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## Authors and Acknowledgements

The Healthy Relationships for Youth (HRY) curriculum is a living document that was first created in 2006 and continues to evolve along with the needs and interests of youth, and the changing world in which we live. It incorporates best practices, research and youth feedback that have been compiled for over 10 years through the HRY program and Rural Youth Education Project (its precursor).

This year the major changes to the HRY curriculum were authored by Arwen Sweet, B.A. (HRY Provincial Coordinator) and Faye Fraser B.S.W., B.Ed. (Violence Prevention Educator). Thank you to Allison Armstrong (Summer Student, Sexual Violence Policy Researcher) for proofreading and editing the final document.

Curriculum feedback from students and youth facilitators was collected by Erin Wynn, Christina Chitty, and Arwen Sweet. Based on this feedback, the HRY team got to work, making sessions more interactive, current and relative to youth's lived experiences and made the language and presentation of material more accessible to the intended audience.

Sincere thanks are due to the schools, principals and teachers who support the ongoing delivery of the HRY program. Their commitment is instrumental to the success of our efforts to prevent violence and foster youth leadership.

We extend our appreciation to the following school boards and community organizations for being key partners in our violence prevention work with youth: Strait Regional School Board; Annapolis Valley Regional School Board; Chignecto-Central Regional School Board; Halifax Regional School Board; South Shore Regional School Board; Central Nova Women's Resource Centre; LEA Place Women's Resource Centre; Nova Scotia Health Authority (Cumberland County area); Pictou County Women's Resource Centre; Second Story Women's Centre; and the Valley Restorative Justice Society.

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Finally, we thank the youth who have engaged with the HRY program as classroom participants and youth facilitators. You are the reason for this work, and your participation and feedback are central to its success.

# Introduction

## About HRY

Healthy Relationships for Youth (HRY) is a school-based, peer-facilitated, violence prevention program developed by the Antigonish Women's Resource Centre and Sexual Assault Services Association and offered in partnership with schools locally and across the province. Grade 11 and 12 students are trained to deliver a series of twelve HRY sessions to Grade 9 students in partnership with classroom educators implementing the Healthy Living curriculum. The interactive sessions are designed to reduce the risk of violence for youth through developing their skills and knowledge about creating and maintaining healthy relationships.

HRY draws together key concepts of diversity such as gender, race, and sexual orientation, as well as communication and conflict resolution skills for the prevention of violence within interpersonal, school and community relationships. It is a tool for schools to start preventing violence by addressing the underlying issues of sexism, racism, classism, ableism, transphobia, and homophobia.

This curriculum supports the goal of violence prevention by giving students the information and space to express their thoughts and emotions. Sessions on assertive communication, maintaining healthy boundaries, and decision-making are the skill-building components intended to give students the ability to handle personal conflicts. Sessions on dating violence are central to combating the predominance of gender-based violence within dating relationships. These sessions identify the warning signs of unhealthy relationships and how to find or offer support.

Healthy Relationships for Youth has its roots in the Rural Youth Education Project, adopted from SWOVA's Respectful Relationships program.

## About the 2017-2018 Curriculum

This curriculum has been updated since the last version. Some of the main changes are:

- Increased activity based sessions to promote engagement
- Daily journaling activities updated
- Consent education has been integrated throughout the curriculum
- Updated to more inclusive language throughout

The Healthy Relationships for Youth curriculum parallels the learning outcomes for many of the Grade 9 Healthy Living learning outcomes required by the Nova Scotia Department of Education and Early Childhood Development. The HRY sessions are organized so that each acts as a building block for the next.

There are twelve, 60 minute classroom sessions which are formatted to identify what students will learn, materials/resources needed, and an introduction to each topic. Also, key points are found in box format at the beginning of each session. Activities throughout sessions are clearly explained, their goals are defined, and there is space for guided reflection at the end of each session.

The expectation is for all grade 9 students to have a 32 page notebook and a duotang or small binder for handouts for HRY. The handouts complement the curriculum activities and are valuable resources for students. They allow further reflection and additional areas of exploration beyond the 60 minute classroom session. They also include resources that students are encouraged to look up if they want further conversation.

In order to promote equality and inclusion, and to promote discussion, we recommend students sit in semi-circle formation on chairs. Each session begins with a check-in which allows everyone to have a voice and express themselves in a climate of respect. Even within this climate of respect, not all students will be comfortable expressing themselves in a large group. Small group discussions and activities are mixed within each session. The facilitators may choose to use more small-group discussions depending on group comfort levels.

As part of the updates to this curriculum, introduction activities have been added to each session. These games are used to get students up and moving while connecting to the content. As these are "introduction games" it is important to keep them short, making sure to stay within the 10 minutes allotted. If you have time at the end of the session, you could go back to continue the conversation. These games are meant to introduce and enhance learning of the session content, not to take over the content.

## Session 1

# Healthy Relationships for Youth

**Welcome to HRY!** This introductory session gives youth facilitators and students a chance to get to know one another, learn about the program, and set standards for participation and inclusion.

<b>STUDENTS WILL:</b>	<b>KEY POINTS:</b>	<b>MATERIALS:</b>
<ul style="list-style-type: none"> <li>✓ Be introduced to the Healthy Relationships for Youth program</li> <li>✓ Learn each other's names and get to know each other</li> <li>✓ Identify the wide range of relationships we have</li> <li>✓ Understand the connection between violence prevention and healthy relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Duty to Report</b> must be clearly covered in this session.</li> <li>• <b>Violence can be prevented</b> through learning new skills that help us communicate more clearly and use nonviolent methods of dealing with conflicts.</li> <li>• <b>Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ)</b> relationships are included when we discuss relationships.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Handouts: "Healthy Relationships Are:", "Where to Get Help" and "Welcome to HRY"</li> <li><input type="checkbox"/> Toys/balls for Group Juggle</li> <li><input type="checkbox"/> Flip Chart Paper and Markers</li> <li><input type="checkbox"/> Grade 9 HRY Journals</li> <li><input type="checkbox"/> Lesson Plan</li> <li><input type="checkbox"/> Student Journals</li> </ul>

### ***Healthy Living 9 Curriculum Connection:***

- 9.11 examine the cause and effect of unhealthy relationships and practice assertive communication skills to confront unhealthy relationships
- 9.20 identify school and community-based resources and health services available to assist themselves or a friend if help or information in the area of sexual health, mental health, alcohol, and other substance use or gambling is needed, and practice how to make initial contact with such a service/resource

**Required Reading for facilitators (to be read before the lesson):**

This first session is intended to introduce the program to the Grade 9 class and to set the tone for how HRY will run throughout the term. This is your time to get to know the students you'll be facilitating, and to work together to figure out exactly what you expect from each other.

To help support a safe and caring learning environment, you will be establishing "ways of being" with your group. These "ways of being" are very important to how the program runs, because they provide you, and the class, with a common understanding of what is okay and what is not okay during your sessions. Outlines for this activity are found in the next few pages, but take some time to think, before the session, about what will make the class feel comfortable enough to talk. Should you incorporate a rule about no interrupting? Should there be a very strict "no offensive language" understanding? How do you want your time together to feel? These understandings will be a reference point for all 12 sessions should you need to ask someone to be respectful, so make sure you take this task seriously.

This is also a great time to talk about how HRY's youth facilitation can feel different from regular health classes. Maybe you facilitate in a small school and know all the Grade 9's very well – maybe you hang out on weekends and are good friends. It's okay to say that out loud, and acknowledge that it might feel weird to have you leading activities. Explain that you are not a teacher, but that you are there to help guide conversations and activities. Your role is a "facilitator", and that means that you're responsible for making conversations and activities go smoothly, and making the people in the group feel comfortable enough to share their knowledge and thoughts. You are not there as a teacher, or as a relationship expert. You are there to explore and share with them.

This session also opens the conversation up about what a relationship is. Make sure you are inclusive and broad in your definitions – after all, relationships can exist in lots and lots (and lots) of different ways. Our goal in HRY is to figure out what healthy relationships look like, how to support them, and how to stop unhealthy relationships before violence can happen. This program exists to support students in finding resources and knowing where to get help if they need it, as well as having discussions about the nature of relationships and the power dynamics that are at play.

Finally, this is your time to get to know your Grade 9s and for them to get to know you. Try to learn as many names as you can and be open and friendly during this session, as this is your chance to make a great first impression! Show them you care! 😊

## Activity 1.1

## Introduction/Check-in

15 min

**Introduction:** Have the students *quietly* move their desks out of the way and form a circle with their chairs in the center of the room. Sitting in the circle, tell everyone your name and what the HRY program is and why you chose to be a facilitator. Outline as much as you can about the program, how often you will be in their class, and whether the facilitators will stay the same or be different each time.

**Hand out “Welcome to HRY” sheet.** Ask students if they have questions about the program or what the layout will be.



**Check-in:** Go around the circle and have each student share their name, how they are feeling that day, and why. The youth facilitators can get the ball rolling by sharing something about themselves and how they are feeling, for example, happy because they are excited to meet the class, or nervous because it's their first time facilitating. Keep in mind the right to pass.

Explain that you'll be starting each session with a check in like this one.

**Reflection Journals.** Ask the students to take out a notebook that they will use for HRY only. It will serve as their reflection journal and will be part of a final evaluation, so it is important that they have it with them for every class. They should also have a duotang or small binder for handouts. Explain that these journals are for them to answer their daily reflection questions in. Let them know that these journals will only be read by the teacher, not the youth facilitators. They may be collected by teachers and kept in the Healthy Living classroom.\*

- ❖ Explain that every class will end with five minutes of journaling, where Grade 9s will have the opportunity to answer 3 questions and reflect on the content from the day's session.

\*It is important that you communicate with classroom teachers to decide how they want to approach the journals. It would be ideal if the teachers could keep the journals in a safe place in their classrooms. The reading and assessment of journals are not part of your duty as a YF, though, depending on how the teachers choose to approach it, you may be responsible for collecting and distributing journals each class.

## Activity 1.2

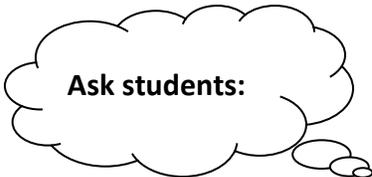
## Group Juggle

10 min

**Goal of Activity:** For the group to keep as many balls in the air as possible and to learn names and have fun.

**Activity:**

1. Ask the students to stand and form a circle with their hands held up in front of them. For large classes, several groups may be necessary.
2. Develop a throwing pattern with one ball
  - The leader should instruct participants to remember who threw them the ball and who they threw the ball to.
  - The leader chooses a person, call his/her/their name and throws a ball to that person.
  - The person who has just caught the ball calls a new name and throws the ball to that person in the circle.
  - This continues until all group members have thrown and caught the ball only one time.
3. Practice the same pattern with one ball a couple of times.
4. The leader can begin introducing more balls after the pattern is established.
5. Add a challenge!
  - Reverse the order
  - Have the catcher state all previous names in order
  - Allow them to move around within the circle or class while continuing to pass the ball



**Ask students:**

- What was most difficult about this game?
- What did you need to do in order to be successful at this game?

**Note:** Look for answers like: listen, make eye contact, remember who you threw it to, remember their name, speak clearly, try not to drop the object, try not to throw the objects too fast, etc. These same qualities are things we do all the time when we are trying to communicate with each other. These are the things needed to complete HRY.

### Activity 1.3 **Negotiating Community Standards/Ways of Being** 15 min

**Goals of Activity:** To establish rapport with students by giving them a say in how they experience the program. To create a contract with students regarding their participation and sharing of the space with others. To make HRY a safe and respectful place to learn and express yourself.

One of the most important things to remember when facilitating a community standards discussion is that you are not dictating policies to your group, but engaging them in a discussion about how they think they can create the best community. Do remember, though, that you are also a part of the community and should voice your opinion.

Students, teachers and facilitators then take part in the "*Ways of Being*" activity to establish agreements regarding participation and class conduct for the following sessions.

#### **1. Introduce the exercise:**

- You are all going to work together for the program, and must establish a set of understandings that everyone agrees on. What kinds of behaviours will help in the classroom? How do you expect to be treated? What needs to be agreed on to make this happen? Brainstorm suggestions from the group.

**2. Introduce main themes or categories** written on the top of flip chart paper (one piece for each category):

- 1) Communication**
- 2) Participation**
- 3) Respect**
- 4) Personal safety.**

**5) Identify Confidentiality** as a fifth category and explain what this means.

Confidentiality in HRY means: *We don't use names when we tell stories, we tell our own stories, and we don't share someone's comments outside of class. There are exceptions to confidentiality and that requires an explanation of the duty to report.*

\*\*\*Facilitators should explain here that with confidentiality also comes the "**Duty to Report**". It is important for students to know that this is a safe place to talk and share but even you (facilitators) have to tell a teacher or guidance counsellor if there is a concern for a student's health or safety.

**Duty to report:** According to the Children and Family Services Act, everyone has a duty to report that a child is in need of help. A child is considered anyone under the age of 16. As teachers, coordinators, or Youth Facilitators we have a duty to report if we believe that a child is being or has been neglected or abused either sexually, physically or emotionally.

3. Number students off into five groups, one for each category. Explain that their groups are to list examples for their category (i.e. How do we ensure communication? How do we ensure participation? What will this look, sound, and feel like in practice?). Ask for team leaders who will record the ideas from their group with markers and flip chart paper.

4. Each group presents their ideas. After each presentation the rest of the students are asked if they agree or if there is anything they want to discuss on the list. Negotiate an agreement.

5. Inform students the negotiated community standards will apply to every session. Ask for volunteers to recreate the chart on Bristol board, poster format, to be ready to post for next class. *Pro-tip:* Bring this poster along to every session so that YFs can refer to it if someone is not following the agreed upon community standards.

### ☆☆ Universal Standards ☆☆

While this exercise is meant to give the class space to develop their own standards, here are some to jump in with if they haven't brought them up:

- ❖ **Right to pass:** If you aren't feeling safe or comfortable for any reason, you can pass on answering a check in question, or any question you don't want to respond to in front of the class.
- ❖ **Speak for "I":** When discussing opinions, make sure you establish that it is your opinion and don't assume everyone feels the same as you (i.e. "I feel like pizza is a gross food" vs. "We all hate pizza")
- ❖ **No aggressive language:** Shouting, swearing, and using racial/sexist/homophobic slurs all shut down conversation and make participants feel unsafe and unheard. Explain that we will not be having conversations like this in HRY.

Others?: \_\_\_\_\_  
\_\_\_\_\_



- **Are there community standards for school? Home? Larger community?**
- **Why are these community standards important?**
- **What happens when we forget to follow the community standards?**

## Activity 1.4

## Relationship Discussion

15 min

**Goal of Activity:** To identify the wide range of relationships we have, and how violence prevention is connected to healthy relationships.

Distribute **“Healthy Relationships Are:”** Handout to the students, allow them to take a moment to look over the sheet.



**ACTIVITY:** Students discuss the following questions in pairs, then share their answers together as a class. Class discussion can be recorded in point form on board or flip chart.

- 1) We will be talking a lot about relationships in this program. What kinds of relationships do we have?
- 2) Why do we have relationships?
- 3) What does a healthy relationship look like?
- 4) What does an unhealthy relationship look like?

**\*\*Remind students** dating relationships exist not just between guys and girls, but can exist between individuals of any gender. It is important to be respectful of those who identify as Lesbian, Gay, Bisexual, Trans and Queer (LGBTQ) and to be inclusive when we talk about relationships (i.e. not everyone is heterosexual or identifies as a “girl” or “guy”).

**3.** Distribute **“Where to Get Help”** page to students (found at end of session and on back of **“Welcome to HRY”** sheet)

For more info on **LGBTQ Inclusion**, check out resources on our blog

**Ask students:**

- What makes you feel safe? Happy? Heard?
- Is there anywhere (or anyone) who makes you feel that way in your community?
- What are some local places youth hang out? Are they safe spaces or not? Why?

Encourage students to note local resources on their sheet.

## Activity 1.5

## Personal Reflection

5 min

**Reflection Journaling:** Provide students with 5 minutes to write a written response in their journals. If possible, use a timer for this purpose. Answer the questions:

1. What is something meaningful you took away from today's session?
2. How does today's session relate to your personal life experience or the experiences of your friends and peers?
3. Thinking back on today's session, do you have any questions or something you would like to learn more about?

**Explain:** At this point the students will be asked to reflect on whether or not the day's activities have influenced their thinking on this topic at all..

**Extra time to fill?? Try one of these!****Stopwatch Game (5 min)**

**Goal of Activity:** For participants to practice communication and thinking on their feet, to break the ice, and to have fun.

**Activity:** Students must count from 1 to 30 without having two people speak at the same time.

1. Students can remain seated or walk around the room but must not make eye contact and if possible face away from each other.
2. When the facilitator says "go", one student will start the game by saying "one" and then another student says "two", and another "three" and so on until reaching 30. BUT, if at any time two people speak at the same time the group must start again at "one".
3. Students should not be allowed to discuss strategy or look at each other for the first attempt. The same student is not allowed to say two numbers in a row and all students should have a turn to say a number.

4. If students accomplish this quickly, have them try again to see if they can do it faster when looking at one another, or if it takes longer counting backwards, etc...

### **Human Knot (10 min)**

**Goal of Activity:** For the group to build a sense of trust and community.

#### **Activity:**

1. In groups of 8-10, students form circles, standing up.
2. Ask one person from each group to stand on a chair and observe what works.
3. Every person closes their eyes and outstretches their hands to the centre. Mix up hands and grab hands with two other people (keeping eyes closed). Once the knot is made, then students can untangle. Try again without speaking.



- **What made this hard to do?**
- **What does this have to do with healthy relationships?**



## WHERE TO GET HELP

For all students participating in Healthy Relationships for Youth, it is important to know that there are resources available to help you if you are experiencing violence, bullying or abuse. If you need someone to talk to, provide support for you, or help you to work through personal issues, you can contact any of the following people in your school:

- Guidance Counsellor
- A teacher you trust
- Youth Health Services Centre
- Mi'kmaq Student Support Worker
- Student Support Worker

### Where to get help in the community...

- ☎ Kids Help Line, Toll Free: **1-800-668-6868**
- ☎ Mental Health Crisis Line: **1-800-429-8167**
- ☎ Nova Scotia Youth Crisis Line- **1-877-521-1188**
- ☎ LGBTQ Info Line (Youth Project) – **902-429-5429**
- ☎ Mi'kmaq Family and Child Services: **1-800-263-8686**
- ☎ Native Youth Crisis Hotline: **1-877-209-1266**

**\*All of these services are available to you and are free of charge**

Online:

#### **NeedHelpNow.ca**

If you, a friend, peer or sibling have been involved in a self/peer (otherwise known as "sexting") exploitation incident, NeedHelpNow.ca is here.

#### **YouthSpace.ca**

Covers a variety of youth issues, with live chat hours and forums updated regularly.

**What other services are in your area or online that you can go to for help?**

## Session 2

# Communication and Boundaries

In this session participants are introduced to some key skills for creating and maintaining healthy relationships, and given a chance to practice them.

<b>STUDENTS WILL:</b>	<b>KEY POINTS:</b>	<b>MATERIALS:</b>
<ul style="list-style-type: none"> <li>✓ Learn elements of passive, aggressive and assertive communication</li> <li>✓ Explore why assertive communication is necessary for healthy relationships</li> <li>✓ Define the parameters of their space boundaries</li> <li>✓ Learn about different types of boundaries</li> <li>✓ Learn to defend their boundaries with assertiveness</li> </ul>	<ul style="list-style-type: none"> <li>• <b>We are responsible</b> for how we express our feelings.</li> <li>• <b>Assertive communication</b> is the most respectful way to do this.</li> <li>• <b>Having boundaries</b> is necessary for healthy relationships.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Handout – Communication Skills and Boundaries</li> <li><input type="checkbox"/> Newspaper and scotch tape (if doing “Communication Challenge” activity)</li> <li><input type="checkbox"/> Extra pens and pencils for intro game</li> <li><input type="checkbox"/> Lesson Plan</li> <li><input type="checkbox"/> Student Journals</li> </ul>

### ***Healthy Living 9 Curriculum Connection:***

- 9.10 apply communication and interpersonal skills to discuss reproductive and sexual health issues.
- 9.11 practice communication and assertiveness skills to confront unhealthy relationships.
- 9.14 practice speaking about concerns regarding substance use and gambling in self and others.
- 9.21 identify and practice strategies for staying healthy and safe in the workplace.

### Required Reading for Facilitators (to be read before the lesson):

It is important to be able to recognize characteristics of healthy and unhealthy relationships. It is possible to be in a relationship and not realize it is unhealthy because perhaps you had seen similar relationships growing up so they appear comfortable or normal to you. Read the chart below for some clarity on the differences between healthy and unhealthy relationships. Being able to set clear boundaries is a key skill to have when navigating any kind of a relationship.

Healthy	Unhealthy
Feeling like your own person	Feeling incomplete without your partner
Feeling responsible for your own happiness	Relying on your partner for your happiness
Togetherness and separateness are balanced	Too much or too little togetherness
Friendships exist outside of the relationship	Inability to establish and maintain friendships with others
Focuses on the best qualities of both people	Focuses on the worst qualities of the partners
Achieving intimacy without chemicals	Using alcohol/drugs to reduce inhibitions and achieve a false sense of intimacy
Open, honest and assertive communication	Game-playing, unwillingness to listen, manipulation
Commitment to the partner	Jealousy, relationship addiction or lack of commitment
Respecting the differences in the partner	Blaming the partner for his or her own unique qualities
Accepting changes in the relationship	Feeling that the relationship should always be the same
Asking honestly for what is wanted	Feeling unable to express what is wanted
Accepting endings	Unable to let go

(Source: [Lifesteem.org/wellness/wellness\\_boundaries.html](https://www.lifesteem.org/wellness/wellness_boundaries.html))

## Activity 2.1

## Check-In/Introduction

15 min

**Check-In:** Students will not be required to move in to a circle for this check-in and they can all respond at once, rather than individually. Ask students to give a “thumbs up” if they’re feeling good, “thumbs down” if they’re feeling not so good, and “thumbs sideways” if they’re feeling in between. Tell them that this is a form of non-verbal communication, one of many we will be exploring today.

