice.
3. Local RCMP organizers told us that they had reports of participants implementing the exercises in the weeks following the training. They mentioned that they would apply for further funding to do a “Level II” follow-up training in a future year.

Outputs:

- [Agenda](#) for the two-day RCMP training
- “[Outside the Box](#)” training and curriculum guide. Designed to be used in conjunction with the [Man to Man](#) toolkit.
- [Brief report](#) on the RCMP training

- [Photographs](#) from the RCMP training, including flip chart responses to issues.

Quote:

“Working with the RCMP was a positive partnership for both parties; [they] were able to meet the needs of the RCMP in developing a customized workshop for them, and the RCMP. are able to access the schools to continue the work there.” (Evaluation participant)

Key Lessons Learned:

1. One-shot events are not best practice. Even an intensive four-day training can be ineffective unless it is followed up promptly with opportunities to implement the learning. Giving the three RCMP who had done the train-the-trainer an opportunity to collaborate on developing and delivering a two-day training to their peers was a great way to cement their learning and demonstrate its usefulness. The members who took this two-day training fortuitously soon had opportunity to practice it, since the DARE program had been recently cancelled and they were looking for other material to present to schools.
2. There is no “one size fits all” training. Collaborating well ahead of time with people who are familiar with the target audience is invaluable. Having members of that target group as co-leaders of the training provides credibility and buy-in from the participants.
3. A combination of a program that is well grounded in research but also translated to simple non-academic language is most effective. The “four questions” described above have been very helpful in rapidly communicating key engagement issues.

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Link: [Final Report](#) on the Chrysalis House Association Engaging Men and Boys in Ending Violence against Women and Girls project.

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