### Introduction

Tell students that today we will be talking about communication and boundaries, but will first be playing a game!

### Dowel Activity:

1. Explain that everyone will need a partner for this activity.  
**It can be incredibly useful to use the phrase “not now but soon”, when explaining any activity that students will need to find a partner. It gives you a chance to explain the activity without everyone moving around**
2. Each person will also need a pen. Using the pen, each person will join up with their partner by placing the tip of the pens on both of their index fingers, keeping the pens vertical. The goal of the activity is to not drop the pens.
3. Ask the partners to move around the room, keeping the pens up. Encourage them to try to keep them up while trying out different levels, one person standing one person squatting, trying to turn around, moving arms up and down, etc.
4. Then ask the partners to join another partner group, making a group of four or six. Encourage them to try the same things that we were doing as partners. Ask the groups to then make one large group, still continuing to move around.

### Debrief Questions:

- What did we need to succeed at this activity? (example answers: connections, communication, working together, picking up the other people’s cues, etc.)
- What made it more challenging?
- When was it the most satisfying?
- What does this activity teach us about communication and boundaries?

## Activity 2.2

**Communication Brainstorm**

5 min

**Goal of Activity:** To identify the different ways in which we communicate, and how communication is key to healthy relationships.

**ACTIVITY:** On the board or flip chart paper, create a cloud with the word “communication” in the middle. Prompt brainstorm with the following questions and write down students’ ideas, later filling in any gaps:

- 1) “What are the different ways that we communicate what we are thinking or feeling to others?” (Different forms of communication to look for: verbal, non-verbal, body language, online, in-person, online, words, actions, etc.)
- 2) “How does communication contribute to healthy relationships?” (Helps us identify what we want/need, learn about what the other person wants/needs, deal with conflict and change, negotiate situations, feel listened to, etc.)

## Activity 2.3

**Communication Styles**

15 min

**Goal of Activity:** To enable students to recognize healthy and unhealthy communication styles.

**Activity:**

1. Introduce the three communication styles:
  - **Aggressive-** *People know what you want and why; you might be unfair; lose respect; get what you want.*
  - **Assertive-** *People know what you want and why; you are fair and listen to others; you maintain respect; you give respect; you might learn more.*
  - **Passive-** *People are not sure where you stand or what you want; you don’t share your ideas and often do not get a fair deal; you maintain respect; you lose respect; it is hard to get what you want.*

**Youth facilitators can act out aggressive, assertive and passive responses (described below) to the following scenario to demonstrate the 3 communication styles:**

*Your best friend invites you over on the weekend to watch a movie. When you get there you realize that her parents are away and she has invited a lot of other kids you don't know. They are all drinking when you arrive. You already got in trouble for staying out past curfew last weekend, your parents were really upset and took away your phone. You just got it back and don't want to risk getting in trouble again. How will you respond?*

**Aggressive:** I can't believe you're having a party when your parents aren't even home! That is so irresponsible. Seriously, this makes me lose so much respect for you. I don't think we can be friends anymore.

**Assertive:** Thanks for inviting me over, I was really looking forward to watching a movie with you, but I'm really not feeling up to a party right now. I'm going to head out, but give me a call tomorrow if you're up for hanging out.

**Passive:** I didn't realize you were having so many people over. I was kind of looking forward to a quiet night, but I guess I'll hang around for a bit.

2. Choose 3 corners or locations in the room and designate each one as either "Passive," "Aggressive," or "Assertive." Place a label there so the students know which is which. Read the written scenarios below one-by-one. After sharing the scenario, have the students decide whether it is representing passive, aggressive or assertive communication and re-locate to that corner. After each scenario and each choice by the students, tell them which one it was representing.

**Scenarios:**

You are at a department store and you are waiting in line when another customer walks past you and asks to get checked out since she is running late. The young woman behind the counter goes ahead and helps her in spite of the fact that you were next in line. You simply stand there and say nothing. (Answer- Passive)

You are at a party and everyone is drinking or getting high. Generally you prefer to enjoy a casual drink but you don't drink to excess. You have already done three vodka shots on this particular evening and since this is your limit you don't want to drink any more. Dave, however, wants you to keep "partying." You tell Dave politely that you have had enough to drink, and inform him that you don't need to keep drinking to enjoy the party. (Answer- Assertive)

On the job, your fellow co-worker keeps asking you to do some of her work and in the past you have often helped. You are starting to feel mistreated, however,

and would like her to start pulling her own weight. You yell at her telling her that you are not her slave and she should do her own work, no one helps you!  
(Answer- Aggressive)

After a wonderful date, you go back to their place. You start kissing and touching and they ask if you would like to have sex. You care about them, but only want to have sex if you are protected. They insist that they like it without a condom. You express your opinion respectfully, saying that you are flattered that they find you attractive, but you will not engage in sexual activity if you are not safe and comfortable, and tell them being unprotected makes you very uncomfortable.  
(Answer- Assertive)

You and a friend are in line for the movies. You are almost at the ticket counter when your friend looks at you and says that you are going to have to buy her ticket, because she spent all her money when you were shopping earlier today. You simply tell them "OK" and proceed to buy the tickets when you reach the counter. (Answer- Passive)

Your History teacher has approached you about the test you wrote last week, accusing you of cheating off of the person who sits beside you. You know that you did not cheat, your test was the one being used for your fellow peer to cheat. You get defensive, look your teacher in the eye and yell at them, telling them that they are blind and stupid, and don't know you at all if they think you were the one cheating. (Answer- Aggressive)

3. Once the activity is complete, draw the students' attention to the communication handout and briefly go over the characteristics of each style.

### Reflection:

1. What are some positives and negatives of each communication style?
2. How will now knowing these communication styles help you to recognize and maintain safe and healthy behaviour at school and at home? (Ex: that now they will be able to know when someone is being passive, assertive or aggressive with them and how to be assertive in their boundaries with friends to prevent bullying, etc.)

**Did you know?** Communication experts tell us over 75 percent of communication is expressed through body language. The tone of voice and the actual words make up the remaining 25 percent. This means we are sending out signals and messages often without knowing it. Once we become aware of the messages our bodies are sending we are more able to control the messages we send and communicate clearly. (Mehrabian, *Nonverbal Communication*, 1972)

## Activity 2.4

## Introduction to Boundaries

5 min

**Goal of Activity:** To introduce students to the concept of boundaries.

**Activity:**

1. Have 4 students volunteer to be the four corners of a large square. Give them a piece of string to hold and form the sides of the square. Ask students to stand inside the square.
2. Ask the 4 volunteers to make the square smaller. Continue to make the space the students must all stand in smaller and smaller. People can drop out at any time that they feel uncomfortable, therefore their boundaries have been exceeded.

**Debrief:** Ask students what this activity shows them about personal boundaries? (Examples: people have different boundaries, they realize how much or how little space they need to be comfortable). You could ask for volunteers to share how they felt when the square was big? When it was small?

## Activity 2.5

## Different Types of Boundaries

15 min

**Goal of Activity:** To get the students thinking about the different kinds of boundaries that are present in their lives, depending on the relationships they have.

Before beginning, watch **HRY Talks Boundaries** video, found at [www.healthyrelationshipsfor youth.wordpress.com](http://www.healthyrelationshipsfor youth.wordpress.com) under "Session Resources: Session 2".

**Activity:**

1. Designate one wall of the room as the "very comfortable" wall and the opposite wall of the room as the "very uncomfortable" wall.
2. Explain that you will be reading statements that involve to digital, physical, and emotional boundaries. Read the statements below one-by-one. After sharing a statement, have students move to the position in the room that corresponds to how comfortable they would feel in the given situation. Let them know they can stand anywhere in between the two walls, and if they are unsure or neutral they can stand directly in the middle.



- Let students know that the goal of the activity is for them to think about these scenarios in relation to their own lives and boundaries and ask them not to talk so as not to influence each other. There will be time to talk and debrief after the activity.

### Scenarios:

- A family member borrows something of yours without asking
- A good friend hugs you hello
- A friend posts a really mean comment on another friend's Instagram photo
- You find out your romantic partner reads your text messages
- You get into an argument with a friend and they hit you
- Someone you don't know follows you on Instagram and starts liking all your photos
- An acquaintance tells a racist joke at a party
- Someone you just met hugs you to say good-bye
- Someone sends you a nude picture that you didn't
- Your friend uses your toothbrush without asking
- A friend tells their parents they are hanging out with you when they are really hanging out with a romantic partner
- Someone you have a crush on tells you they like you
- Someone you see only as a friend asks if they can kiss you
- A friend tells you they are being verbally abused by the person they're dating
- Your parent or guardian reads your personal messages
- A friend is texting you every night at 3 a.m.
- At a sleepover, a friend climbs into bed with you while you're sleeping and starts trying to kiss you
- An acquaintance asks you for money
- A friend sends you a text message that is spreading a rumor about another friend
- A friend posts an Instagram photo of you even though you asked them not to
- Someone discloses really personal information the first time you meet them

### Debrief:

- Was it easy to figure out where your boundaries were in every scenario? Was it hard in any scenario?
- Which scenarios correspond with emotional boundaries? Physical boundaries? Digital boundaries?
- What can make it hard to talk to someone about your boundaries?

## Activity 2.6

## Personal Reflection

5 min

**Reflection Journaling:** Provide students with 5 minutes to write a written response in their journals. If possible, use a timer for this purpose. Answer the questions:

1. What is something meaningful you took away from today's session?
2. How does today's session relate to your personal life experience or the experiences of your friends and peers?
3. Thinking back on today's session, do you have any questions or something you would like to learn more about?

**Explain:** At this point the students will be asked to reflect on whether or not the day's activities have influenced their thinking on this topic at all.

**Extra time to fill?? Try one of these!**

**Conflict Resolution P.L.A.N. Carousel<sup>1</sup> (15 mins)**

**Goal of Activity:** To learn how to solve conflicts without turning to violence.

**Activity:** Students should remain in the groups they had for the previous activity. Students should be directed to their handout for information for this activity. Each group will be given a sheet of flip chart paper, a marker, and assigned one of the following:

- **Pick** a good time to talk – How do you know when a good time to talk is?
- **Listen** – How do you listen? Show you are listening? What is Active Listening?
- **Assertive** communication – What is assertive communication? How do you express it?
- **Negotiation** – What is negotiation? How do you negotiate?

Students should write their assigned topic and question on the top of their flip chart paper. Each group will be allowed 1 minute to discuss and write down their responses before moving on to the next topic and questions. (Flip chart papers and markers do not move,

<sup>1</sup> Adapted from *Playing With Fire: Creative Conflict Resolution for Young Adults* by Fiona MacBeth & Nic Fine.1995

students do). Facilitators can begin this activity by demonstrating with the first topic (Pick a good time to talk) and then have students do the remaining three topics. After students have had a chance to visit all of the topics and write down their ideas they should end at the topic they began with. Once here they should take a minute to reflect on what has been added to their original response. Each group will then summarize and share their topic with the group. Some whole group discussion questions that follow might be:

**Ask:** Is a conflict different from a fight? How can this help us in day to day situations? Why is it sometimes difficult to follow this plan?

### ***Communication Challenge (15 mins)***

**Goal of Activity:** For the group to be introduced to the importance of communication through a fun, community building activity.

#### **Activity:**

1. Divide the students into groups of four, in which they will designate themselves a role. There needs to be 1 builder, 2 runners, and an appreciator.
2. Hand out some newspaper and tape to each group (each group should get the same amount and it should be the same amount that the facilitator used to build their creation, which should be done before the session).
3. One of the facilitators is to go out into the hall with the creation and it is the job of the runners to take turns going out into the hall to look at the shape of the newspaper creation
4. They are to only look at one piece of the creation at a time, return to their group and tell the builder what to create. The trick however, is that the builder cannot talk or ask questions. Once the creation is correctly complete, discuss with the students how important it was for the runners to explain the creation well enough so that the builder could build it quickly.
5. Prompt the discussion with the following questions: What was the key factor in the success of this activity? (Communication!) Why is communication so important in our lives? And in what areas of our lives are communication skills necessary for your respect and safety? (One answer should be relationships; if not, suggest it).

## Session 3

# Situating Self in Diversity

This session will introduce important concepts that will help frame the discussion of violence and healthy relationships. Participants will make connections between diversity, power, privilege and identity.

<b>STUDENTS WILL:</b>	<b>KEY POINTS:</b>	<b>MATERIALS:</b>
<ul style="list-style-type: none"> <li>✓ Learn about the aspects of diversity</li> <li>✓ Look at the role of perception and self-understanding in valuing diversity</li> <li>✓ Define elements of self – age, race, gender, cultural heritage, etc.</li> <li>✓ Connect ideas of power and privilege to diversity</li> <li>✓ Learn about the connections between violence and different forms of discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• Certain people and groups of people are privileged by the systems and world we live in; others are harmed and oppressed.</li> <li>• Diversity exists within us and around us. It is something to celebrate, and something for us to think critically about.</li> <li>• Awareness, openness and communication can help increase understanding and prevent violence.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Handout: Diversity, Power, and Privilege</li> <li><input type="checkbox"/> Community Standards</li> <li><input type="checkbox"/> White Board</li> <li><input type="checkbox"/> Dry Erase Markers</li> <li><input type="checkbox"/> Strips of paper (30 or so)</li> <li><input type="checkbox"/> Markers or pencil crayons</li> <li><input type="checkbox"/> LCD Projector and access to internet/blog or copies of images</li> <li><input type="checkbox"/> Lesson Plan</li> <li><input type="checkbox"/> Student Journals</li> <li><input type="checkbox"/> Sticky Notes</li> </ul>

### ***Healthy Living 9 Curriculum Connection:***

- 9.15 examine the negative impact of stereotyping and stigma upon help-seeking behaviour
- 9.11 examine the cause and effect of unhealthy relationships and practise communication and assertiveness skills to confront unhealthy relationships.

**Required reading for facilitators (To be read before the lesson):**

This curriculum endeavours to be inclusive of all learners. Oftentimes, the focus of attention in our society is on the dominant culture, and specifically offered from the singular perspective of White, Christian, able bodied, heterosexual, Canadians. This means that the great diversity of cultures and ways of being that exist in our society are not proportionally represented in mainstream culture, and sometimes not represented at all. It also means that our interactions with each other may not be as respectful as they could be, because the dominant culture has not had to learn about, or make room for those who are marginalized or exploited in society.

It is easy to assume that we are not holding any negative assumptions of others, but we can be so immersed in the implicit and explicit teachings of our own culture and society that we don't recognize whose voices are left out and whose identities are misrepresented. Teaching and learning about diversity and broadening our understandings of different belief systems and ways of being in this world, is essential in our strivings to become truly respectful in our interactions with each other. Fostering an awareness and appreciation of the diversity all around us will ultimately contribute to a safer and more caring society for everyone.

The sharing of information and raising of issues in a safe supportive environment contributes to a deeper understanding of ourselves and those around us. This curriculum provides opportunities to infuse content related to African Nova Scotian and Mi'kmaq histories and cultures. Both communities, while long established in our province, are not valued enough in mainstream society for their historical and cultural contributions. Nova Scotia is also home to communities and people of Acadian, Métis, Celtic (Irish, Scottish), European (Dutch, English, German, Italian, Polish etc.), American, and Arab heritage; newcomers from Asia, Africa, Europe, the Middle East, South America and Oceania; and migrants from other parts of Canada and North America.

The first videos in this session talk about residential school experiences of different Indigenous folks. Residential schools were government-sponsored religious schools established to assimilate Indigenous children into Euro-Canadian culture. In doing this, residential schools disrupted lives and communities. Much maltreatment of Indigenous children took place and caused long term trauma for many of these communities. The last residential school closed in 1996, and in total, an estimated 150,000 First Nation, Inuit, and Métis children attended residential schools.

The HRY program recognizes the rich cultural and ethnic/racial diversity of Nova Scotia, as well as the other forms of diversity that help form our identities and our society – gender, sexual orientation, ability, class, age, and religion. The activities in this session will support students in discussing, questioning, and experiencing the concept of diversity.

## Activity 3.1

## Check-in/Introduction

15 min

**Check-in:** Have the students *quietly* move their desks out of the way and form a circle with their chairs in the centre of the room. Go around the circle and have each student share one thing that they value about themselves; they could share an interest, an achievement, a skill, a character trait, etc. The youth facilitators can get the ball rolling by sharing an unthreatening aspect of themselves that they value (sense of humour, ability to comfort others, etc.). Keep in mind the right to pass.

**Introduction:**

*Today we are going to be talking about the importance of appreciating what makes each of us unique and giving some thought to our own judgements and unexamined beliefs, as well as to the examples of prejudice, racism and homophobia that we may be subjected to. Teaching and learning about diversity and broadening our understandings of different belief systems and ways of being in this world, is essential in our strivings to become truly respectful in our interactions with each other. Fostering an awareness and appreciation of the diversity all around us will ultimately contribute to a safer and more caring society for everyone.*

**Introduction Game:**

This game will require students to use their creative and imaginative minds. The game is adapted from "Theatre of the Oppressed" activities.

**Goal of Activity:** To explore topics using forum theatre activities, giving students an opportunity to think about and see concepts in a different way.

**Activity:**

1. Explain that students will be divided into small groups and will be given a word that they have to come up with a representation of. The groups cannot use words, only their bodies to represent the image.
2. Youth Facilitators will give each group a different word\*.
3. One group at a time will show their representation of their word, and the rest of the groups will have the opportunity to guess what it is.

\*Possible words: Discrimination, inclusion, empowerment, bias, community, privilege, respect

**Debrief Questions:**

- What did you notice in this activity? (possible answers: hard to represent some words, some people were leaders, other communicators, had to communicate, etc.)
- Were there any similarities between any groups' representations of words? Which ones?
- What was difficult about the activity? What was easy?

Activity 3.2

**Developing a Concept of Diversity**

10 min

**Goal of Activity:** To introduce students to the concept of diversity and encourage them to connect with it on both the personal and the community level.

**Activity: Introducing the Residential School Experience**

Videos can be accessed at [www.healthyrelationshipsfor youth.wordpress.com](http://www.healthyrelationshipsfor youth.wordpress.com) under "Session Resources: Session 3".

**Video 1:** Ask students to watch the following clip and, **while they watch**, have them list 3 things that Michael Cheena lost as a result of his time in Residential Schools - "A Residential School Survivor Shares his Story of Trauma and Healing" by The Globe and Mail, 2016 (3 minutes, 47 seconds):

<https://www.youtube.com/watch?v=ddZEeeaozDE>

**Discussion:** Ask students to consider Michael Cheena's nonverbal cues (tone, expressions, gestures, movements, etc.) and share how talking about his experience in residential school might make him feel. List their responses on the board.

**Video 2:** "Chanie Wenjack" by Historica Canada, 2016 (1 minute)

[https://www.youtube.com/watch?v=v\\_tcCpKtoU0](https://www.youtube.com/watch?v=v_tcCpKtoU0)

Ask students to imagine being taken away to school far away from their homes at 6 years old and not being allowed to speak their language, practice their culture, or see their family. Ask them to write a list of emotions they might feel. Then ask them to choose one of these emotions and to write it on a sticky note. **Ask students to place their sticky notes on the whiteboard at the front of the class and choose volunteers to read responses out loud.**

## Activity 3.3

## Define and Explore Diversity

10 min

**Definition:** Write the bolded part of this definition of diversity on the board so that it is clearly visible to students during the lesson. Read the rest of the definition out loud:

**The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences.** These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

(Retrieved from <http://gladstone.uoregon.edu/~asuumca/diversityinit/definition.html>)

**Activity:** Provide each student with a blank strip of paper and tell them not to write their names on it. Have them respond to the following prompt (write the prompt on the board): "One thing that makes me unique is...." OR (if they are stuck), "One thing I like to do/study/eat, etc. is..."

**While they are doing this, the youth facilitators will be writing the statements below on strips of paper, if they haven't already done it ahead of time.**

Have students hand in their strips of paper and then mix them up and redistribute the strips to the students. While sitting or standing in a circle, ask students to read what is on their paper, in order of where they are sitting. Remind them of the right to pass. As they share, the youth facilitators will chime in reading the following statements about diversity off of their own strips of paper:

- *It is crucial to recognise diversity and not ignore it, because it affects our values, beliefs, behaviors and how we live as human beings.*
- *Acknowledging and valuing cultural and ethnic diversity is vital to the fight against prejudice and discrimination*
- *Many things that make us diverse are not visible, such as sexual orientation, mental health, and religious beliefs.*
- *There is no "norm", diversity does not mean that something is "other" than normal, it refers to the differences we all have.*
- *Some forms of diversity are small and personal, such as enjoying math or excelling at guitar. Some are part of belonging to a larger group, like the African Nova Scotian*

*or Jewish community. Sometimes diversity can even be global, because we as Canadians experience rights and privileges that are not universal.*

**Unpack:** Clearly identify areas of diversity being offered, for example, students may have expressed different interests, abilities, beliefs and experiences. Have students note that gender can be an aspect of diversity, and perhaps more genders than we can see or identify exist within the group, examples: boys, girls, trans, gender fluid and non-binary youth could be different ways that students identify themselves (they will explore these and more in Session 6). Ask students whether they feel everyone would feel safe enough to list differences such as their sexual orientation or their religion in class? Ask them why they feel some people might not be comfortable sharing these parts of themselves in this setting.

**This would be a good time to provide students with the diversity, power and privilege handout.**



Activity 3.4

Seeing Diversity

10 min

**Discuss:** Display the following image on an LCD projector or hand a number of copies of the image around the classroom (links available on the blog). Ask students to discuss the quote and the explanation in pairs, and try to come up with examples of how we might be so immersed in the dominant culture that we don't even recognize when groups are marginalized or excluded. **Share the examples below to get them started.**

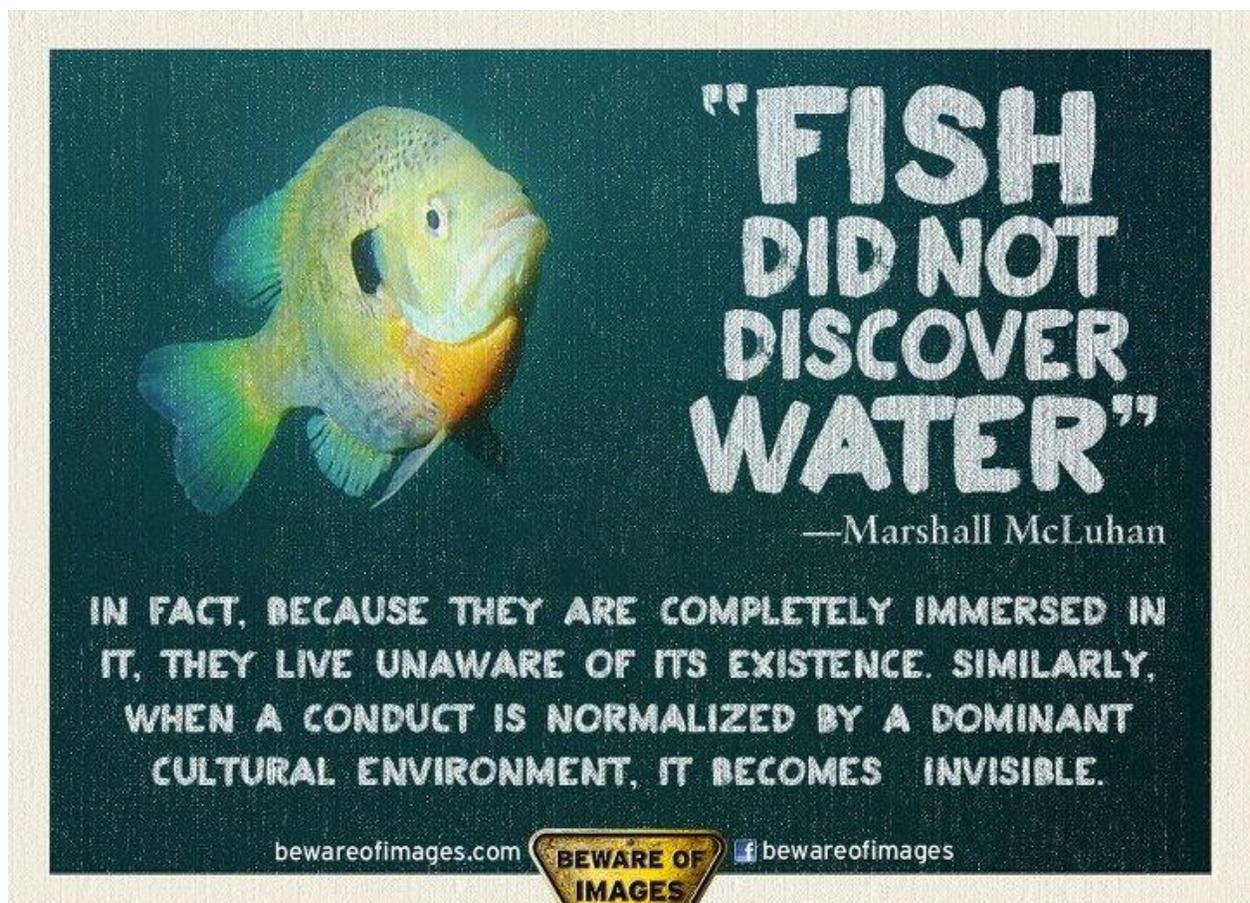
- ❖ If we are able bodied, we may not realize how difficult our school is to navigate in a wheelchair, or we may not consider arranging a wheelchair accessible bus to a school event.
- ❖ If we see people around us consuming large amounts of alcohol most weekends then we may feel that binge drinking is normal and safe.

While they are discussing, youth facilitators can visit different pairings and try to help them come up with some ideas. Some other things that might come up or that you could offer:

- ❖ Being busy and productive is glorified in our culture, and we may not stop to question what impact not having any downtime is having on our health.
- ❖ We are surrounded by fast food restaurants and may accept that regularly eating this way does not put our health at risk.
- ❖ We may think caffeine is not a drug because it is so easily accessible and frequently consumed.

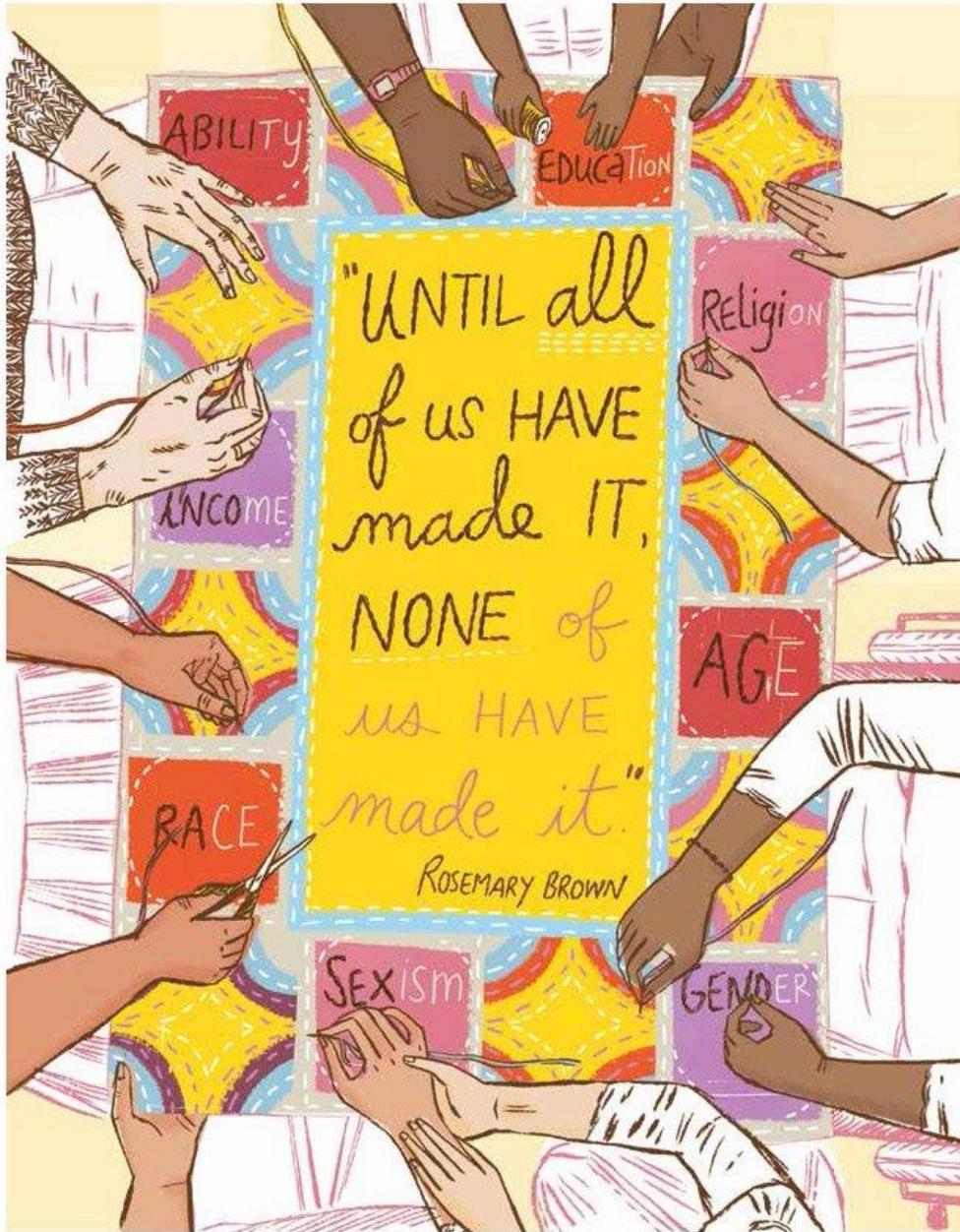
- ❖ We may think that every Canadian celebrates Christmas because of mass marketing campaigns and the inclusion of Christmas activities in schools.
- ❖ We may assume that there is a strict gender binary that we need to conform to because we are bombarded with images that depict this.
- ❖ We may think that there is only one concept of beauty because of the media we are exposed to.
- ❖ We may believe a skewed version of Canada's history, because we were not proportionately taught about the histories of Indigenous people and African Canadians.

**Discuss as a large group. After a few minutes, ask one person from each pairing to share an example with the class. If any of the examples above do not come up then you can add them to the discussion.**



**View:** Have students return to their partner groupings and look at the image below. Have them jot down some of their responses to the image and then discuss:

ROSEMARY BROWN WAS THE FIRST AFRICAN-CANADIAN WOMAN TO BE ELECTED TO A PROVINCIAL LEGISLATURE, AND WAS A FOUNDED MEMBER OF THE CANADIAN WOMEN'S FOUNDATION. ILLUSTRATION: KATY DOORRILL



## Activity 3.5

## Option 1: Paper Ball Activity

10 min

*\*\*\*Choose either the Paper Ball OR the Privilege Walk activity, depending on which would better suit your group. \*\*\**

**Goal of Activity:** To engage participants in a process of identifying unearned privilege in an activity-based format.

**Activity:**

1. Have the students move their desks into rows, or have them all stand different distances away from the recycling bin. A youth facilitator will need to place a recycling bin in the front of the rows of students. Each student will need a piece of loose-leaf or white paper.
2. Explain to students that during this activity they will represent Canada's population. Ask the students to crumple up their piece of paper to prepare for the activity. Each student will try and throw their piece of paper into the recycling bin at the same time. Students must do this without moving from where they are sitting/standing.
 

*\*\* As the youth facilitator, it would be helpful to notice where the paper balls land compared to where the students are sitting to help with the debrief portion of the activity.*
3. Once everyone has thrown their paper balls, have everyone move back into a circle to debrief the activity.

**Debrief Questions:**

- What did you notice? (Example: harder from further away, hard to throw when everyone else is throwing at the same time, etc.)
- How did it feel to take part in this activity?
- How did it feel to be in the back row? Were you able to throw your paper ball in the bin?
- How did it feel to be in the front rows? Were you able to get your paper ball in the bin?
- How does this relate to privilege?
- What was the point of this activity?
- 

*Notes for facilitators to help debrief:*

The closer you are to the recycling bin, the better the odds of you getting it in, which in this activity connects to having more privilege. It is also important to note that those

students in the front row may not have been aware of their privilege initially as they only saw a short distance between themselves and their goal, not necessarily thinking about what it would be like for those behind them. For those in the back rows it's not impossible for them to get their paper balls in the bin but it's a lot harder for them. The way the rows are set up can relate to the unearned privileges that people have based on race, gender, sexual orientation, religion, ability, etc.

**Pro Tip:** For an example of this activity check out the video "How privileged are you?" by BuzzFeed at <https://www.youtube.com/watch?v=0UmowwMivyU> or it can be found on the HRY Blog under Session 3 resources.



Activity 3.6

**Option 2: Privilege walk**

10 min

**Goal of Activity:** To examine unearned privilege based on race, gender, sexual orientation, religion, ability, etc.

**Objectives:**

Participants will be able to

- Recognize that privilege is unearned
- Recognize the diversity present within the group
- Explain different types of privilege
- Recognize the importance of not making assumptions
- Recognize how valuable diversity is

**Activity:**

1. Introduce the activity to students. It is important to create a safe environment, and establish ground rules. Explain that once the activity and discussion are over, while the general activity may be discussed, specific details of participants' responses may **not** be discussed.

**Privilege Walk**

Explain that everyone will stand on a line (this can be placed on the floor with masking tape). A series of statements will be read out to the group, and they will respond by either taking steps forwards, backwards or remaining stationary as each questions pertains to them.

Explain to participants that this activity is meant to challenge them – however, **it is important they feel safe, therefore participants may remain stationary if they are**

**uncomfortable moving forward or backward on any question asked.**

No one other than the facilitator may speak during the activity.

3. Begin activity. The facilitator will read the statements aloud, pausing for a few seconds after each statement.
  - If when you walk into a store, the workers sometimes follow you around because they worry you are going to steal something, take one step back.
  - If you studied the history and culture of your ancestors in elementary school, take one step forward.
  - If there were more than 50 books in your house growing up, take one step forward.
  - If you were ever uncomfortable about a joke or statement you overheard related to your race, ethnicity, gender, appearance, or sexual orientation but felt unsafe to confront the situation, take one step back.
  - If your school holidays coincide with religious holidays that you celebrate, take one step forward.
  - If you can turn on the television or open the front page of the paper and see people of your ethnicity or sexual orientation widely represented, take one step forward.
  - All those who have never been insulted because of their race, ethnic group, religion or sexual orientation, take one step forward.
  - If you have ever been afraid to walk home alone at night, take one step back.
  - If you have a visible or invisible disability, take one step back.
  - If you have been impacted by divorce, take one step back.
  - If you can walk down the street holding hands with your partner without fear, please take one step forward.
  - All those who commonly see people of their race or ethnicity as heroes or heroines on television programs or in movies, take one step forward.
  - All those with parents who completed college or university, take one step forward.

- If your parents had to sit you down when you were young and explain to you “this is what people might call you, and this is how they may treat you, and this is how you should deal with it” because they knew you were going to encounter it and because it was an important issue in your family and community, take one step back.
- If you have taken a vacation outside Canada, take a step forward.
- If you can easily find public bathrooms that you can use without fear, take one step forward.
- If your parents spoke English as a first language, take one step forward.
- If you have ever had a crush on someone, but were unable to tell anyone because you were afraid that people would judge you, take one step back.
- If one of your parents was ever laid off or unemployed not by choice, take one step back.
- If you come from a supportive family environment, take one step forward.
- For every dollar earned by men in Canada, women earn only 70 cents. All men please take 2 steps forward.
- If you have any relatives who are residential school survivors, take one step back.

### **Debrief**

Have students sit in a circle to debrief this activity. Choose an item from the classroom to be a ‘talking object’. It could be a pen, a paper weight, a mug, anything at all. The only person who can talk is the person holding the object. Ask a question and pass the object around the circle so people have the opportunity to respond. Participants can always choose to pass if they do not wish to share. Questions to ask the group include:

- How did it feel to take part in the activity?
- What did you observe?
- What were you aware of?
- How did it feel to take steps forwards?
- How did it feel to take steps backwards?
- How did it feel to be left behind as people took steps away from you?
- How did it feel to move forward and leave others behind?
- How did it feel to be in the front?
- How did it feel to be in the back?
- What was the point of this activity?
- How can you apply what you learned here?

**Video:**

"What is privilege?" by Boldly, 3 minutes and 59 Seconds

<https://www.youtube.com/watch?v=hD5f8GuNuGQ>

\*This video could be used to enhance the debrief portion of the privilege walk

OR

"Sometimes you're a Caterpillar" by Chescaleigh, 3 minutes and 18 seconds:

<https://www.youtube.com/watch?v=hRiWgx4sHGg>



Both videos can be accessed at [www.healthrelationshipsfor youth.wordpress.com](http://www.healthrelationshipsfor youth.wordpress.com) under "Session Resources: Session 3"

Activity 3.7

**Personal Reflection**

5 min

**Reflection Journaling:** Provide students with 5 minutes to write a written response in their journals. If possible, use a timer for this purpose. Answer the questions:

1. What is something meaningful you took away from today's session?
2. How does today's session relate to your personal life experience or the experiences of your friends and peers?
3. Thinking back on today's session, do you have any questions or something you would like to learn more about?

**Explain:** At this point the students will be asked to reflect on whether or not the day's activities have influenced their thinking on this topic at all.

**Extra time to fill?? Try one of these!**

These videos can be accessed at [healthyrelationshipsfor youth.wordpress.com](http://healthyrelationshipsfor youth.wordpress.com) under "Session Resources: Session 3 Extra time Videos"



**Video Resources:****Canada's Cultural Genocide (AJ+, 2015)**

*Discusses the findings of the 2015 Truth and Reconciliation Commission, discusses the cultural genocide committed against Canada's Indigenous populations in residential schools, mentions the Sixties Scoop and ongoing crisis in many First Nations communities.*

**Discussion points:** Treatment of First Nations in Canada. What is assimilation? Why is celebrating diversity important and how does it prevent atrocities like residential schools?  
1 minute 52 seconds

<https://www.youtube.com/watch?v=ZpvMwbWSTBw>

**My Country's Not That Racist: Canada (AJ+, 2015)**

*Discusses multiple different issues of racism within Canada, including missing and murdered Indigenous women, French/English relations, and white supremacy.*

**Discussion Points:** Did anything in this video make you uncomfortable? Was anything new? Why do you think we often don't learn about the racist history of Canada? What does this have to do with diversity?

[https://www.youtube.com/watch?v=Jv3x\\_qBFJL4](https://www.youtube.com/watch?v=Jv3x_qBFJL4)

## Session 4

# Stereotypes and Pop Culture

Each day we are bombarded with messages that tell us how we should look, think and act. This session focuses on ways that youth can engage critically with the media and challenge harmful stereotypes.

<b>STUDENTS WILL:</b>	<b>KEY POINTS:</b>	<b>MATERIALS:</b>
<ul style="list-style-type: none"> <li>✓ Identify stereotypes associated with gender, ability, mental wellness, and sexual orientation</li> <li>✓ Develop empathy by learning the negative impact stereotyping can have on others</li> <li>✓ Explore how the media perpetuate stereotypes</li> <li>✓ Review examples of stereotyping in the media</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stereotyping is a negative process</b> that does not value the individual.</li> <li>• <b>The media contributes</b> to stereotyping – for example, through hypersexualizing messages.</li> <li>• <b>Media literacy</b> helps us think critically about the messages we receive through social media, television, etc.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Media images slideshow</li> <li><input type="checkbox"/> Computer and projector</li> <li><input type="checkbox"/> Flip chart paper</li> <li><input type="checkbox"/> Writing supplies</li> <li><input type="checkbox"/> Pieces of paper (if doing “Snowball Activity”)</li> <li><input type="checkbox"/> Handout: Stereotypes</li> <li><input type="checkbox"/> Lesson Plan</li> <li><input type="checkbox"/> Student Journals</li> </ul>

### ***Healthy Living 9 Curriculum Connection:***

- 9.15: examine the negative impact of stereotyping and stigma upon help-seeking behaviour
- 9.16: examine issues of hypersexualization of children and youth and how these phenomena can contribute to violence, affect body image and self-esteem, and impact relationships

**Required Reading for Facilitators (to be read before the session):**

Stereotypes are tough to pinpoint because they exist in almost everything we read, see, or hear. A simple way to figure out if someone is using a stereotype is if they use a single example of one person to describe all other people who share similarities with that person (Dave loves green, and he's got red hair... All people with red hair love green!), or when they use something they've heard and apply it universally (Molly is a girl, and I've heard girls can cook. I'll ask Molly to cook something for my party).

Stereotypes are harmful because they paint everyone with the same brush, and can make it difficult for people to establish themselves as individuals. It creates "ingroups" and "outgroups" of people, which means some folks are seen as good and some bad. Many people take stereotypes as truth and may have trouble learning something they assumed was real is actually constructed through media and myths.

The most common forms of stereotyping are: gender-based, racial, ethnic, and based on sexual identity.<sup>2</sup>

Knowledge about stereotyping is important to healthy relationships because often stereotypes lead to violence in action or language. Racial slurs, racist violence, and profiling by the police are all forms of violence that are directly related to stereotyping. In Canada, stereotypes about Indigenous peoples are common in our communities. Many stereotypes are used to continue to harm and oppress non-white people without questioning who benefits from these stereotypes (i.e. if the stereotype says that a group of people don't work as hard, white people can assume that the poverty in certain areas is due to a lack of work ethic, versus the reality that poverty often stems from decades long neglect and oppression.)

Gender based stereotypes tend to underestimate girls' intelligence and ability, and assumes they will take on more labour in relationships (instigating big talks, checking in with partners, establishing boundaries – without help from male partners if it's a straight relationship). It may also lead to assumptions that boys are constantly looking for sex, have no emotions outside of happy and angry, and are not as good at caretaking. These stereotypes contribute to violence by creating an unequal view of men and women. Stereotypes about people of different sexual orientations can also create homophobic violence by labelling them as "others".

The goal of this session is to examine how stereotypes are created, how they relate to violence, and where we receive our messages from – a critical view of media messaging is essential to creating safer, healthier relationships in all communities.

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<sup>2</sup> Sally Raskoff. "Understanding Generalizations and Stereotypes", *Everyday Sociology*. May 14, 2012.

## Activity 4.1

## Check-in/Introduction

15 min

**Check-in**

Have the students *quietly* move their desks out of the way and form a circle with their chairs in the centre of the room.

Ask students to recall the last session on boundaries and communication. Since then have they seen or used any passive, assertive, or aggressive communication skills? Ask them to describe the scenario.

**Introduction Game:**

1. Explain to students that they will be playing amoeba tag to get the group up and moving. \*\*\*Make sure to explain the game to the students before playing, even if you have a large group of students who say they know how to play. It's always good to give everyone a refresher and not everyone will know how to play.
2. Rules of the game:  
At the beginning of the game, one person is "it". Once they tag someone else, they link arms and try to tag another person. Each person who is tagged, links arms and the "amoeba" grows until everyone is tagged or the large group can't get to one or two of the remaining players.
3. After playing this game one or two times (depending on time), come back to the circle and debrief the game.

**Debrief Questions:**

- What did the amoeba gain or lose as it absorbed more people? (if students don't bring it up make sure to make the connection to how the individual parts of the amoeba start to lose their ability to choose their own direction as it absorbs more people)
- What makes it easier to act a certain way in a group? Connect back to the amoeba game.
- What are some connections between what we saw happen in the amoeba game and how we continue to use stereotypes about different people or groups of people?
- When is it easier to go against the norm or defy expectations, in a group or individually?
- If the members of a group lose some of their individuality, where do the ideas for these actions come from? Is there usually a group leader or does belonging to a group allow you to take more risks?

**Introduction Video:**

Show the YouTube video "Always #LikeAGirl." (Always, 2014)

Found at [healthyrelationshipsfor youth.wordpress.com](http://healthyrelationshipsfor youth.wordpress.com) under

Session Resources: Session 4 <https://www.youtube.com/watch?v=XjJQBJWYDTs>

- Ask the students to identify what the purpose of the video is and the concept that it is challenging (female stereotypes). Inform them that this session will be focusing on stereotypes.

Activity 4.2

**Pop Culture Stereotypes**

25 min

**Goal of this Activity:** to get students thinking about how the media they see every day are portraying negative stereotypes.

**Activity:**

1. Using the slideshow provided at [www.healthyrelationshipsfor youth.wordpress.com](http://www.healthyrelationshipsfor youth.wordpress.com) under Session Resources, Session 4, show the scenes from popular movies and shows, commercials and the cultural images to the students.
2. Show the slideshow to the students and ask questions where appropriate. Questions are embedded in the slideshow but you can also use these examples of questions below: What kinds of relationships are shown? What stereotyping, words or ideas are being represented? What effect might this have on us as young people; does it promote violence? Does it help or hinder self-esteem and body image? How can the false representations of people effect your relationships with those that these stereotypes are about?



Activity 4.3

**Critical Media Literacy Grid**

15 min

**Goal of Activity:** to take what the students have seen and learned so far, and have them continue to think about how certain groups of people are represented in the media that we are inundated with as a member of our society.

**Activity:**

1. Divide the students into groups of 3 or 4 depending on numbers and hand each group a piece of chart paper and writing utensils.
2. Assign each group 2 categories and, using chart paper, have them write down all of the ways in which these groups are portrayed in the films, shows, commercials, magazine ads, etc. that we see often.

*Categories: Male and female, white people and people of colour, people with and without physical disabilities, people with and without mental health issues, rich and poor, straight and LGBTQ+, and cisgender/transgender.*

3. After 5 minutes, have the students bring their attention back to the large group. Have each group briefly present their brainstorming, discuss the differences between the two groupings they were given and how to identify the type of stereotyping. For example: *male/female- sexism; white/non-white- racism and prejudice; able/not-ableism, able-minded/not- stigma; rich/poor- privilege; straight/not- homophobia, and cisgender/transgender- transphobia.*

Activity 4.4

**Personal Reflection**

5 min

**Reflection Journaling:** Provide students with 5 minutes to write a written response in their journals. If possible, use a timer for this purpose. Answer the questions:

4. What is something meaningful you took away from today's session?
5. How does today's session relate to your personal life experience or the experiences of your friends and peers?
6. Thinking back on today's session, do you have any questions or something you would like to learn more about?

**Explain:** At this point the students will be asked to reflect on whether or not the day's activities have influenced their thinking on this topic at all.

## Extra time to fill?? Try one of these!

### ***Snowball Activity (5 minutes)***

**Goal of Activity:** To get students to share the stereotypes that they see being represented on a daily basis around them.

#### **ACTIVITY:**

1. Tell students that we are going to be looking at some common stereotypes. **Remind students** of the community standards – be respectful of one another.
2. Hand a piece of paper to each student and have them write down a common stereotype they see often. You can give an example, such as “girls like to wear pink” or “people with disabilities can’t play sports.”
3. Have the students stand in a line at one end of the room. Once in line, have them crumple up their piece of paper.
4. All facing the same way, on the facilitator’s count, have the students throw their crumpled paper (snowballs) towards the other side of the room.
5. When instructed, have each student pick up a “snowball” and form a circle. Have a select number of students open up the paper they grabbed and share the stereotype written on the inside. This is a good way to get students to share, without being nervous to read and be associated with their own. Write the stereotypes you heard on the board and decide with the students what the stereotypes are representing. For example, are they portraying gender stereotypes? (what it is to be male or female) Or sexuality stereotypes? (What it is to be straight, homosexual, bisexual).
6. Ask students:
  - What is wrong with these stereotypes?
  - How would these labels affect an individual’s attempt to get help when bullied, depressed, struggling with school, etc.

## Session 5

# Social Media and Relationships

As youth navigate an ever-changing world of online social interactions, healthy relationships skills are more important than ever. This session explores how youth can prevent violence and help create empowering spaces online.

<b>STUDENTS WILL:</b>	<b>KEY POINTS:</b>	<b>MATERIALS:</b>
<ul style="list-style-type: none"> <li>✓ Discuss the different types of social media and why we use them</li> <li>✓ Learn the pros and cons of social media</li> <li>✓ Explore social media through various scenarios</li> <li>✓ Learn to be responsible and aware users of social media</li> <li>✓ Learn to use social media to engage with issues and communities they care about</li> </ul>	<ul style="list-style-type: none"> <li>• <b>What happens online has an impact</b> in the “real world”.</li> <li>• There are <b>risks</b> involved in being online, but we can also have <b>positive experiences</b> using technology.</li> <li>• <b>Boundaries and communication</b> are important when using social media.</li> <li>• Some groups of people are targeted by online <b>hate speech</b> and <b>cyber-bullying</b> much more than others.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Handout: Social Media and Online Communities</li> <li><input type="checkbox"/> Community Standards</li> <li><input type="checkbox"/> Emoji Cards</li> <li><input type="checkbox"/> Social Media Scenarios</li> <li><input type="checkbox"/> Lesson Plan</li> <li><input type="checkbox"/> Student Journals</li> </ul>

### ***Healthy Living 9 Curriculum Connection:***

- 9.11 examine the cause and effect of unhealthy relationships and practice communication and assertiveness skills to confront unhealthy relationships
- 9.16 examine issues around hypersexualization of children and youth and how these phenomena can contribute to violence, affect body image and self-esteem, and impact relationships
- 9.24 demonstrate understanding of how easy it is to lose control of information online

**Required Reading for Facilitators (to be read before the lesson):**

Facebook, Instagram, Snapchat, Twitter, Tumblr, Tindr, Reddit... The list goes on and on. Social media is a huge part of our lives, and it is now one of the most popular ways we communicate. There's a lot of concern about how this affects our relationships – and whether or not we're getting into more trouble online than we can handle. The thing about social media and the internet though, is that it's not separate from our physical world. It's a part of the reality of growing up in the 21st Century, and cyber-bullying and sexual harassment online are just as real as someone yelling it in your face.

So, when we talk about social media and relationships, we need to examine the values that we have when dealing with other people. If you would never, ever tell your friend you think her haircut is terrible to her face (because duh, that would hurt her feelings and damage your relationship), is there any chance you might anonymously comment it somewhere online? Why is that? The internet can provide us with a space to try on different personalities and interact with different groups, which can be fun and exciting, but it can also shield us in anonymity and allow us to act much meaner than we ever do face to face.

This is why this session focuses on "Rights". Everyone, everywhere, has basic human rights (which we first discussed in Session 4). Safety, respect, and the right to human dignity do not stop existing when we log on to Twitter. We have to uphold these rights and try to build spaces online where people can feel supported and welcomed, and not where racism, sexism, and downright awfulness can thrive.

In the conversations you'll be facilitating, make sure you emphasize that these rights are still applicable online. Additionally, you may want to read up on the experiences of women and people of colour online. These groups are disproportionately targeted by hate speech and sexual bullying on the internet. Image sharing, hacking, and doxxing are all used as vicious attacks often used to retaliate against women or people of colour who speak out online.

Tldr; online violence is real violence.

## Activity 5.1

## Check-in/Introduction

15 min

**Check-in:** Have the students *quietly* move their desks out of the way and form a circle with their chairs in the centre of the room.

Go around the circle and have each student tell you their favourite emoji and why it is their favourite, or why they like to use it.

**Introduction:** Today we are discussing social media and relationships. Social media is an important part of our lives and a part of our personal relationships. Learning to recognize the role social media plays in our day to day lives and how it impacts our personal relationships is an important step in becoming educated and aware social media users.

**Introduction game: *Information Transmission***

**Goal of Activity:** To have students develop a better understanding of how information changes as it is passes from person to person through social media.

**Activity:**

1. Students are divided into two groups (as equal as possible). Teams are going to need to be on opposite sides of the room or far enough apart so that they cannot hear what the other group is saying.
2. Each member of the group is going to be assigned a different quality that is the only way they are allowed to pass along information (ex. Writing, drawing, talking, whispering, etc. *see descriptions below*). The first person in each line is given a message (the same) that they have to transmit to the person behind them via their assigned quality.
3. The aim is to get the message to the last person and for the message to be the same as it was at the beginning. Group members are allowed to ask the person giving the message to repeat ONLY ONCE.
4. When the message reaches the end, facilitators tell the team if they have the message correct or not. If both teams do not have if correct they may both try again.

Ways to translate information:

- *Writing:* students are only allowed to share the message through writing (no speaking, no symbols)

- *Drawing*: students are only allowed to share the message through drawing. Students will only have a few seconds to draw and therefore the drawing should be an interpretation of what the message is.
- *Whispering*: students are allowed to speak to repeat the message, but must do so in a quiet whisper.
- *Abbreviated text*: students are allowed to share the message through writing but must use abbreviations as they would in a text message on a phone or computer. (ex. Txt, lv, msg, lol, ur, etc...)

### Debrief Questions:

- In what ways does this activity relate to how we use social media? (ex: the passing of information from person to person, personal interpretations of the same thing, etc.)
- What similarities did you see between the way the phrase is changed from the beginning to the end in the game to the way social media can play a role in relationships?
- In what ways can social media complicate relationships? Benefit relationships?
- What are the different types of social media that we use? Why do we use them?

Activity 5.2

**Online Rights and Responsibilities**

15 min

**Goal of Activity:** To collectively define what rights people have when living online, and how we can help each other build safer communities online and off.

### ACTIVITY:

1. Place students into partners or groups of 3 with a sheet of blank paper and markers or writing utensils.
2. Ask the groups to create an "official document" outlining what Rights people should have when they are online.
3. Explain to students that Rights exist to keep people safe and protect their dignity.
4. Give students 10 minutes to create their Rights
5. Form the group back into a circle and ask students to share some of the Rights they have outlined as important in their online worlds.
6. Discuss these rights as a group.

### Option

If you think the group needs a prompt, have them watch "Men read mean tweets to female



sports writers” by ABC News. Link to video is found at [www.healthyrelationshipsfor youth.wordpress.com/session-resources](http://www.healthyrelationshipsfor youth.wordpress.com/session-resources) under Session 5.

**Activity 5.3****Social Media Scenarios**

15 min

**Goal of Activity:** To have students use an exploration of scenarios in order to discuss and determine appropriate ways to handle various situations that arise while using social media.

**Activity:** Students will be separated into five groups and given a scenario to discuss. They will record their ideas and come up with what they think is the best resolution or next step for the scenario. Groups/pairs will share with the rest of the class. Make sure to allow time for the whole class to share and discuss ideas. Notes for class discussion can be taken on flip chart paper or board for reference.

**Scenarios for group discussion\*:**

1. I went to hockey game with some friends on the weekend. The person I’m dating was at her cousin’s birthday party so she didn’t come out. It would have been fine, but she kept texting and snapping me all night wondering where I was, who I was with and what I was doing. She said she was bored and just wanted to talk but I think she was jealous because she thinks I still like my ex-girlfriend. I don’t think she trusts me and she should because I am not doing anything wrong. What should I do to get her to stop sending me snaps and texting all the time?
2. The guys in my band are being really weird about the girl I’m seeing. They are always asking me to ask her for nudes because they want to see them. I’m not comfortable with that, and I’m also not super sure if it’s legal. Today one of them got her number from my phone and they were all laughing about how they are going to send her dick pics and will keep asking her for nudes. I know that she will be upset and hurt but I also don’t want to look bad to my friends or risk not being in the band.
3. I have a bunch of different Instagram accounts I use for different things. On one of my public accounts I usually put up pics where my clothes look super cute, and it has a lot of followers. An older guy started commenting really gross things on my pictures and sending me DMs so I took them down. Then he found my personal account for my friends and family and requested to follow me. After I blocked him, he found me on

Twitter and keeps sending me messages on Facebook. I don't know how to make him stop and I'm scared to confront him or read any more messages.

4. My friend is big on Tumblr and met this guy online who really gets his sense of humour and loves his posts. Now, they message every day and talk on the phone at night. He lives at the other end of the province and they have never met in person. He is psyched to have him and considers him his boyfriend. Basically, it means he spends time chatting with this new guy and has stopped hanging out with me. He has plans to meet up with him in Halifax in a couple of weeks and he's going to tell his parents he's at my house. I'm not sure about this. I've never met the new boyfriend and don't trust him. Should I be worried? What should I do?

\*If any of the groups feel their scenario is outlandish or unrealistic, ask them to come up with a scenario of their own (once again, emphasising confidentiality and the fact that they shouldn't share personal stories with names).

#### **Debrief Questions:**

1. Did this activity help you understand social media and how it is used in a more clear way or did it complicate things for you? Why/How?
2. Do specific social media sites do anything to prevent people from having negative experiences like harassment, racism, stalking, cyber bullying, etc...?
3. Do girls and guys experience online harassment the same or differently?

Activity 5.4

**Theatre of Social Media: Show & Share**

10 min

**Goal of Activity:** Use a collaborative visual method to express the group's ideas of their interactions online.

**Activity:** In this activity students are to return to the group they had in the previous activity OR to form five new groups. Each group will be given a topic associated with using social media.

Topics: Online harassment, false information on the internet, finding cool people/friends on the internet, pressure to keep up appearances online, things older generations believe about the internet.

Groups will have five minutes to discuss the topic and come up with a way to express that topic using just their bodies (a freeze frame). The representation of topics must include all the people in the group and be frozen in one spot (no movement). Each group will have a

turn to share their frozen image to the rest of the class one at a time. As each group is frozen in their pose the facilitator will pose these questions to the group:

1. *What social media topic do you think this pose is associated with?*
2. *What do you think the people are doing? What does it make you think of?*

After the class has answered the above questions the group may unfreeze and share their topic with the class and what they were trying to show. This should lead into a short discussion about the topic before moving on to the next group.

### Activity 5.5

### Personal Reflection

5 min

**Reflection Journaling:** Provide students with 5 minutes to write a written response in their journals. If possible, use a timer for this purpose. Answer the questions:

1. What is something meaningful you took away from today's session?
2. How does today's session relate to your personal life experience or the experiences of your friends and peers?
3. Thinking back on today's session, do you have any questions or something you would like to learn more about?

**Explain:** At this point the students will be asked to reflect on whether or not the day's activities have influenced their thinking on this topic at all.

### Extra time to fill?? Try one of these

#### Extra Time Videos:

Both videos can be found on the HRY Blog under "Session 5 Resources".  
[www.healthyrelationshipsfor youth.wordpress.com/session-resources](http://www.healthyrelationshipsfor youth.wordpress.com/session-resources)

**"#PressPaws on Cyberviolence"** by YWCA  
<https://www.youtube.com/watch?v=0NzXHk2rzuE>

**"Cyberviolence is a Gendered Issue"** by YOLO-V  
<https://www.youtube.com/watch?v=pq7Zj15mGBU>



## Session 6

# Gender Talk

In this session participants will explore concepts of gender, socialization, and self-identity. Listening and sharing between gender groups is encouraged as a way of breaking down stereotypes and increasing empathy.

<b>STUDENTS WILL:</b>	<b>KEY POINTS:</b>	<b>MATERIALS:</b>
<ul style="list-style-type: none"> <li>✓ Express their gendered experiences with their peers</li> <li>✓ Practice listening to each other as they express the results of the stereotyping exercise</li> <li>✓ Develop empathy by learning how all genders are affected by stereotyping</li> <li>✓ Identify how gender is affected by stereotypes, media, and norms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Open communication</b> can help us overcome gender stereotypes so we can better understand one another.</li> <li>• <b>Sex and gender</b> are different things – sex is what we are born with (physical characteristics); and gender is part of our identity (psychological + social).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Community Standards</li> <li><input type="checkbox"/> Flip chart paper and markers</li> <li><input type="checkbox"/> Writing supplies</li> <li><input type="checkbox"/> Handout: Gender stereotyping reference sheet</li> <li><input type="checkbox"/> Piece of white paper for every student</li> <li><input type="checkbox"/> Lesson Plan</li> <li><input type="checkbox"/> Student Journals</li> </ul>

### **Healthy Living 9 Curriculum Connection:**

- A. demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interactions with the world
- 9.6 identify ways of maintaining sexual health
- 9.10 apply communication and interpersonal skills to discuss reproductive and sexual health issues
- 9.15 examine the negative impact of stereotyping and stigma upon help-seeking behaviour

### **Required reading for facilitators (to be read before the lesson):**

Gender can be a tricky subject for anyone to approach. For a very long time, people have been told that there is only one way to be “male” or “female” and that the two are total opposites – this is called the **gender binary**. When we support or reinforce a binary, it means people have to perform their **gender roles** flawlessly all the time. So, if you’re a boy who likes romantic comedies, that’s not cool. If you’re a girl who’s heavily into sports, also not allowed. That’s why the binary is scary – it pushes people into roles that may not suit their actual selves.

How does all of this connect to violence? Well, if you have two groups of people and are told one group has to be tough and aggressive and in charge, and the other group is submissive and quiet and nice all the time, chances are you’ll see a lot of violence in the ways they interact. Often these gender dynamics contribute to unhealthy relationship patterns within both straight and gay couples. Additionally, bullying among boys and girls can often be linked to whether someone performs as a boy or as a girl well enough.

Gender roles, myths, and the binary are also connected to violence in the forms of **homophobia** and **transphobia**. People who undergo gender transformations (or who dress in ways that challenge how we know gender) are routinely the victims of violent attacks, often ending in murder.<sup>3</sup> People who identify as gay may be seen as “gender traitors” and are also often bullied, attacked, and ostracised because they don’t follow the outdated rules of “how to be a man” and “how to be a lady”.<sup>4</sup>

So, with all of that in mind, take a moment to reflect on how living as your gender influences you. Make sure in this session to allow students to ask the questions they need to, and to allow them to explore these topics without judgement. This may be the first time some of these students are being asked to think about what gender means.

It is essential to have **three facilitators** present for this session: a male-identifying facilitator for the boys, a female-identifying facilitator for the girls, and either male- or female-identifying facilitator for the mixed gendered group. Encourage students to choose the gender group they are comfortable with.

**Not all students will identify as either male or female.** Many may identify outside of these genders, be transitioning, or simply unsure. It is important to allow students to self-identify and avoid gendering them through language or action (i.e. “why don’t you sit with the other boys?”, “girls over here, boys over there”). It would be a good idea to chat with your HRY support teacher beforehand about the needs of the students in your class.

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<sup>3</sup> Dawn Ennis. *The Advocate*. “Epidemic of Violence Against Trans People”. November 2015.

<sup>4</sup> Jane Reise. *Violence Prevention Works*. “Youth who are Bullied based on Perceptions about their Sexual Orientation”. 2016 Hazeldon Foundation.

## Activity 6.1

## Check-in/Introduction

15 min

**Check-in:** Have the students *quietly* move their desks out of the way and form a circle with their chairs in the centre of the room. Go around the circle and have each student tell you in one word how they are feeling today. Encourage the class not to use the same word twice.

Keep in mind the right to pass.

### Introduction Game:

#### Earliest memory of gender:

*As youth facilitators it can be very important to participate in the activities that you are facilitating. One of those benefits is that you are able to start the conversation if there is a lack of discussion or long periods of silence. This activity is one of those times when it can be very useful to participate yourself!*

**Goal of Activity:** To get students thinking about their own gender-identity and how gender roles play into how we think about gender.

#### Activity:

1. *Each student will need a blank piece of paper, markers or pens/pencils for this activity.*
2. Have each student draw an image to represent their earliest memory of what they understood gender to be, the messages that they got about how gender should be represented, what expectations certain genders had, etc.
3. After finishing this activity, leave some time for sharing. REMEMBER, if you (the youth facilitator) have participated in the activity you can begin the conversation with your comments, drawing, etc. if students are reluctant to share.

#### Debrief Questions:

- What are some examples of people's earliest memories of gender?
- Do you think it had an impact on how you look at gender today? (Continue the discussion by saying things like "Tell me more about that" or "Can you explain?")

*Pro-tip:* If there is a large group of students wanting to share, you could:

- Have students share with the people sitting next to them what they drew and why
- Explain that we only have time for a few people to share with the class, and that you will only be able to take 2-4 shares before moving on to the next activity.

## Activity 6.2

**Gender Stereotyping Roleplay**

20 min

**Goal of Activity:** To explore the potentially damaging effects that stereotyping/labelling can have on people. To examine the role of media in perpetuating stereotypes/labels. To explore values, attitudes and beliefs around gender may hinder individuals.

**Activity – Part One**

1. Divide participants into small groups.
2. Provide each group with one of the following scenarios to role-play:
  - A television ad for a vacuum cleaner
  - A man and a woman going to the movies
  - A parent (either father or mother) responding to a daughters' first crush
  - A modelling agent scouting potential models at the mall
  - A television ad for sporting equipment
3. Explain they will be creating a role-play for this scenario and presenting it to the class.
4. Explain that the role-play can only be max 3 minutes in length.
5. Encourage participants to be as creative as they would like (i.e: props, miming, singing, etc.).
6. Allow 10 minutes to prepare the role-play.

**Activity – Part Two**

1. Ask a group to volunteer to present first.
2. Have each group present to the class.

**Activity – Part Three**

1. Ask your group to reconvene in a horseshoe with the flip chart paper or board at the front.
2. Place the papers "How Men Act" and "How Women Act" at the front, or write the phrases on the board.
3. Ask students to think back to their role-play. Can they link any character traits to the gender of the people they were role-playing?
4. Ask students to think of men and women they see on tv and in the media, can they think of more examples of "How Men Act" and "How Women Act"?
5. Lead a group discussion about "manly" or "womanly" behavior. Use the suggested questions below:

- Are these categories true? Can you think of ways that people don't fit into these stereotypes?
- Where do we learn these gender roles? Who teaches us stereotypes?
- What TV or movie examples can you think of?
- When girls or boys don't fit within these gender stereotypes, what names/put-downs are directed at them. Start with boys or girls, but make sure the focus is on one at a time.
- How do names and put-downs reinforce stereotypes?
- How do stereotypes limit us?
- How can we challenge stereotypes in our lives? At home? At school? In community?

### Activity 6.3

### Small Group Gender Discussion

10 min

**Goal of Activity:** To create a safe and comfortable space for students to discuss gender, how we experience it, and its meaning in society.

#### **Activity:**

Invite students to organize themselves into groups. Tell them they may choose to join a group with all female-identifying folks, all male-identifying folks, or mixed gender – depending on who they prefer to discuss issues of gender with. Ask each group to sit in a different area of the classroom, or use another classroom if available. Assign a facilitator to each group.

In their separate gender/mixed gender groups, ask the students to discuss and write down on the flipchart paper provided their answers to the following statements. **Remind students** of the right to pass, and suggest that if they are uncomfortable sharing personal experiences they can comment on society as a whole (for example, society tells girls to be like this).

1. Because of my gender people expect me to...
2. A time when I was told to act more like my gender was when...
3. We would like to let other genders know that...

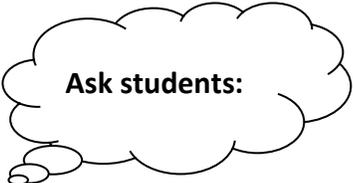
## Activity 6.4

## Learning from Each Other

10 min

**Goal of Activity:** For both groups to listen to what the other had to say in the separate gender discussion

**Activity:** The groups come back together and post the flipchart paper at the front of the room with each gender's responses so that everyone can see them. A representative (or representatives) from each group presents their results to the larger group.



**Ask students:**

- Do you see any similarities between the lists?
- What, if anything, is different between the lists?
- Was there anything that surprised you about the lists?
- Have you discovered anything about gender that you did not know before?
- In each groups' response to the statement – something we would like the other genders to know; how many of these are requests to 'drop' the stereotypes?

## Activity 6.5

## Personal Reflection

5 min

**Reflection Journaling:** Provide students with 5 minutes to write a written response in their journals. If possible, use a timer for this purpose. Answer the questions:

1. What is something meaningful you took away from today's session?
2. How does today's session relate to your personal life experience or the experiences of your friends and peers?
3. Thinking back on today's session, do you have any questions or something you would like to learn more about?

**Explain:** At this point the students will be asked to reflect on whether or not the day's activities have influenced their thinking on this topic at all.

## Extra time to fill?? Try one of these!

### Extra Time Videos:

Both videos can be found on the HRY Blog under "Session 6 Resources".

[www.healthyrelationshipsfor youth.wordpress.com/session-resources](http://www.healthyrelationshipsfor youth.wordpress.com/session-resources)



**"Gender Roles"** [sic] – shows young children discussing their gender identities and roles.

2 minutes 30 seconds

On YouTube by "tmattimore" (2008)

<https://www.youtube.com/watch?v=XdezuYhXmOM>

**"A Call to Men"** – a man discusses how women and men are harmed by gender stereotypes.

11 minutes, can be cut to just the first 5 minutes 30 seconds ("what are we teaching him about girls?")

TedTalk by Tony Porter

[http://www.ted.com/talks/tony\\_porter\\_a\\_call\\_to\\_men?language=en](http://www.ted.com/talks/tony_porter_a_call_to_men?language=en)

## Session 7

# Gender Identity and Sexual Orientation

Building on the last session that introduced participants to the concept of gender, this session encourages deeper analysis and learning on the topics of gender and sexuality.

<b>STUDENTS WILL:</b>	<b>KEY POINTS:</b>	<b>MATERIALS:</b>
<ul style="list-style-type: none"> <li>✓ Learn definitions of gender identity, gender expression, and sexual orientation</li> <li>✓ Understand what homophobia is and how it is harmful</li> <li>✓ Connect homophobia with other forms of violence such as racism and sexism</li> <li>✓ Reflect on present attitudes about sexual orientation</li> <li>✓ Examine how their school can reduce homophobia</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Each of us has a gender and a sexuality</b>, and these can change over time.</li> <li>• <b>Gender is not a binary</b> like society teaches us – it is a spectrum.</li> <li>• <b>Diversity</b> in gender and sexuality is something to be celebrated and respected. People have the right to choose the label that feels right to them, or not to label themselves at all.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Videos “Does Sexism hurt men?” and “Diversity and Inclusion – Love has no labels”</li> <li>☐ LGBTQ+ Trivia Slideshow</li> <li>☐ Access to projector and classroom computer</li> <li>☐ Lesson Plan</li> <li>☐ Student Journals</li> </ul>

### ***Healthy Living 9 Curriculum Connection:***

- A. demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interactions with the world
- 9.6 identify ways of maintaining sexual health
- 9.10 apply communication and interpersonal skills to discuss reproductive and sexual health issues
- 9.15 examine the negative impact of stereotyping and stigma upon help-seeking behaviour

**Required Reading for Facilitators (to be read before the lesson):**

Sexuality and gender influence many of the ways we interact with each other and are viewed by society. Although we would like to believe we currently live in a world where homophobia is being challenged, students in schools and citizens across many nations are still bullied, excluded, and physically harmed for who they love or how they portray their gender.

This session uses a human rights outline to discuss why gender and sexuality expression are basic rights that all people should be able to enjoy and explore without fear of violence. Homophobia contributes to violence in huge ways within our personal relationships and our communities, as does transphobia. By learning more about gender and sexuality we can begin to have conversations which view all people as worthy and valuable, and challenge the violence directed towards people who are non-straight, or have different gender expressions.

How do you think sexual orientation and gender identity connect to other forms of discrimination or oppression? Consider the example of **two-spirit** people and the links between colonialism, sexism, and homophobia:

*Before colonialism, the Indigenous cultures of North America celebrated individuals who defined themselves as more than just male or female. **Two Spirit** persons were often healers, leaders, and people of high value in their communities because they possessed the attributes of both sexes and this helped them understand their communities and world more fully. European culture tried hard to condemn and destroy the proud history of **two-spirit** people when they colonized Indigenous people, because it was important to European religion and markets that women be seen as property and men as leaders and workers.*

If you're having difficulty understanding some of the different terms used in this lesson, please read through the following examples to help your comprehension:

**Gender Expression:** This is the ways in which people communicate their gender to the world through things like clothing, behavior, mannerisms, etc. Gender expression is not an indication of sexual orientation, but is merely the way we show what we think our gender is or is not. Gender expression can be used to show or hide gender identities, and there are many slang terms (some complimentary and some not) used to describe others' gender expressions.

### *Examples*

- Rob chooses to wear very masculine clothes, tends to be aggressive and constantly talks about traditionally male associated things. His expression could be called **hyper-masculine**.
- Rita also dresses masculine and loves talking about traditionally male things. She may describe herself as **butch**, which could be either a compliment or an insult depending on who it comes from.
- Ellie loves dresses and flowers and other feminine things, she identifies as **femme**.
- Jay sometimes dresses in feminine ways and sometimes dresses in masculine ways, they have facial hair but like to wear lipstick, their expression is considered **non-binary** as it does not conform to one specific gender.

**Gender Identity:** One's innermost concept of self as male, female, both, or neither. How a person perceives themselves and what they call themselves. This can be the same or different as the gender they are assigned at birth. Some individuals choose to change their sex to match their gender identity if this identity differs from their biological sex.

### *Examples*

When Charlie is born, the doctor exclaims "it's a boy!", however as the child grows up they discover that their identity is actually much closer to female. Charlie's **gender identity** does not line up with her **biological sex**. This could mean that Charlie is **transgendered**.

When Michelle is born, the doctor exclaims "it's a girl!", and Michelle grows up knowing herself to be female. She is what we call "**cis-gendered**" because her **gender identity** lines up with the sex she was assigned at birth.

When Jax is born, the doctor exclaims "it's a boy!", but Jax grows up feeling neither male nor female. Jax's **gender identity** is "**non-binary**", as they don't feel particularly like a man or a woman.

**Sexual Orientation:** Who a person is romantically or sexually attracted to. It may be one specific gender, or multiple genders, or specific to an individual, or nobody at all. It is separate from gender identity (a child may not know their sexual orientation, but will have a strong sense of their gender identity).

### *Examples*

- Franz is attracted to other men but also people of other genders; he might identify as **bisexual**.
- Ollie is attracted to only other men; he might identify as **homosexual/gay**.
- Barbara is attracted to only men; she might identify as **heterosexual/straight**.

- Lisa is attracted to only other women; she might identify as **homosexual/gay**, or **lesbian**.
- Mel is attracted to mostly men, but also one or two women in her life; she may be **straight**, **queer**, **bisexual**, or uninterested in any label.
- Shawn is attracted to all genders, mainly dependent on personality; they might identify as **pansexual**.
- Carlos does not experience sexual attraction; he might identify as **asexual**.
- Any of the people above might identify as **queer**.

## Activity 7.1

## Check-in/Introduction

15 min

**Check-in:** Have the students *quietly* move their desks out of the way and form a circle with their chairs in the center of the room. Go around the circle and have each student tell you a “high” and a “low” from their week. A high is a really good point, and a low is something that could have gone better. Share yours first to put the class at ease.

Keep in mind the right to pass.

### Introduction Game: LGBTQ+ Trivia



Pull up **LGBTQ+ Trivia Slideshow** on the projector, find the slideshow on the HRY blog under Session Resources for Session 7. [www.healthyrelationshipsfor youth.wordpress.com/session-resources](http://www.healthyrelationshipsfor youth.wordpress.com/session-resources).

**Goal of Activity:** To introduce and familiarize students with different terms relating to gender and sexuality.

### Activity:

1. Divide the class into teams (2 or more). Each team will need a piece of paper and a pen/pencil. Have the teams pick a fun name for themselves.
2. Read out the questions and multiple choice options from the slideshow and have each team discuss and write down their answers on a sheet of paper.
3. Read out the correct answer from the answer key bellow for each question before moving on to the next question. Give teams one point per correct answer. Record the points on the whiteboard or on a sheet of chart paper. The team that has the most points at the end wins.

### Answer Key:

1. c) Transgender
2. b) Two-Spirit
3. a) LGBTQ+

4. b) Straight
5. a) Queer
6. c) Transphobia
7. c) Pansexual
8. a) Aromantic
9. d) Asexual
10. b) Bisexual
11. b) Biphobia
12. d) Heterosexual
13. a) Homosexual
14. c) Homophobia
15. b) Heterosexism
16. b) Gay
17. a) Gender
18. c) Lesbian
19. b) Cis-gender

Activity 7.2

Videos

25 min

The following videos are available on the HRY blog at:

[www.healthyrelationshipsfor youth.wordpress.com](http://www.healthyrelationshipsfor youth.wordpress.com) under "Session Resources: Session 7"

**The Mask You Live In (trailer) 3 minutes, 9 seconds**

[https://www.youtube.com/watch?v=PaIna\\_k8Ne0](https://www.youtube.com/watch?v=PaIna_k8Ne0)



**Time: Transgender men see sexism from both sides (3 minutes and 36 seconds)**

<http://time.com/transgender-men-sexism/>

**Ad Council: Diversity and Inclusion – Love has no Labels (3 min 19 seconds)**

Retrievable from YouTube at: <https://www.youtube.com/watch?v=PnDgZuGIhHs>

**Goal of Activity:** The goal of this activity is to use the videos as a launch for an open discussion on the subject of sexism, homophobia, transphobia, and heterosexism and how it affects relationships.

**Activity:**

1. Students will watch the videos and answer the questions as a small group, one set of video and questions at a time. Students should be put into small groups before

beginning the videos so they are ready to discuss right after the video, keeping them engaged in the activity.

- Groups should have chart paper and a notetaker for each question.
- 2. After working as small groups answering the questions, bring the whole group back together to discuss what they shared in their small groups.

***Remind students to speak from their experiences using "I" as the starting place for the statements they contribute to the discussion.***

**Questions for each video are below:**

The Mask you live in:

- Did anything surprise you in this video?
- How are men hurt by being told to "man up" or "be a man"?

Transgender men see sexism from both sides:

- What connections do you see between the experience of these transmen and the men/ boys in the previous video?
- How are men, women and LGBTQ+ persons affected by sexism?

Love has no labels:

- What do you think the point of this video was?
- What forms of privilege do straight couples have that gay couples don't? Couples of the same race?

\*Ask students to think about things like holding hands in public, access to similar rights, access to adoption services, perception of their childcare abilities, accusations of "rubbing it in people's faces" if they kiss or laugh or flirt in public.

Activity 7.3

**Gender Unicorn**

15 min

**Gender Unicorn can be retrieved from:**

The Healthy Relationships for Youth blog under "Session Resources: Session 7"  
[www.healthyrelationshipsfor youth.wordpress.com](http://www.healthyrelationshipsfor youth.wordpress.com)



**Goal of Activity:** To engage students in developing a deeper understanding of Gender "Expression", "Sexual Orientation", and "Gender Identity". To establish a point of entry to discuss gender stereotypes, homophobia and heterosexism.

**Activity:**

1. Bring up the gender unicorn on the overhead projector. Explain the difference between "Gender Expression", "Sexual Orientation" and "Gender Identity", as outlined in the **Required Reading** section.
2. Explain that we will be watching a short video clip of a trans activist, Janet Mock flipping the script on a reporter to show how many trans/gender nonconforming people experience questions about who they are.

**Activist Janet Mock Flips the Script on Reporter: Asks Her to Prove Her Womanhood**

<https://www.youtube.com/watch?v=ISsdSvJhniQ> (3 minutes and 7 seconds)

Show the video to the whole group and then debrief with the included questions below:

- i. What did you feel when you were watching the video?
- ii. Did it seem weird to hear those questions directed at a cis-gendered person? Why? Why not?
- iii. In what ways could this interaction change the way you'd approach a similar situation?

Activity 7.4

**Personal Reflection**

5 min

**Reflection Journaling:** Provide students with 5 minutes to write a written response in their journals. If possible, use a timer for this purpose. Answer the questions:

1. What is something meaningful you took away from today's session?
2. How does today's session relate to your personal life experience or the experiences of your friends and peers?
3. Thinking back on today's session, do you have any questions or something you would like to learn more about?

**Explain:** At this point the students will be asked to reflect on whether or not the day's activities have influenced their thinking on this topic at all.

**Extra time to fill?? Try one of these!**

**Extra Time Videos:** can be found on the HRY blog under Session Resources for Session 7 at [www.healthyrelationshipsfor youth.wordpress.com/session-resources](http://www.healthyrelationshipsfor youth.wordpress.com/session-resources).

**"Gender is Over"** <https://www.youtube.com/watch?v=ns3FcQvnnZw>

**"Why Gender Pronouns Matter"** <https://www.youtube.com/watch?v=9iKHjI5xAaA>



## Session 8

# Sex, Drugs, and Decisions

How does decision-making factor into our social and dating relationships? Session 8 offers space for participants to develop this skill and apply it to real-life scenarios.

<b>STUDENTS WILL:</b>	<b>KEY POINTS:</b>	<b>MATERIALS:</b>
<ul style="list-style-type: none"> <li>✓ Learn how to recognize and address the risks of alcohol and substance abuse</li> <li>✓ Develop their critical thinking and decision-making skills</li> <li>✓ Learn about the connection between substance use and relationship abuse, as well as substance use and sexual assault</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Healthy decisions</b> are ones that reduce risk to ourselves and others.</li> <li>• <b>Substances have an impact</b> on our dating and social relationships.</li> <li>• In social and dating situations, <b>we each have a role to play</b> in ensuring safety and preventing harm.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Community Standards</li> <li><input type="checkbox"/> Handouts – “Substance Abuse and Relationships”; “Drug Categories”; “Sexual Assault, Alcohol, and Drugs”</li> <li><input type="checkbox"/> Copies of scenarios (at end of session)</li> <li><input type="checkbox"/> Flip chart paper</li> <li><input type="checkbox"/> Writing supplies</li> <li><input type="checkbox"/> Lesson Plan</li> <li><input type="checkbox"/> Student Journals</li> </ul>

### **Healthy Living 9 Curriculum Connection:**

- 9.7: Short- and long-term risks and signs of concern along a continuum of drug use.
- 9.13: Analyze the role of alcohol in the decision-making process related to increased risk of unintended pregnancies, STI’s, impaired driving and injury.
- 9.19: Recognize and respond to physical health dangers and emergency situations related to alcohol and other substance use among their peers.

**Required reading for Youth Facilitators (to be read before the lesson):** It is important to avoid perpetrating the myth that alcohol or drugs are an excuse for sexual assault. Please read the following excerpt (adapted from a document published by our funder, The Canadian Women’s Foundation):

**Question:** To avoid sexual assault, shouldn’t people take responsibility for their own safety and avoid drinking too much or meeting up with strangers?

**Answer:**

- Only one party is responsible for sexually assaulting or harassing another person: the perpetrator. Holding survivors accountable for the violence they experience is called victim-blaming and it is not only unfair, it’s also dangerous. Victim-blaming leads many people to believe abuse is their fault and makes them less likely to come forward and report sexual offenses.<sup>[21]</sup>
- There is a myth that sexual assault is usually committed by strangers, but in about 80% of cases, the sexual assault survivor knows the offender.<sup>[22]</sup>
- There is research linking alcohol to sexual assault, but “the fact that alcohol consumption and sexual assault frequently co-occur does not demonstrate that alcohol causes sexual assault.”<sup>[23]</sup> There is also a double standard: while alcohol consumption is sometimes used to excuse the abuser’s behaviour, it is also often used as a reason to blame the victim for the abuse.

Activity 8.1

**Check-in/Introduction**

15 min

**Check-in:** Have the students *quietly* move their desks out of the way and form a circle with their chairs in the centre of the room. Go around the circle and have each student say their name in a way that shows how they’re feeling. They can use facial expressions and body language. For example, Chris might be feeling energetic so he jumps up and says “Chris!!!” with a smile. Jenna is feeling sleepy, so she stretches her arms and yawns while saying her name.

**Introduction Game: Recreate the Image**

**Goal of Activity:** To get students thinking about consent and how it relates to their personal boundaries and relationships.

**Activity:**

1. Explain to students that they will be playing a game to start the session off. They will need a partner for this activity. (*Remember it can be very useful to use the phrase “not now but soon”, when telling groups that they will need a partner, making it easier for you to explain the activity before everyone is moving around and distracted*).
2. Explain that a youth facilitator will hold up an image\* for everyone to see and the partners will be asked to recreate that image, one image at a time. The partners will have to decide if they feel comfortable recreating that image, and if so must hold the position for 15 seconds. If they don't feel comfortable they can decide to skip the pose, and wait for the next image to be shown.

\*Images for the game found under Session 8 Resources at [www.healthyrelationshipsfor youth.wordpress.com/session-resources](http://www.healthyrelationshipsfor youth.wordpress.com/session-resources).

**Debrief:**

- What did that feel like?
- How did it make you feel?
- What is consent? (*Possible responses: respecting boundaries, checking-in with your partner, saying yes because you want to say yes, etc.*)
- Did you and your partner use consent?
- How do you know that you both consented to do each pose? (*Possible answers: use of body language, words, etc.*)

Activity 8.2

**Drugs, Alcohol & Decisions**

15 min

**Goal of Activity:** To identify the impacts of substance use on our relationships.

**Activity:**

Before the session, set up a carousel activity. Put 4 pieces of chart paper with the titles, “peers”, “parents”, “school”, and “media” up around the room, these are the 4 “stations” needed for the activity.

1. Ask students to think about what messages they have received about drugs and alcohol from these four groups (peers, parents, school and media)
2. Divide class into 4 groups and have them each start at one of the stations. Give each group 2 minutes to brainstorm and record as many answers as they can before moving onto the next station.

- After all 4 groups have moved through each station, bring students back to the semi-circle and read off the answers that students came up with.

**Debrief:**

Ask the following question and record their answers in the form of a brainstorm on the board or flip chart paper.

- In what ways, if any, do you feel substance use can impact relationships? (Consider different types of relationships, not just romantic ones).

Activity 8.3

**Decision-Making Scenarios**

25 min

**Goal of Activity:** For students to have a chance to practice decision-making using real life scenarios.

**Activity <sup>5</sup>:**

- Ask students what goes through their mind when they're making a decision. Do they decide things quickly? Do they take the time to think it over?
- Ask students to identify some important questions to ask oneself when making a decision, especially about drugs, alcohol and sex. Write their answers on the board.

Possible Questions:

*What are the benefits?*

*What are the risks?*

*How will this impact me? Other people?*

*How will this decision affect my future?*

*Does it feel like the right thing to do?*

- Ask students to return to their small groups. Tell them that they will now be applying their decision-making skills to some real life scenarios. Provide a scenario to each group (found on **page 71**).
- Give students 10 minutes to discuss their scenarios, circulating around the room to offer support and input.

<sup>5</sup> Adapted from *Healthy Transitions: Promoting Sexual Health and Safety*, Antigonish Women's Resource Centre & Sexual Assault Services Association

5. Invite students back to the large circle and ask them to share what they discussed.

Questions to prompt large group discussion:

- Was it hard to decide what to do?
- What helped you make a decision?
- What role do drugs and alcohol play in relationships?

### **REMIND STUDENTS:**

Don't give people drugs without their full knowledge and consent. Don't get people drunk specifically because you want to have sex with them. Don't have sex with people who are too drunk, too high, or unconscious. Don't put anything in anyone's drink without their full knowledge. Don't have sex with someone who is silent. Don't have sex with someone who is crying. Don't have sex with someone if they are throwing up. Don't take advantage of anyone under the influence. **Don't have sex with people who don't want sex or can't tell you if they want it or not.**

Sex without consent, or sex where the victim cannot give consent (they are underage or impaired by alcohol or drugs), is **sexual assault**. Sexual assault is a **crime**. When a sexual assault happens, it is never the victim's fault. The only person at fault is the **perpetrator**.

### **Scenarios for Activity 8.3**

#### Bystanders

Wes and Sandy are at a party. They notice that Zach, a guy they go to school with, is talking to a girl they don't recognize. They seem to be having a good time but it is super obvious that the girl has had way too much to drink. Zach gets up and walks by, and they hear him say he is just going to get her "one more" and "that should be enough." A few minutes later, Zach and the young woman get up from the couch, and Zach puts his arm around her and leads her upstairs.

1. What should Wes and Sandy do?
2. Can this young woman legally consent to engaging in any sexual activities with Zach? Why or why not?
3. Is this sexual assault? Why or why not?
4. What do you think of Zach's comments?

### Fearing the Worst

Leah lives in a rural community. Her girlfriend Jess lives in the city and their long-distance relationship involves a lot of texting and video chatting. One day, Leah texts Jess and gets no response from her. She goes online at their usual chat time but Leah isn't there. She has mentioned this girl Meg's name a few times, and Leah starts to wonder if Jess is cheating on her with Meg. She goes on Instagram and creeps both of them to see if there is any evidence of something going on. She notices that earlier that day Meg had posted a picture of Jess eating and ice cream cone earlier that day.. She is feeling really anxious and upset. Her parents are at the neighbor's house, so Leah reaches for her pipe. She knows weed will calm her down, at least temporarily.

1. What should Leah do?
2. Is there a healthier way for Leah to deal with her stress?
3. Is Leah and Jess's relationship healthy?
4. What does this situation tell us about communication in relationships?

### Nude Photos

Abby met Caleb while she was out at a party with her friends on last Friday night. Since meeting, they have been texting back and forth quite often. They have hung out together a few times, and Abby really likes Caleb. He seems really sweet and kind, and she thinks Caleb really likes her too. One night, Caleb text messaged Abby and asked if she would send him some pictures of her without her clothes on. Abby is uncomfortable with the idea, but then again, she really likes him.

1. What should Abby say to Caleb?
2. What are the risks involved in sending someone nude pictures?
3. Do you think this is a common scenario?

### Designated Driver?

Sarah and her friends are going to at a friend's camp on a Friday night. Their older friend Alex said she would be the designated driver, since she had to be up early the next morning to go to work. Later in the evening, Sarah saw Alex drinking a beer. She asked Alex how many drinks she had, and Alex replied "I only had 3 beer, I am totally fine. I can usually drink 5 beer and still drive home. Don't worry about it. "

1. What should Sarah do?
2. Do you think Alex is o.k. to drive home? Why or why not?
3. What other options do Sarah and her friends have for getting home?
4. What should Sarah do if Alex decides to drive home?

### Nate Says "No"

Nate has a lot of school work to do before class tomorrow. His partner Ben comes up to him at his desk and starts kissing him and grabbing at the front of his pants. Nate nudges his partner away, and says "I really have to get this work done before tomorrow". Ben gets upset and says "This is what couples do! Don't you love me anymore? Is there someone else?" Nate reassures him there is no one else and then Ben asks Nate to at least smoke a joint with him. Nate does and then Ben starts coming on to him again. Nate can't concentrate on his work so he gives in. Afterwards, Nate is really stressed about his school work.

1. Does this sound like a healthy relationship? Why or why not?
2. How could Ben have responded in a more respectful way to Nate?
3. What could Nate have said or done to be more assertive with Ben?
4. What role did drugs play in Nate's decision making?

### Drugs for Money

Joshua lives with his mother, who suffers from chronic physical pain due to an illness. He knows that she takes OxyContin to ease her symptoms. One day he mentions it in passing to his friends, and they tell him that he should steal some of her drugs to sell to them. Joshua does need the money pretty badly, and his friends are very persuasive. He feels kind of uneasy about the whole thing, though.

1. What should Joshua do?
2. If Joshua does steal the drugs, how will it affect his relationship with his mom?
3. If he doesn't steal the drugs, how will it affect his relationship with his friends?
4. Can doing the right thing cost us our friendship with certain people? Is this Okay?

Activity 8.4

**Personal Reflection**

5 min

**Reflection Journaling:** Provide students with 5 minutes to write a written response in their journals. If possible, use a timer for this purpose. Answer the questions:

1. What is something meaningful you took away from today's session?
2. How does today's session relate to your personal life experience or the experiences of your friends and peers?
3. Thinking back on today's session, do you have any questions or something you would like to learn more about?

**Explain:** At this point the students will be asked to reflect on whether or not the day's activities have influenced their thinking on this topic at all.

## Session 9

# Power and violence (part 1)

This is the first of two sessions in which participants will explore the causes and dynamics of relationship violence, and how to break out of the cycle.

<b>STUDENTS WILL:</b>	<b>KEY POINTS:</b>	<b>MATERIALS:</b>
<ul style="list-style-type: none"> <li>✓ Learn the different types of violence</li> <li>✓ Become aware of the cycle of relationship violence</li> <li>✓ Watch a video that explores the issues around teen dating violence</li> <li>✓ Learn ways to support or help a friend in an abusive relationship</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The cycle of violence</b> can be difficult to end. Usually, the only way to end the cycle is to seek help and end the relationship.</li> <li>• When a relationship is violent, <b>the only person responsible for the violence is the person being violent.</b></li> <li>• <b>Violence</b> may become part of our relationships when it is accepted and condoned by other people in our lives and societies.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Community Standards</li> <li><input type="checkbox"/> "Healthy Relationships Are" handout</li> <li><input type="checkbox"/> Lesson Plan</li> <li><input type="checkbox"/> Student Journals</li> </ul>

### ***Healthy Living 9 Curriculum Connection:***

- 9.11 examine the cause and effect of unhealthy relationships and practice communication and assertiveness skills to confront unhealthy relationships
- 9.6 identify ways of maintaining sexual health
- 9.10 apply communication and interpersonal skills to discuss reproductive and sexual health issues

### **Required reading for Youth Facilitators (to be read before the lesson):**

Power dynamics and inequality are often causes of relationship violence. The aim of our program is to examine those different powers (i.e gender, race, class), how they may be used to create violence, and how to stop that violence before it starts.

In this session we will be focusing on the cycle of abuse. Abuse in relationships is often cyclical and highly manipulative – that is why many people continue to stay in abusive relationships. While the statistics highlight that women are the majority of people who are harmed within abusive relationships, anyone can be the victim of an unhealthy relationship. It is important to note that abuse can occur within LGBTQ relationships as well, and often goes unreported or unquestioned because of the stigma queer youth already face. People of colour and Indigenous people are also more likely to be assaulted by a partner because of racism, lack of access to resources, learned distrust of government run support systems, and racial stigma.

For this session we ask that you keep in mind the fact that abuse is always the fault of the person committing the violence. Regardless of what the other partner's behavior is, no one deserves to be scared or hurt by their relationship partner. Additionally, it is important to be mindful about the situations students in your class may be living in. Chances are that some of them have experienced violence in their relationships or family life outside of this class. For this reason we ask that you strive to deliver this session in a way that is respectful and safe for all students (i.e no jokes about physical violence or abuse, speaking to students who treat abuse lightly, etc.).

If you'd like to do more reading about relationship violence in Canada, please check the following resources or visit the blog at [healthyrelationshipsfor youth.wordpress.com](http://healthyrelationshipsfor youth.wordpress.com):

- [Loveisrespect.org](http://Loveisrespect.org)
- [Breakthecycle.org](http://Breakthecycle.org)
- Canadian Women's Foundation: The Facts about Violence Against Women
- Article: A Same-Sex Domestic Violence Epidemic Is Silent by Maya Shwader  
<http://www.theatlantic.com/health/archive/2013/11/a-same-sex-domestic-violence-epidemic-is-silent/281131/>
- Purple Ribbon Campaign: Right Relations  
[http://www.gov.pe.ca/photos/original/acsw\\_prc15\\_stu.pdf](http://www.gov.pe.ca/photos/original/acsw_prc15_stu.pdf)



## Activity 9.1

## Introduction/Check-in

20 min

**Content Advisory – to be read to students at beginning**

*Today we are going to be talking about relationship violence, which is a serious and challenging topic. If at any point you are feeling uncomfortable or overwhelmed, it is OK to stop participating or leave the classroom. If this conversation is something you want to discuss more or feel upset by please speak with your teacher, guidance counsellor, school health nurse, or HRY youth facilitators.*

**Check-in:** Have the students **quietly** move their desks out of the way and form a circle with their chairs in the center of the room.

Go around the room and have each student share a relationship they value in their life and why. They could speak about a friend, family member, pet, or any number of different relationships. Start by sharing yours first to make students feel at ease.

*or* if students are uncomfortable sharing personal information, ask them to name a relationship on a show or in a movie (romantic, friendship, family) they think of as positive or good.

**Introduction Game: Ultimate rock paper scissors**

1. First review the standard rules of rock, paper, scissors, making sure everyone knows how to play.
2. Students will play a standard game of rock paper scissors. The losing player then stands behind the winning player and enthusiastically cheers for that player. The winner finds another winner, who has someone or multiple people cheering behind them and they then play a round of rock, paper, scissors.
3. The game continues with each winning team collecting the other teams' players, and they cheer behind that winner. At the end you will have two large teams who face off for the ultimate rock paper scissors championship.

Debrief questions:

- How did it feel to have people cheering you on? (Further questions: did you feel powerful? Supported? Etc.)
- How did it feel to lose and then join the other team?

**Introduction Video:** As a class, watch the video "Love Labyrinth" by joinonelove. Found on [www.healthyrelationshipsfor youth.wordpress.com](http://www.healthyrelationshipsfor youth.wordpress.com) "Session Resources", under Session 9.

Ask students if they can identify the unhealthy behaviors in the video.

## Activity 9.2

**Introduction to Relationship Violence**

5 min

**Goal of Activity:** To introduce students to the concept of relationship violence.

**ACTIVITY:** Read the following to students:

*Relationship violence is abuse or mistreatment that happens between two people who are involved in an intimate relationship: they may be “just dating”, call themselves a “couple”, or even be “broken up” when the abuse happens. Relationship violence can take the form of emotional, verbal, physical, sexual, financial, or spiritual abuse.*

*Although girls are many more times likely to be the victims of relationship violence, boys can also be victims. Violence happens not just in heterosexual relationships – it can exist between partners of any gender or orientation. Because all of us can be affected by violence it is important to work together to end relationship violence.*

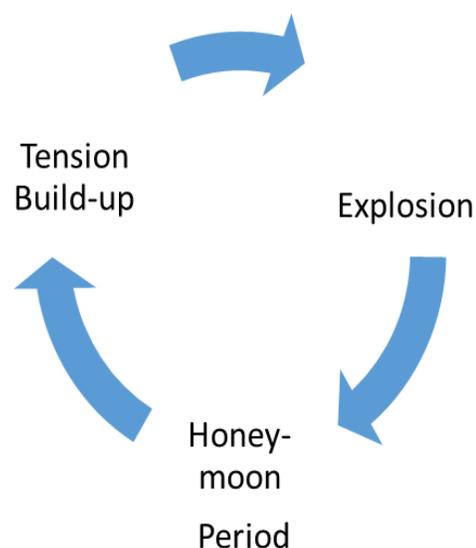
## Activity 9.3

**Cycle of Relationship Violence**

10 min

**Goal of Activity:** To help student recognize how relationship violence is part of a cycle.

**Activity:** Facilitators draw the ‘Cycle of Relationship Violence’ on the board and discuss and define each phase, giving examples and asking students for examples (below).



The 'Cycle of Relationship Violence' is a repeated cycle of a specific set of behaviours and stages.

Stage One: EXPLOSION – characterized by an outburst of emotionally destructive and/or physically violent behaviour towards one's partner. *Examples: Yelling at a partner, hitting/kicking/shoving/slapping a partner, belittling a partner, humiliating a partner, threatening a partner.*

Stage Two: HONEYMOON PERIOD – the perpetrator woos and courts the abused partner, often apologizing, making promises to change or never repeat the violent behaviour. *Examples: Making big statements about "being in love", giving gifts, romanticising their behavior ("babe, you make me crazy because I love you!"), going on trips, acting incredibly sweet, apologising and excuse making ("I'm in a bad place", "money's tight", "work is hard").*

Stage Three: TENSION BUILD-UP – tension begins to build within the perpetrator. This tension can be caused by things both outside and within the relationship. The tension build-up period leads to... Stage One: EXPLOSION (and the cycle begins anew). *Examples: Little things becoming big arguments, a partner feeling nervous and scared, a feeling of "walking on eggshells", blaming a partner for violent behaviour ("If you didn't flirt so much I wouldn't get so angry"), moodiness.*

- **REMEMBER: When a relationship is violent, the only person who is responsible for the violence is the person being violent!**



- **Why do people stay in violent relationships?**
- **How can you help those who might be in this difficult cycle?**

Activity 9.4

**Theatre Activity**

20 min

**Goal of Activity:** To have students demonstrate understanding of the cycle of violence.

**Activity:**

1. Divide students into groups of 4-5.

2. Ask them to prepare one of the following displaying each of the stages of the cycle of violence.
  - A skit that is no longer than 5 minutes.
  - A poster displaying the cycle and examples of each stage of the cycle
  - 3 "Freeze Frames" using their bodies to show each stage of the cycle
  - Write a short fictional story that describes the three stages of the cycle
3. Allow students 10 minutes to develop their piece
4. Present to the class
5. After each group presents, ask the following question to the whole class:
  - How could we change this scenario to prevent violence and break the cycle of relationship violence?

Activity 9.5

**Personal Reflection**

5 min

**Reflection Journaling:** Provide students with 5 minutes to write a written response in their journals. If possible, use a timer for this purpose. Answer the questions:

1. What is something meaningful you took away from today's session?
2. How does today's session relate to your personal life experience or the experiences of your friends and peers?
3. Thinking back on today's session, do you have any questions or something you would like to learn more about?

**Explain:** At this point the students will be asked to reflect on whether or not the day's activities have influenced their thinking on this topic at all.

**Extra time to fill?? Try one of these!**

***Equality, Power, and Control*<sup>6</sup> (10 minutes)**

<sup>6</sup> This activity is adapted from an activity ("What Violence Is") that was published in *From the Ground Up: Community-Based Tools to Address Violence and Seek Justice*, Girls Action Foundation, 2013-2015, p. 39-40. The GAF activity was adapted from *Making the Peace: An Approach to Preventing Relationship Violence Among Youth*, The National Resource Center on Domestic Violence, March 2000, p. 42-47.

1. Create a flip chart with two columns, one titled "Equality," and the other titled "Power and Control."
2. Post the flip chart paper with "Equality" and "Power and Control" columns on the wall.
3. Ask the group to call out words that describe each of these categories, using the responses they discussed in Part 1.
4. Ask participants to reflect on how "Equality" and "Power and Control" are portrayed in their communities. Ask if they want to call out any new words.
5. Write these words on sticky notes and put them in the appropriate column. You can use two different colors of sticky notes to highlight the differences.
6. When you have a complete list for each category, ask the group if there is anything missing or anything in the wrong place. Ask participants to come up to add or redirect words they think are necessary.
7. Also, as the facilitator, if you think there are words still unidentified by the participants, suggest these, and ask where they think they should go and why.

### **Violence Statistics (5 minutes)**

Ask students the following questions:

- Roughly what percentage of youth are affected by dating violence? (*Answer: 29% of young women and 13% of young men*)
- How much more likely is a girl to experience dating violence than a guy? (*Answer: 10 times more likely*)
- What is more common: sexual assault committed by a stranger, or sexual assault committed by someone known to the victim? (*Answer: Known to the victim*)

### **You may read the following statistics to students:**

- A study in the Atlantic Region found 29% of young women and 13% of young men had experienced some form of dating violence that was upsetting to them.
- Each year, over 40,000 arrests result from domestic violence—that's about 12% of all violent crime in Canada. Since only 22% of all incidents are reported to the police, the real number is much higher.
- 68% of reported assaults in NS were committed by individuals known to the victim.
- In Antigonish, NS 67% of victims seen by SANE (Sexual Assault Nurse Examiners) have been between the ages of 13-25.

- Since 2007, in Antigonish, NS, 71% of sexual assaults involved alcohol or drugs (victims were sexually assaulted while under the influence of alcohol or drugs or the perpetrator used drugs/alcohol).
- According to police, men (49%) and women (51%) in Canada are equally at risk of violent victimization. However, men are much more likely to be assaulted by a stranger or someone from outside their family, while women are much more likely to be assaulted by someone they know.
- About half (49%) of all female murder victims in Canada are killed by a former or current intimate partner. In contrast, only 7% of male murder victims were killed by intimate partners.
- As of 2010, there were 582 known cases of missing or murdered women in Canada. Both Amnesty International and the United Nations have called upon the Canadian government to take action on this issue, without success. According to the Native Women's Association of Canada, "if this figure were applied proportionately to the rest of the female population there would be over 18,000 missing Canadian women and girls."

*Sources:*

- Nova Scotia Advisory Council on the Status of Women. Sexual Assault in Nova Scotia: A Statistical Profile, 2005
- AWRC Sexual Assault Nurse Examiner Program, 2010
- Muriel McQueen Fergusson Centre for Family Violence Research, 2000.
- Statistics Canada, 2004
- Family Violence in Canada: A Statistical Profile 2009, Canadian Centre for Justice Statistics, Statistics Canada, via the Canadian Women's Foundation, 2015.
- What Their Stories Tell Us: Research findings from the Sisters In Spirit initiative, Native Women's Association of Canada, 2010, p. 18. Available: [http://www.nwac.ca/sites/default/files/reports/2010\\_NWAC\\_SIS\\_Report\\_EN.pdf](http://www.nwac.ca/sites/default/files/reports/2010_NWAC_SIS_Report_EN.pdf)
- 7 Canada: Missing and murdered Indigenous women and girls: Families deserve answers – and justice, Amnesty International, Media Release March 8, 2011, Available: <http://www.amnesty.ca/media2010.php?DocID=363>
- 8 "Canada must probe cases of slain, missing Indigenous women: UN," The Canadian Press, CBC News, November 24, 2008. Available: <http://www.cbc.ca/news/canada/story/2008/11/24/missing-women.html>
- The Facts About Violence Against Women. Canadian Women's Foundation, 2015. Available: <http://www.canadianwomen.org/facts-about-violence#6>

**For more statistics, resources, and information, please visit the HRY blog.**  
[www.healthyrelationshipsfor youth.wordpress.com](http://www.healthyrelationshipsfor youth.wordpress.com)



## Session 10

# Power and Violence (Part 2)

Having learned about the basics of relationship violence, participants now explore skills for keeping relationships healthy, getting out of unhealthy ones, and knowing the difference.

<b>STUDENTS WILL:</b>	<b>KEY POINTS:</b>	<b>MATERIALS:</b>
<ul style="list-style-type: none"> <li>✓ Identify their needs and expectations in a relationship</li> <li>✓ Compare and contrast the elements of a healthy, unhealthy, and abusive relationship</li> <li>✓ Identify resources available in the school, community, and online to help students who are dealing with unhealthy and/or abusive relationships</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do not judge someone</b> for remaining in an unhealthy relationship. Offer support and help when they need it.</li> <li>• <b>Consent</b> is when you willingly give permission, through words and actions, for something to happen.</li> <li>• <b>Finding help</b> for self and others through community resources and school supports</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Community Standards</li> <li><input type="checkbox"/> Flip chart and markers</li> <li><input type="checkbox"/> Sticky notes</li> <li><input type="checkbox"/> String/yarn</li> <li><input type="checkbox"/> Handouts: "Love Limits," "People in Healthy Relationships," "Why People Stay," and "Sexual Assault"</li> <li><input type="checkbox"/> Lesson Plan</li> <li><input type="checkbox"/> Student Journals</li> </ul>

### ***Healthy Living 9 Curriculum Connection:***

- 9.11 examine the cause and effect of unhealthy relationships and practice communication and assertiveness skills to confront unhealthy relationships
- 9.13 analyze the role of alcohol in the decision-making process related to increased risk of unintended pregnancies, STIs, impaired driving, and injury
- 9.20 identify school and community-based resources and health services available to assist themselves or a friend if help or information in the area of sexual health, mental health, alcohol, and other substance use or gambling is needed, and practice how to make initial contact with such a service/resource

### Required Reading for Facilitators (to be read before the lesson):

This session is intended to outline the positive behaviors we look for in our relationships, and to examine some of the things we expect from our partners, friends, and families. Again, everyone is entitled to be treated with respect and dignity, and to feel safe within their relationships. To this end, we'll be chatting about different standards and expectations people have, as well as examining the reasons some people become entangled in unhealthy patterns and behaviors.

We also use this session to talk about **consent**. This is a key lesson in the HRY curriculum and we encourage you to really use this space to make sure your students understand the core meaning of the word. Consent is about respecting boundaries and taking the rights of your partners into account when engaging in any sort of sexual behavior. It means checking in with partners and ensuring that everyone feels safe and enthusiastic about what is happening. If there is no consent, this is sexual assault. When we're talking about consent, it can be helpful to move away from a "no means no" context, into a "yes means yes" one. The difference is that many different behaviors can signify "no" without verbalizing it (turning away, staying silent, freezing, crying, disengaging/"turning off", batting away a hand, etc.), and in order to be good partners we need to check in and ensure a positive "yes" before we continue with any activities.

To learn more about consent, please check out the following resources, which are also listed on the HRY blog at [www.healthyrelationshipsfor youth.wordpress.com](http://www.healthyrelationshipsfor youth.wordpress.com) under Additional YF Resources:

- [Getconsent.ca](http://Getconsent.ca)
- [Consented.ca](http://Consented.ca)
- What Consent Looks like by RAINN  
<https://www.rainn.org/articles/what-is-consent>



Finally, this is a great session to talk about what we can do if a friend is in an unhealthy relationship. Make sure to take some time to chat about this with your class and don't forget to include it as the question in the reflection journal at the end of the session.

## Activity 10.1

## Introduction/Check-in

20 min

**Check-in:** Have the students *quietly* move their desks out of the way and form a circle with their chairs in the center of the room.

Go around the room and have each student share a trait they appreciate in other people or themselves. This can be anything like a sense of humour, being a good listener, or a really great singing voice. Ask them why they value that trait.

### Introduction Activity: Shaking Hands

**Goal of Activity:** To explore what consent may feel like and what makes getting and giving consent easier and harder. It also has connections to exploring communication and boundaries, which is an important part of consent.

#### Activity:

1. Explain to the group that we are going to start the session with a short activity.

#### 2. *First Handshake:*

First, ask everyone to shake hands. (Remember that people do have the right to pass if they feel uncomfortable doing this activity and it would be important to voice this to the group). Allow enough time for students to shake hands with as many people as they would like.

Ask a couple of questions after they have completed the handshakes.

- How was that?
- Was it similar to other handshakes you've had before? In what ways?

#### 3. *Second handshake:*

Next explain that you would like everyone to shake hands again BUT this time before they shake hands they must negotiate everything.

Share examples of how to do this, such as, do you want to shake hands with the left or right hand, do you want to go up and down or side to side, how firm should the handshake be, how long should we hold the handshake, should we fist bump or hug instead.

Allow everyone who wants to shake hands again to do so and notice what happens in the room.

Ask the following questions:

- How was that? How did that feel?
- How was it the same or different from the other handshakes you've had?
- How did it compare to the first hand shake?

- Which handshake did you prefer?

#### 4. *Third Handshake:*

Explain that the group is going to do one more handshake, BUT this time they are going to try and get a balance between the first and second handshakes. Explain that students should try to keep it fun and spontaneous but also try to find ways of communicating with the other person to make sure that you are both into it. In other words, they need to “tune in” to the other person using eye contact, body language, facial gestures, mirroring, etc.

Notice what happens during this handshake. Ask these debrief questions:

- How was that handshake?
- How did it compare to the first two?
- How did you communicate about the handshake?
- How did you know that the person you were shaking hands with was into it?
- Out of the three handshakes, which did you prefer? And why?

5. Bring everyone back to a circle to **debrief** the activity using the following questions:

- Are there times when you feel like you can’t say no to a handshake? Did that happen in this activity? Why? How?
- How might the relationship we have with someone affect how comfortable we feel to ask for the kind of handshake (or sexual activity) that we actually want to have?
- What makes asking for the handshakes (or sexual activity) you want or don’t want more difficult? What makes it easier?

Activity 10.2

**Relationship Needs**

15 min

**Introduction:** In partners, have students come up with behaviors within a relationship that are healthy or unhealthy and share with the class. Discuss why students feel that way about certain behaviors.

**Goal of Activity:** To give students the opportunity to explore their thoughts about relationships.

**Explain:** *Today we are going to divide into groups based on your comfort discussing sensitive and personal matters with others. You may choose a group with just girls, boys, or mixed. While in your groups you will have the chance to discuss what your needs are in a relationship. Your answers will be shared and compared when we meet after the exercise.*

**Activity:** Divide students into small groups. Groups can be gender-specific or mixed gender. Encourage students to choose the group they are comfortable with, being sensitive to and supportive of students who may not identify as male or female. Explain to the students that their responses will be shared in the next activity.

- Hand each group a sheet of flip chart paper.
- Hand each student five sticky notes.
- Ask students to think about their needs and expectations in a healthy intimate relationship (see questions below). Responses can be written on each of the pieces of paper.
- Have students arrange papers by number of importance and then place them in that order on the flip chart paper.
- Facilitators and the teacher should “float” around the room and check in with the groups to see how they are doing. *Be mindful of the sensitive nature of the conversations. Groups of all girls (or all guys) are likely to be most comfortable sharing with a facilitator of the same gender.*
- Have the group take time to read all the notes and then discuss the results.
- Repeat the process with questions 2 and 3.
- After 10 minutes, the facilitators and teacher visit each group (again, try to pair female facilitators with girls’ groups, etc.) and ask them the following questions.
  1. How is everyone feeling?
  2. Are there any concerns about sharing your responses with the large group?

**Small group questions:**

1. My needs and expectations in a personal/intimate relationship are...

*(Possible Responses)*

- *I need to have that person respect me*
- *I need that person to show me affection*
- *I need to be on the same page about sex with my partner (if applicable)*
- *I need to share common interests with that person*
- *I need that person to respect my boundaries*

2. Things I might fear or worry about in a personal/intimate relationship...

*(Possible Responses)*

- *this person may make demands of me I am not ready for*

- *this person may embarrass me if he/she acts a certain way*
- *I may not be able to communicate difficult things with him/her*
- *My partner and I may be at different levels of readiness for sex (if applicable)*
- *My parents or friends may not like this person*
- *This person may not respect my privacy/boundaries*

3. What does consent mean? How do I get consent, show consent? Why do we need to know about consent for relationships?

**Note:**

Define the term 'personal/intimate relationship' as those close relationships we may have with parents, best friends, and boyfriend/girlfriend. They don't just mean sexual relationships.

This would be an excellent opportunity to discuss sexual health, safe practices, consent, and responsibility to self and others in an intimate relationship. Identify the youth health center as a place to get more information or support.

**Consent:** Consent is when you willingly give permission, through your words and actions, for something to happen.

**\*\*\*Duty to Report:**

**If you suspect a person is about to disclose an experience of violence, tell them you are legally bound to report it if they are under 16.**

A disclosure of sexual assault or abuse could happen during or after such a discussion. Youth facilitators should direct any such discussions to the classroom teacher.

**Five things to say when you receive a disclosure of a sexual assault**

1. "I believe you."
2. "I'm sorry that happened to you."
3. "I'm glad you told me."
4. "It's not your fault."
5. "I'll help you get help."

## Activity 10.3

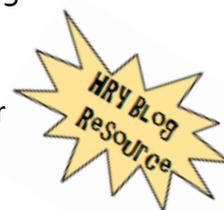
## Relationships Brainstorm &amp; Video

20 min

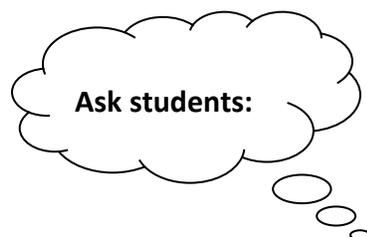
**Goal of Activity:** To help students recognize the difference between healthy and unhealthy relationships.

**Activity:** Begin activity by asking: When we begin dating someone, what kind of feelings let us know it might be a good or healthy relationship? List answer on the board.

Refer to the handout "Love Limits" found at [healthyrelationships.wordpress.com](http://healthyrelationships.wordpress.com) under Session Resources: Session 10. Encourage discussion with the following questions:



- 1) What are the early warning signs of a potentially unhealthy relationship?
- 2) What kind of feelings might be a signal to us that we might be in a potentially unhealthy relationship?



- **Why might people remain in an unhealthy relationship?**  
Refer to the handouts *People in Healthy Relationships*, *Why People Stay*, and *Sexual Assault*.
- **Where can someone in an unhealthy relationship get help?** (Note: - remind students of the "Where to get Help" sheet)

**Note:**

Some things to look for in a healthy relationship:

- *You consider your partner your friend.*
- *You have fun with your partner.*
- *Your partner asks you for your opinions and thoughts.*
- *Your partner has good relationships with family and other friends.*
- *Your partner is a good listener.*
- *You act like yourself when you are with your partner.*
- *Your partner has other interests besides you.*
- *Your partner gives you respect.*
- *You give your partner respect.*
- *You and your partner work through your problems together.*
- *You feel that you could end the relationship if you are not happy.*
- *You feel good and unafraid when you are with your partner.*

Finish the brainstorm with the Consent Video (5 minutes)

Show students one of the following YouTube videos:

Found at [www.healthyrelationshipsfor youth.wordpress.com](http://www.healthyrelationshipsfor youth.wordpress.com) under Session Resources: Session 10.

**Tea Consent (clean) by Blue Seat Studios -**

<https://www.youtube.com/watch?v=fGoWLWS4-kU>

**Hat Consent Video**

<https://www.youtube.com/watch?v=xAgD1yfgUuk>



**Ask students:**

- What did you think of the video?
- Has the video made your understanding of consent clearer?
- Did it bring up any questions you have about consent?

Activity 10.5

**Personal Reflection**

5 min

**Reflection Journaling:** Provide students with 5 minutes to write a written response in their journals. If possible, use a timer for this purpose. Answer the questions:

1. What is something meaningful you took away from today's session?
2. How does today's session relate to your personal life experience or the experiences of your friends and peers?
3. Thinking back on today's session, do you have any questions or something you would like to learn more about?

**Explain:** At this point the students will be asked to reflect on whether or not the day's activities have influenced their thinking on this topic at all.

**Extra time to fill?? Try one of these!**

**Unhealthy Relationship Web (15 mins)**

**Goal of Activity:** Students will use string to create a “web” of unhealthy relationship elements. This is a visual way of helping students learn about the complexity of relationships.

Have students form a circle. Ask for a volunteer to stand in the centre of the circle. Each student will be given a piece of paper that has an element of an unhealthy relationship on it (see page 91 for statements to use).

The facilitator will start with the ball of string, they will read the statement on their paper out loud and pass the string to a person across the circle from them, making sure to hold on to the end of the ball of string.

This continues until each person on the outside of the circle has read their statement and the person in the centre is surrounded by the “web”.

When the activity is finished ask students to share ideas and thoughts about what it means and what it shows.

Has a boyfriend who won't let them go out alone	Has a girlfriend who checks their email and txt msgs	Has a partner who constantly takes money from them	Has a girlfriend who won't talk about feelings	Has a boyfriend who yells at them for wearing tight clothes
Has a girlfriend who says she will leave if they go out with friends	Has a partner who makes them feel guilty because they have different religions	Has a girlfriend who constantly tells them they are ugly and fat	Has a boyfriend who keeps cheating and giving them sti's	Has a partner who hits them when she is upset
Has a boyfriend who is jealous of him participating in sports	Has a girlfriend who is using drugs and alcohol and steals money	Has a boyfriend who threatens to hit them if they don't listen	Has a partner who is only nice in public, and insulting in private	Has a boyfriend who is overprotective and moody all the time
Has a girlfriend who disrespects their friends and family	Has a boyfriend who wants them to stop talking to friends and family	Has a girlfriend who blames them for everything that goes wrong	Has a boyfriend who calls them stupid	Has a girlfriend who has an eating disorder but won't talk about it
Has a partner who is pressuring them to have sex	Has a girlfriend who is constantly texting and checking in	Has a boyfriend who is "in love" after the first date and wants to run away together	Has a partner who makes them stop talking to old friends because they aren't "cool"	Has a boyfriend who shares private msgs and photos with friends and on internet

## Session 11

# Folklore and Storytelling

Each of us have a voice that is unique and important. This session makes space for storytelling, a cross-cultural tradition that fosters personal and community well-being.

<b>STUDENTS WILL:</b>	<b>KEY POINTS:</b>	<b>MATERIALS:</b>
<ul style="list-style-type: none"> <li>✓ Have an opportunity to be part of the folklore and storytelling tradition</li> <li>✓ Discover the storyteller in themselves and others by valuing their own experiences</li> <li>✓ Learn to value a part of their culture or have the chance to get to know more about another local culture</li> <li>✓ Synthesize concepts of diversity and relationships</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Each of us</b> has a story to tell, and all of our stories are valuable.</li> <li>• <b>Storytelling</b> is an important tradition in many cultures.</li> <li>• <b>Sharing and listening</b> to each other's stories is a form of communication that builds healthy relationships and helps prevent violence.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Community Standards</li> <li><input type="checkbox"/> Coloring pages</li> <li><input type="checkbox"/> Comic page templates</li> <li><input type="checkbox"/> Personal objects (optional)</li> <li><input type="checkbox"/> Paper and writing/drawing supplies (if doing banner activity)</li> <li><input type="checkbox"/> Handouts: Folklore and storytelling</li> <li><input type="checkbox"/> Lesson Plan</li> <li><input type="checkbox"/> Student Journals</li> <li><input type="checkbox"/> Strips of white paper</li> </ul>

### ***Healthy Living 9 Curriculum Connection:***

- A. demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interactions with the world
- C. demonstrate effective communication and interpersonal skills that facilitate positive relationships between themselves and the world

**Required reading for youth facilitators (to be read before lesson):**

Nothing captures the human experience quite like oral story telling. It provides opportunity for personal expression, connection with others, and reflection on events in our lives. It gives us a voice, a chance to tell things from our own unique perspective, hold on to traditions and family histories, or to be able to empathize deeply with the experience of another. In this modern age, we spend much of our time communicating using technology. Social media can be a really powerful platform for self-expression and sharing ideas widely. That said, it doesn't replace the benefits of sharing our stories with each other face to face.

Oral story telling has been a key element of Indigenous societies in North America for centuries. It was a method of keeping stories, histories and teachings alive. Cultures and identities were maintained through oral storytelling. A collective approach was taken to the storytelling; preserving and transmitting stories involved the engagement of many people, and did not rely on any one person's perspective.

Indigenous cultures in Canada were intentionally undermined through the Residential School System, when Eurocentric and oppressive approaches to education, aimed at assimilation, attempted to eradicate the ceremonies, languages and traditions that supported this method of cultural transmission.

When we engage in storytelling activities today it is important to be mindful of the role storytelling played in Indigenous cultures in Canada, as well as in our own lives. Storytelling helps us stretch and expand our thinking and imagine what it must be like to walk in someone else's shoes. In a healthy relationship, open and honest sharing, without fear of judgement or criticism, is a part of the way we demonstrate respect for one another and get to know each other more deeply. Stories deeply impact the way we see ourselves and the world we live in and can be an important part of a commitment to social justice and a way to challenge racism, prejudice, homophobia and other forms of violence and oppression that we may face. Sharing in this way can make us feel vulnerable, and relies on a safe and caring environment to be established.

## Activity 11.1

## Check-in/Introduction

15 min

**Check-in:** Have the students *quietly* move their desks out of the way and form a circle with their chairs in the centre of the room. A talking object will help clarify who is to be speaking and who is to be listening. Identify that this is a practice originating in Indigenous culture. When the speaker is finished s/he hands the talking object to the person on the left. You can use a book for this purpose. Go around the circle and have each student share who their favorite story teller is (it could be someone in their family, a friend, a filmmaker, an artist, musician, etc.) and what they feel makes that person a good story teller. For example, someone could say their dad is the best storyteller because he always makes people laugh or a certain artist because she can express feelings in a way that people can relate to. *Always respect the right to pass.*

**Introduction Activity: Something about me**

*Note:* you will need pieces of white paper already cut out for this activity.

**Goal of Activity:** To have students start thinking about themselves and their own stories.

**Activity:**

1. Have everyone write something true about themselves onto a piece of paper, making sure to not share it with anyone else. Youth facilitators will collect the pieces of paper in a container.
2. Once all of the papers are in the container, shake them up and go around to each student having everyone pull out a piece of paper. If someone pulls out the fact that they put in, have them put it back and choose another one.
3. Once everyone has a fact, get the group to mingle and each person has to find the person that put that fact in the container. For example, if someone put in a piece of paper that said "my favorite childhood movie was the little mermaid", you would circulate with everyone and ask "was your favorite childhood movie the little mermaid?" If that is true for someone, but it wasn't what they wrote down, they should reply by saying "yes, but that wasn't mine". Continue until you have found your match.
4. Once they have found the person that matches their piece of paper, you can link arms with them or stand beside them. Continue until everyone has found their match and are standing side by side.

**Debrief:**

- Were there any similarities in what people wrote down and something that was true for you?
- What do you think this activity showed us? (Example responses: communication, that everyone has a story to tell about themselves, etc.)

**Read the following to students (facilitators can take turns reading paragraphs):**

*To prevent violence, it is important for youth to have a voice and share their experience. Using storytelling, we can learn from each other. Storytelling allows us to share our reflections on the topics we have been learning about and tell others what is important to us.*

*Folklores, folktales and storytelling are common to many communities, and have particularly rich cultures in African Nova Scotian and Mi'kmaq communities. The use of narratives provides a forum for making sense of the world through the communication of histories and the transmission of life lessons.*

*Developing and maintaining relationships relies on communication. Story-telling is one of the ways in which we communicate with each other.*

*Today we are going to take some time to share our own stories.*

Activity 11.2

**Story Share**

10 min

**Goal of Activity:** To introduce the idea of parables and storytelling to talk about social justice content and things we care about.

**Activity:** Tell the students that they will watch a video that depicts a traditional oral narrative or parable, "The Flight of the Hummingbird" (<https://www.youtube.com/watch?v=GJGNmgy676I>) or on the HRY Blog under "Session Resources" for session 11.

Partner students up and ask them to discuss:

1. What do they think the moral (or message) of the story is?
2. Who do they feel the intended audience for this story is? Why?



- Why might sending a message like this be more effective than say, a lecture or essay explaining the importance of doing what you can?

After 5 minutes, ask students to share what came from their discussions in a whole group share.

Here is a description of the parable (retrieved from [www.amazon.ca](http://www.amazon.ca)) that youth facilitators can read to the class after their discussions: *The hummingbird parable, with origins in the Quechuan people of South America, has become [an important tale] for environmentalists and activists who are committed to making meaningful change in the world. In this inspiring story, the determined hummingbird does everything she can to put out a raging fire that threatens her forest home. The hummingbird—symbol of wisdom and courage—demonstrates that doing something is better than doing nothing at all.*

Activity 11.3

Story Circle

30 min

**Goal of Activity:** To value the experiences of the students by giving time and space to share stories. This is core to valuing the oral storytelling tradition.



**Preparation:**

- Sometimes people are more comfortable sharing stories when they are engaged in a hands-on creative activity. See the blog for coloring pages that they can be working on throughout the session.

**Warm-up:**

- Have the students sit in a circle
- Give them a scenario (something that “happened to you”), alternating between good and bad news. For example, “Unfortunately, my car wouldn’t start this morning. Fortunately, my neighbor gave me a ride to school. Unfortunately, she drove through a red light. Fortunately. . .”
- Have students take turns adding one element at a time. Each addition should change the story from good to bad or vice versa.
- Go around the circle so that each student has the opportunity to add one element to the story.

**Activity:**

**Questions to prompt storytelling: (write on board or ask the group)**

1. Tell us about a time you felt really excited.
2. What is your favourite memory or favorite story?
3. What is the funniest thing that has ever happened to you?
4. What is the best adventure you've ever been on?
5. Consider a song that you can really relate to. What story does it tell?



- 1) Tell students they will now be given a few minutes to record a story in their notebooks or on a piece of paper. They will share this story with a partner and have the option of sharing it with the whole group, so they can keep this in mind when deciding how personal to make it. **See the blog for comic book page templates**, as some students may prefer to do an illustrated version of a story. Prompt them with the questions before having them begin.
- 2) After about 10 minutes, invite students to join each other in pairs of two to share their stories.
- 3) When the pairs have had about five minutes to share their stories, invite them to join the rest of the group for the story circle.
- 4) Before the story circle begins, *remind students of the Community Standards about respect and confidentiality*:
  - A talking object will help clarify who is to be speaking and who is to be listening. Identify that this is a practice originating in Indigenous culture. When the speaker is finished s/he hands the Talking object to the person on the left. You can use a book for this purpose.
  - Tell your own story
  - Ensure that everyone is respectful and allows one story to be completed before another one starts
  - Because we are limited to classroom time, each student should only speak for about two minutes.
  - Remember that everyone has the right to pass.
- 5) Begin the story circle. The story circle can start with one facilitator or presenter sharing their own story to demonstrate the length and general nature of the activity. The facilitator will then prompt the rest of the class to share a story.

## Activity 11.4

## Personal Reflection

5 min

**Reflection Journaling:** Provide students with 5 minutes to write a written response in their journals. If possible, use a timer for this purpose. Answer the questions:

1. What is something meaningful you took away from today's session?
2. How does today's session relate to your personal life experience or the experiences of your friends and peers?
3. Thinking back on today's session, do you have any questions or something you would like to learn more about?

**Explain:** At this point the students will be asked to reflect on whether or not the day's activities have influenced their thinking on this topic at all

**Extra time to fill?? Try one of these!*****Small Group Discussion (15 mins)***

Goal of activity: Students will share ideas and thoughts about the importance of stories and how they impact their lives. Questions can be answered in the space on the handout.

Questions:

1. Is there a story that was your favorite as a child? Why did you like it? Why has it stayed with you?
2. What makes a story memorable? What makes a story have impact?
3. Why do you think oral storytelling has existed for so long? Do you learn better from hearing stories? Do pictures help?
4. What stories do you share and who do you share them with? Do you share different stories with different people? Different versions of the same story?

5. Do you know any traditional Mi'kmaq, African Nova Scotian, Acadian or Gaelic stories?

**Significance of Oral Storytelling-** handout with questions accessible on the blog: [www.healthyrelationshipsfor youth.wordpress.com/session-resources](http://www.healthyrelationshipsfor youth.wordpress.com/session-resources).

**Self-Investigation:**

Prompt: What are some thoughts you hold about yourself? Jot down any responses that come to mind in your notebook. After a few minutes, read over your responses and consider them stories that you tell yourself, as opposed to absolute truths. If they are negative thoughts that you hold about yourself, investigate them further with curiosity. Is this really true? Is it true at all times? Can you think of a time that the opposite was true? How does it feel to hold on to this negative thought about yourself? How would it feel to let go of this negative thought? Try just letting it go for a moment if you can and allow yourself to imagine what it would be like if you didn't have this thought about yourself. It is useful to consider your negative thoughts as stories that you tell yourself. If the thought is not serving you, consider telling yourself a different story that serves you better.

If YF's have other small craft activities, they may use these here as well.

## Session 12

# Where Are We Now?

This final session gives participants a chance to synthesize what they've learned in the HRY program and celebrate their completion of the program.

<b>STUDENTS WILL:</b>	<b>KEY POINTS:</b>	<b>MATERIALS:</b>
<ul style="list-style-type: none"> <li>✓ Provide feedback on the previous HRY sessions</li> <li>✓ Consolidate new skills and concepts learned</li> <li>✓ Receive thanks and recognition for their participation in the HRY program</li> </ul>	<ul style="list-style-type: none"> <li>• Through building the knowledge and skills to create and maintain <b>healthy relationships</b>, we can help <b>prevent violence</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Community Standards</li> <li><input type="checkbox"/> Overhead projector and screen</li> <li><input type="checkbox"/> Relationship Jeopardy game</li> <li><input type="checkbox"/> Pieces of paper for teams to write their answers on, and for students to write relationship questions</li> <li><input type="checkbox"/> Lesson Plan</li> <li><input type="checkbox"/> Student Journals</li> <li><input type="checkbox"/> HRY Participation Certificates</li> </ul>

### ***Healthy Living 9 Curriculum Connection:***

- A. Demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interactions with the world
- B. think critically and make informed decisions to enhance health of self, those around oneself, and within a global context
- C. Demonstrate effective communication and interpersonal skills that facilitate positive relationships

## Activity 12.1

**Check-in/Introduction**

10 min

**Check-In:** Have the students circle up and invite them each to share one thing they are taking from this experience. Keep in mind the right to pass.

**Introduction**

*Today, first we are going to review the main concepts we covered in the previous sessions.*

**Group brainstorm on board:**

Communication styles, boundaries, diversity, power, privilege and oppression, media stereotyping, gender stereotyping, systemic violence, dating violence, sexual assault, conflict resolution, active listening.

## Activity 12.2

**Learning Review**

25 min

**Goal of Activity:** To review material from previous sessions in a fun and safe format.

**Activity:** *Speak, Draw, Act* game **OR** *Jeopardy* game

For this activity students have the choice of two review games. These games are both structured around reviewing the material covered in previous sessions. Students may choose the game that they like the best. *Speak, Draw, Act* is a more physical game that requires lots of action and involvement. *Jeopardy* is also a team game that requires involvement but less action. Let students choose which activity they like the best.

**Speak, Draw, Act**

*Note:* Before the session begins facilitators have to come up with words for the game. Think back on key terms and topics that were discussed throughout the 12 sessions.

- 1) Divide students into two teams.
- 2) Ask each group to choose a name for their team. Teachers write each team's name in columns on the board.
- 3) At the front of the class is a bowl of topics and one at a time the teams will send up a representative from the team to pick a topic and try to get their team to guess it. The representative of the team may choose to either:

**Speak:** describe the word without saying the word or using actions or drawing.

**Draw:** draw the topic on the board without using words or actions.

**Act:** act out the topic using actions but no words or drawing.

Once a student has chosen the method they want to use to show their topic they cannot change it. Each team has 1 minute to guess their topic. If their team guesses they get one point and the other team gets a turn to come up and pick a topic. If they do not guess it correctly before the minute is up the playing team gets no points and the opposing team has one chance to guess the answer. If the opposite team guesses correctly they win a point. The game carries on until all the topics have been asked. The team with the most points wins.

### Debrief:

1. Was this a helpful reminder of the topics covered?
2. What was more difficult: speaking, drawing or acting? Why?

### Jeopardy



Bring Jeopardy slideshow up on overhead projector, can be found at [healthyrelationshipsfor youth.wordpress.com](http://healthyrelationshipsfor youth.wordpress.com) under Session 12 Resources.

- 1) Divide class into four or five groups with no group larger than five people.
- 2) Ask each group to choose a name for their team. Teachers write each team's name in columns on the board.
- 3) Ask each team to designate a scribe with a piece of paper and a pen or pencil.
- 4) Each team, in turn, will choose a category and a point level.
- 5) Facilitators reads aloud the chosen statement. Each group has a few minutes to quietly discuss it and come up with the right answer (in question form, i.e. What is...?).
- 6) The group's scribe then writes it down on a piece of paper. When time is up, beginning with the group that chose the statement, each scribe holds up their group's response.
- 7) Ask for examples if this is appropriate to the question.
- 8) Facilitators tally the scores on the board. Teachers may use their discretion to accept a response that is close to the one in the game.
- 9) The playing continues with the next group choosing the category and point level. The game is played until there are no more statements available or time is up. A winner is declared.

## Activity 12.3

**Anonymous Questions**

10 min

**Debrief:**

- What concepts did this game remind you about?
- Are there any points that were not made clearly enough?

**Goal of Activity:** To give students a chance to ask and hear answers to questions they still have after completing the HRY sessions.

**Activity:**

Students are given a small piece of blank paper on which they are asked to write: "One question you have about how to have healthier relationships". When we say relationships we mean; dating, friendships, and family. Students are asked not to put their names on the paper. These questions are then collected by the teacher.

The slips of paper with the students' questions about relationships are re-distributed or pulled out of a hat and discussed with the group. Teachers can offer any additional information or resources.

## Activity 12.4

**Closing/Reflection**

10 min

Have students fill out the "**Grade 9 Post-Survey**". They can look back through their journals and use this to gather information and reflect on their experience with the program.

**Note:** This survey is part of the HRY program's evaluation and the information collected will be used to improve the program for next year. It is critical to the way the program runs that this information is collected. Please make sure Grade 9s fill this out either during the last session or shortly after.

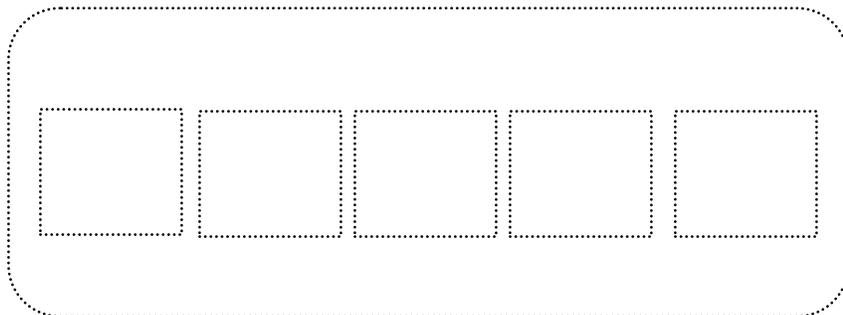
## Extra time to fill?? Try one of these!

### Bringing it All Together (30 minutes)

**Goal of Activity:** To create a representation of the learning and concepts covered in the previous sessions and have students use their creativity to show their understanding of topics.

**Activity:** Students will be making a banner consisting of 5 sections that will represent their learning over the previous sessions.

- Divide students into 5 groups.
- Each group should take about 5 minutes to come up with a topic and a concept for their section of the banner. There should be a basic idea of what their section will look like and how they will represent their chosen topic. (If two groups choose the same topic that is ok as long as they do not represent it in the same way...it is better to have variety if possible).
- Have the groups stay where they are, but have facilitators get everyone's attention and draw a rough draft of the template of the entire banner on the board. Fill in the sections with each groups idea so that students may get a rough idea of what the finished banner will look like.



- Have students work on their section of the banner in their groups. Each group will have the same materials and can use words, pictures, sketches, quotes, etc. to represent their topic. The main idea is to show why it was important to them.
- When a group finishes their section, have them bring it to the facilitator who will glue it to the main banner. Facilitators may want to decorate the main banner while they are waiting for groups to finish their sections.
- Once all sections have been finished and added to the main banner allow the whole class time to discuss what it represents.
- Hang in class, hall, or somewhere in school if the class agrees.

## Glossary of terms

**Abuse:** any act which puts another down, degrades or reduces a person's sense of self-worth; it includes belittling, yelling, name-calling and threats. Abuse comes in many forms- verbal, emotional, psychological, physical and sexual

**Aggressive:** not showing respect for others; aggressive communication crosses other people's boundaries and can lead to more conflict

**Aggression:** hostile, injurious, or destructive behaviour

**Aromantic:** a term used to describe a person who does not experience romantic attraction.

**Asexual:** a person who does not experience sexual attraction. They may still experience romantic attraction, but have no interest in sexual partnering.

**Assertive:** honoring and respecting self. Assertive communication is the most effective way to communicate; it takes people's rights and feelings into account

**Assault:** a violent attack; an unlawful attempt or offer to hurt another

**Biphobia:** prejudice toward and hatred of bisexual persons or those perceived to be so. Assuming that bi people are either straight people pretending to be gay, gay people pretending to be straight, or that once they are with a partner that decides their sexuality.

**Bisexual:** a person who has sexual and romantic attraction to their own gender and other genders.

**Boundaries:** something that sets a limit, in the relationship context where your comfort level ends

**Brainstorming:** a sudden burst of inspiration; knowledge sharing as a group on a given topic

**Bully:** domineer, browbeat, intimidate; oppressive to others

**Cis-gender:** a person whose gender identity corresponds to that person's biological sex assigned at birth

**Confidentiality:** private; respecting other people's right to share their own stories

**Conflict:** a clash between opposing elements or ideas

**Conformity:** agreement, compliance, obedience

**Consent:** willingly give permission, through your words and actions, for something to happen.

**Culture:** the way we live our everyday life; it is made of values and behaviours

**De-escalate:** to decrease in extent, volume, or scope

**De-sensitization:** the process of decreasing a person's response to certain things by overexposing that person to these same things

**Disclosure:** to share a viewpoint or personal experience

**Discrimination:** behaviour which usually stems from attitudes of prejudice.

**Diversity:** a reality that exists because individuals and groups differ with respect to race/culture/ethnicity/gender/age/sexual orientation

**Empathy:** the ability to understand or participate in the feelings or ideas of another.

**Empower:** make (someone) stronger and more confident, especially in controlling their life and claiming their rights.

**Ethnic group:** a group of people who share a common ancestry or sense of belonging together. All people are part of at least one ethnic group (ethnicity).

**Feminism:** refers to theories, movements, and actions that aim to challenge and eliminate sexism

**Flirting:** To play or gently tease in a charming way. To show romantic intent, or just for fun. *Note:* flirting is not always about being desperately in love, or interested in sex, sometimes it's just being silly or playful with someone you enjoy.

**Gay:** originally a descriptor for men whose primary sexual and romantic attractions were for other men, the term also is currently used to describe the community which may include lesbian, bisexual, and transgender persons.

**Gender:** refers to the attitudes, feelings, and behaviors that a given culture associates with a person's biological sex. Behavior that is compatible with cultural expressions is

referred to as gender normative. Behaviors that are viewed as incompatible with these expectations constitute gender non-conformity. Ex: girl, boy, non-binary, genderfluid

**Gender Expression:** the ways in which people communicate their gender to the world through things like clothing, behaviour, mannerisms etc.

**Gender Identity:** one's innermost concept of self as male, female, both, or neither. How a person perceives themselves and what they call themselves. This can be the same or different as the gender they were assigned at birth.

**Harassment:** any comment or conduct which is insulting, intimidating, humiliating, hurtful, malicious or degrading to an individual or group. It is behaviour that has a negative effect on the person it is aimed at. Be aware that *it's the victim who decides if something is harassment*. If you are on the receiving end and it feels like harassment, then it is.

**Heritage:** legacy, birthright, the sense of community and self you have from your family, ancestors, and culture.

**Heteronormativity:** assuming all people are straight, or assuming that "straightness" is the norm. Dismissing or ignoring the experiences and opinions of queer people.

**Heterosexism:** a bias towards heterosexuality or the exclusion of homosexuality. Also, the presumption that heterosexuality is superior to homosexuality leading to prejudice, bias or discrimination based on these things. Additionally, assuming that all people are straight (often perpetuated by media, older generations, and schools/institutions).

**Heterosexual:** an individual whose sexual feelings are primarily for people of the opposite sex, also referred to as straight.

**Homophobia:** prejudice toward and hatred of lesbian and gay persons or those perceived to be so. The systemic oppression of individuals because of their actual or perceived sexual orientation. See also "**Heterosexism**".

**Note:** this is not a legitimate medical "phobia" like arachnophobia (fear of spiders) or any other clinical term. It is a learned, societal issue. However, it is the mostly widely used term to describe someone or something that is anti-gay.

**Homosexual:** an individual whose sexual feelings are primarily for people of the same sex. While this term was once widely used, it is preferred less today. One reason many people do not like it is that the term was once used to define a mental illness. The medical and psychiatric professions have now clearly stated that this is not an illness. The terms LGBTQ+, gay, or queer are more commonly used terms for non-hetero communities.

**Indigenous Peoples:** the original inhabitants of North America or descendants of original people who inhabited the continent prior to contact with Europeans.

**Individuality:** personality; separate or distinct existence

**Intimacy:** marked by a close association, contact, or familiarity: suggesting informal warmth or privacy

**Intimidate:** to make timid or fearful; to instill fear in them, through threats and threatening actions; to bully

**Jealousy:** demanding complete devotion; distrustfully watchful

**Lesbian:** a woman whose primary sexual and romantic attractions are for other women. (A homosexual or gay woman.)

**LGBTQ+:** an inclusive term that refers collectively to lesbian, gay, bisexual, transgendered, queer, and those who identify beyond those term.

**Love:** strong affection; to feel a passion, devotion, or tenderness for

**Majority:** defined as any groups which, as a group, controls or dominates the largest share of wealth, power and status

**Media:** radio, television, newspapers, advertising and magazines are all examples of the 'medium' or method of communicating information and entertainment

**Minority:** defined as any group which, as a group, has been limited access to a share of wealth, power and status

**Mi'kmaq First Nations:** The Indigenous people of Eastern Canada, variously spelled Mi'kmaq, Mikmaq, Mi'gmak, or Mikmaq. Their original term for themselves was Lnu'k (or L'nu'k), "the people." Mi'kmaq comes from a word meaning "my friends". Traditional Mi'kmaq territory is concentrated in Nova Scotia and New Brunswick, but the Mi'kmaq people also had a presence in parts of Quebec, Newfoundland, and Maine. As of 2015, there were almost 60,000 registered members of Mi'kmaq nations in Canada. (Canadian Encyclopedia, 2015).

**Note:** The province of Nova Scotia is unceded (never formally surrendered or given up) Mi'kmaq territory.

**Misogyny:** the hatred or distrust of women

**Nation** (in the context of First Nations Peoples): Indigenous communities exercise

authority, responsibility and accountability to their own people, and where a nation-to-nation partnership exists within Canada based on shared sovereignty

**Needs:** a lack of something requisite, desirable, or useful

**Negotiation:** to confer with another so as to arrive at the settlement of some matter

**Non-binary:** someone who does not identify within the gender binary of only male or only female. The same definition works for gender-fluid and gender-queer.

**Objectification:** the process of relating or referring to a sentient being as an object or thing

**Oppression:** unjust or cruel exercise of power or authority; persecution

**Pansexual:** have the capability of attraction to others regardless of their gender identity or biological sex. Based entirely on attraction to personality/individual traits unrelated to any sex or gender characteristics.

**Passive:** not clearly expressing ones ideas or feelings, passive communication styles are often used when someone is fearful of expressing their own needs and opinions. This communication style can lead to miscommunication and feelings of powerlessness and helplessness.

**Peers:** one of equal standing with another

**Peer Pressure:** strong encouragement of forceful demand by friends or others of equal standing to behave in a certain way. Sometimes this pressure is subtle such as through suggestions or gossip.

**Perpetrator:** to be guilty of; to commit an unlawful act

**Power:** one that has control or authority; physical might; also mental or moral vigor

**Queer:** Once known as a derogatory term for homosexual and a word meaning odd or weird, "queer" was reclaimed by lesbian, gay, and bisexual activists in the 1980's as a proud name for themselves. Queer blurs both gender and sexual orientation and is regarded as more inclusive or variance than lesbian or gay; in other words, it acts as an all-inclusive or "umbrella" term for all LGBTQ individuals. "Queer" is not a term that all people feel comfortable with, so be cautious.

**Race:** a social and political construct (not scientific) which categorizes people on the basis of biological characteristics such as skin colour, shape of eyes, texture of hair, body size and physique

**Racism:** systemic discrimination, mistreatment, or exploitation of any individual or group based on the belief that they are racially or ethnically inferior. Differences of power and privilege go with and reinforce racism.

**Rape:** sexual intercourse without consent, by force or deception

**Reaction:** a reaction is often an impulsive, negative or defensive action to counter another action. Usually a reaction is not thought out before it is performed

**Relationship:** connection; the state of being related or interrelated

**Respect:** to consider deserving of high regard, to refrain from interfering with

**Response:** a response requires some thought and judgement over the possible consequences of any actions taken. A response takes the other person(s)' view into account

**Resource:** a new or reserve source of supply or support

**Role:** function; an assigned or assumed character

**Sexism:** is the mistreatment of one person by another, based solely on their gender. The term normally refers to the system of attitudes, assumptions, actions and institutions which make women and girls in our society subject to discrimination and disrespect, and vulnerable to harassment and violence.

**Sexual Harassment:** Any unwelcome sexual advances, requests for favors, and other verbal or physical conduct of a sexual nature. It is behaviour that is unwanted and has a negative effect on the person it is aimed at. It is the victim that defines the behaviour, or set of behaviours, as harassment – *if it feels like harassment it is harassment.*

**Sexual Violence:** A crime when someone forces any form of sexual activity on someone else (e.g., kissing, fondling, touching, sexual intercourse, etc.) without that person's consent.

**Social Class:** hierarchical order of society based on income, occupation, education, ownership of property, religion and political relationships.

**Stereotype:** lacking originality or individuality; fixed, oversimplified often false statements or mental pictures of members of a group allowing for no individual differences

**Straight:** also known as heterosexual, someone who is attracted romantically and sexually only to the opposite sex.

**Subliminal:** existing or functioning outside the area of conscious awareness

**Systemic:** relating to or affecting the whole system

**Tolerance:** sympathy or indulgence for practices or beliefs differing from one's own

**Tradition:** the handing down of beliefs and customs by word of mouth or example without written instruction, a belief or custom thus handed down

**Transgender:** A person whose gender identity does not correspond to that person's biological sex assigned at birth.

**Transphobia:** the fear of, or contempt of, other people because of their gender identity

**Trust:** assured reliance on the character, strength, or truth of someone or something; a basis of reliance, faith, or hope

**Two-Spirit:** this term comes from the Indigenous culture to refer to Indigenous people who are LGBT+. The terms gay, lesbian, bisexual and transgender are European in origin. Therefore this term may be preferred as being more culturally relevant. Before colonization, many Indigenous cultures recognized the traditions and sacredness of people who maintain a balance by housing both male and female spirits.

**Validation:** to confirm the validity of; verify

**Victim:** an individual who has been cheated, killed, injured, fooled or taken advantage of

**Violence:** exertion of physical force so as to injure or abuse; intense or furious often destructive action; improper use of force

**Witness:** one who has personal knowledge or experience of something

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